

# P.1 Thematic Scheme of Work for P.1 Term I

## THEME 1: OUR SCHOOL

WK	DAY	Lesson	Theme	Sub theme	L/area	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS	Inst. Materials	REF	Remarks
1	MON – FRI	1				Orientation week			-	-			
2	Mon	1	Our school	People in our school	News	Guided news - Telling news about how I came to school - Naming and identifying friends in the school - Playing names tag games	<ul style="list-style-type: none"> <li>Speaking</li> <li>Self-expression</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Discovery</li> <li>Look and say</li> </ul>	<ul style="list-style-type: none"> <li>Oral work</li> <li>Identifying their friends</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Being observant</li> <li>Fluency</li> <li>Confidence</li> </ul>	Name tags		
		2			Mathematics	Naming and identifying (Children count numbers 1-20 using concrete objects)	<ul style="list-style-type: none"> <li>Sorting objects according to given numbers</li> <li>Matching numbers to objects</li> </ul>	<ul style="list-style-type: none"> <li>Discovery</li> <li>Question and answer demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Sorting</li> <li>Matching</li> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>Effective comm.</li> <li>Problem solving</li> <li>Creative thinking</li> </ul>	Real objects e.g. stones, brooms, pencils	Comprehensive mtc bk 1 pg 6 Understand MTC bk 1 pg 4	
		3			Literacy I	Letter formation Letters and patterns Words and sentences AaAaAa Ann, Madam, Head teacher Our teacher has a new car	<ul style="list-style-type: none"> <li>Reads letters</li> <li>Forms words and sentences</li> <li>Writes letters and letter patterns words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Story telling</li> <li>Brain storming</li> <li>Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Forming words and sentences</li> <li>Reading and writing words, letters and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency\ self-expression</li> <li>Confidence</li> <li>Local reasoning</li> </ul>	Chalkboard illustrations Strip cards Wall charts		
		4			Literacy II	<ul style="list-style-type: none"> <li>What is a school?</li> <li>How I come to school.</li> </ul>	<ul style="list-style-type: none"> <li>Defining a school describing how I come to school.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Whole class discussion</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Defining</li> <li>Describing</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Critical thinking</li> <li>Creative thinking</li> <li>Appreciation</li> <li>Confidence.</li> </ul>	A chart with pictures showing a school and how people go to school.		
2	Mon	5	Our school	People in our school	English	Vocabulary Afternoon, evening, morning, fine, how , Greeting/structure Good morning, teacher? Good morning, Peter?	<ul style="list-style-type: none"> <li>Reading the new words</li> <li>Spelling the new words</li> <li>Using the new words in sentences</li> </ul>	<ul style="list-style-type: none"> <li>Look and say</li> <li>Listen , say and use</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>Articulation</li> <li>Respect</li> </ul>	Word cards Sentence strips	Tr's guide bk 1 pg 97 Essential engwk bk1 pg 1	

		6			CPA	Singing e.g greeting song, movement, playing simple percussion instructions	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing</li> <li>Moving to rhythm of the song</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Dancing</li> <li>- Playing</li> <li>- Instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Respect</li> <li>- Appreciation</li> <li>- Self expression</li> </ul>	Shakers Drums		
		7		Traditional games	P   E	warm up exercises (traditional games (cat and rat)	<ul style="list-style-type: none"> <li>Running in given formations</li> <li>Forming groups</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Running</li> <li>- Jumping</li> <li>- Chasing</li> </ul>	<ul style="list-style-type: none"> <li>- Discipline</li> <li>- Being observant</li> <li>- Organization</li> <li>- Leadership</li> </ul>			
	Tue	1			News		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>			
		2			Maths	Counting and writing numbers from 21-50	<ul style="list-style-type: none"> <li>Filling in the missing numbers</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Discovery</li> <li>Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Interpersonal relationship</li> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	Real objects e.g books, pencils, chairs,	Understand mtcbk 1 pg 3 Mk bk1 pg 6	
		3	Our school	People in our school	Lit I		<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>			
		4			Lit II	- Things on the way to school and from school e.g. vehicles, roads, plants etc.	- Identifying, naming and drawing things on the way to school.	<ul style="list-style-type: none"> <li>- Whole class discussion.</li> <li>- Guided discovery</li> <li>- Brian storming</li> <li>- Excursion</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Naming</li> <li>- drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Logical thinking</li> <li>- Effective communication</li> <li>- Drawing</li> <li>- Sharing</li> <li>- appreciation</li> </ul>	- A chart showing things on our way to school.		
		5			English	Vocabulary teacher , bursar, cook, secretary, children, headteacher, structures, this is a ..... These are ..... Show me .....	<ul style="list-style-type: none"> <li>Reading the new words spelling the new words</li> <li>Using the new words in sentence</li> </ul>	<ul style="list-style-type: none"> <li>Listen , say and use</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Responsibility</li> <li>- Awareness</li> </ul>	Word cards Sentences strips	Tr's guide bk 1 pg 97	
		6			CPA	Singing a song	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing to the rhythm of the song</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Dancing</li> <li>- Playing instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Self expression</li> <li>- Appreciation</li> </ul>	Shakers Drums		

		7			PE	Warm up skill teaching (waist writs)	<ul style="list-style-type: none"> <li>Twisting the west and wrists</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Jogging</li> <li>Twisting</li> </ul>	<ul style="list-style-type: none"> <li>Discipline</li> <li>Organization</li> </ul>			
2	Wed	1	Our school	People in our school	News	Telling news (free expression Drawing news Labeling pictures	<ul style="list-style-type: none"> <li>Speaking</li> <li>Free expression</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Discovery</li> </ul>	<ul style="list-style-type: none"> <li>Oral work</li> <li>Writing news</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Creativity</li> </ul>			
		2			Math	Writing and filling in numbers from 1-50	<ul style="list-style-type: none"> <li>Counting numbers 1-50</li> <li>Singing a counting song</li> </ul>	<ul style="list-style-type: none"> <li>Discovery</li> <li>Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> <li>Reciting</li> </ul>	<ul style="list-style-type: none"> <li>Communication</li> <li>Problem solving</li> </ul>	Real objects e.g. books, pencils, stones. Straws	Comprehensive MTC bk 1 pg 18	
		3			Lit I	Vocabulary and structures about people in school ie teachers, bursar, pupils, secretaries etc	<ul style="list-style-type: none"> <li>Interpreting pictures, constructing sentences using given structures correctly</li> <li>using to structures</li> </ul>	<ul style="list-style-type: none"> <li>question and answer</li> <li>whole class discussion</li> <li>pair activities</li> </ul>	<ul style="list-style-type: none"> <li>answering oral questions</li> <li>forming sentences</li> <li>completing structures , reading, and writing</li> </ul>	<ul style="list-style-type: none"> <li>creative thinking</li> <li>confidence</li> <li>expression</li> <li>fluency</li> <li>audibility</li> <li>problem solving</li> </ul>	Wall chart showing use of structures, things in the classroom and prepared work	Tr's collection	
		4			Lit II	- Dangers on the way to and from school. E.g. car knocks, snake bites, insect bites, thieves, kidnappers, drowning etc.	<ul style="list-style-type: none"> <li>Identifying and naming dangers on the way and from school.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Identifying</li> <li>Naming</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Effective communication</li> <li>Appreciation</li> <li>Confidence</li> </ul>	A chart showing dangers on the way to school.	Monitor stbk 1	
		5	Our school		English	Verbs Verb are doing words Examples Sweep, mop, arrange, write , cook, collect structures The .....is ..... The children are writing	<ul style="list-style-type: none"> <li>Reading the verbs</li> <li>Spelling the verbs</li> <li>Using he verbs in sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>Look and say</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Responsibility</li> </ul>	Sentence strips	Essential English bk 1 pg 44	
		6			CPA	Free activity Drawing and colouring people at school	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colouring /shading</li> </ul>	<ul style="list-style-type: none"> <li>Explanation</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> </ul>	Colours		
		7			PE	Warm ups Skill teaching Handkerchief race game Cool down exercise	<ul style="list-style-type: none"> <li>Jogging</li> <li>Running in a given formation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Jogging</li> <li>Running</li> </ul>	<ul style="list-style-type: none"> <li>Copping with stress</li> <li>Leads hip</li> <li>Cooperation</li> <li>Friendliness</li> </ul>	Whistle Handkies		

	Thur	1			News	Telling news Listening to a folk tell Asking questions	<ul style="list-style-type: none"> <li>• Attentive listening</li> <li>• Answering oral questions in the folk tale</li> </ul>	Explanation Question and answer	- Answering questions orally	Effective communication - Creative thinking - Appreciation	Pictures about the folk tale		
		2			Maths	Identifying the number which comes right after	<ul style="list-style-type: none"> <li>• Writing the number which comes right after</li> </ul>	Explanation Guided discovery Discussion Question and answer	- Counting - Writing	- Creative thinking - Problem solving	Concentric objects Flash cards	MK PriMtcbk 1 pg 13	
		3			Lit I	Letter formation E e Letters and patterns Words and sentences	<ul style="list-style-type: none"> <li>• Read letters</li> <li>• Forming words</li> <li>• And sentences writes letters , patterns , words and sentences</li> </ul>	Story telling Brain storming Whole class discussion	<ul style="list-style-type: none"> <li>- Forming words and sentences</li> <li>- Reading</li> <li>- Writing words, letters and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative things</li> <li>- Fluency</li> <li>- Self expression</li> <li>- Confidence</li> <li>- Logical reasoning</li> </ul>	Chalkboard illustration Strip cards Flash cards	Mk bk2	
		4			Lit II	- Peoples and things in my classroom	<ul style="list-style-type: none"> <li>- Naming teachers and children in the classroom</li> <li>- Identifying, naming and drawing things in the class room</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class discussion</li> <li>- Guided discovery</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Naming</li> <li>- Identifying</li> <li>- Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Creative thinking</li> <li>- Effective communication</li> <li>- Appreciations</li> <li>- Sharing</li> </ul>	Realia		
		5	Our school	Things in class	English	Vocabulary Pencils, books, tables, desks, chairs, chalk Structures This is a ..... These are .....	<ul style="list-style-type: none"> <li>• Pronouncing the words</li> <li>• Reading the words</li> <li>• Spelling the words</li> <li>• Forming sentences</li> </ul>	Look and say Listen , and use	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Reading</li> <li>- Spelling</li> <li>- Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Audibility</li> <li>- Fluency</li> </ul>	Word cards Sentence strips	Tr's guide bk 2 pg 97	
		6			CPA	Singing a song Movement Playing percussion instruments	<ul style="list-style-type: none"> <li>• Singing songs meaningful</li> <li>• Playing percussion instruments</li> </ul>	Demonstration	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Dancing</li> <li>- Playing atleast 1 percussion instrument</li> </ul>	<ul style="list-style-type: none"> <li>- Shakers</li> <li>- Drums</li> </ul>			
		7			PE	Warm up – apart-together Skill teaching Pair back to back pushing Skill practice Cool down activity (playing/ sending stones in a circle)	<ul style="list-style-type: none"> <li>• Jumping as instructed</li> <li>•</li> </ul>	Demonstration	- Jumping	<ul style="list-style-type: none"> <li>- Friendliness</li> <li>- Self esteem</li> </ul>	Body parts Whistle Stones		
	Fri	1			News	Telling news Singing a traditional folk song Asking and answering questions	<ul style="list-style-type: none"> <li>• Singing a traditional song</li> <li>• Articulating words correctly</li> </ul>	Demonstration Discussion Role method Observation	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Self esteem</li> <li>- Creative thinking</li> <li>- Interpersonal relationship</li> </ul>	Shakers Clappers		

		2			Maths	Identifying the number which comes between	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> </ul>	Explanation Discussion Question and answer Guided discovery	<ul style="list-style-type: none"> <li>Sorting</li> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Communication</li> </ul>	Chart showing numbers Flash cards	MK Pri MTC bk 1 pg 13	
		3			Lit I	Sound 'a' Words and sentences e.g apple, ants, jam etc An apple is sweet	<ul style="list-style-type: none"> <li>Identifying , reading, spelling and sentences with sound 'a'</li> <li>Draws pictures</li> <li>Names pictures</li> </ul>	Guided discovery Whole class discussion Imitation Sorting	<ul style="list-style-type: none"> <li>Identifying words , spelling and reading words, constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Self expression</li> <li>Critical thinking</li> <li>Listening and reading</li> </ul>	Flash cards Strip cards Real objects	Word sound bk 1 by muirpg	
		4			Lit II	<ul style="list-style-type: none"> <li>Uses of things in our class room e.g.</li> <li>Pencils for writing with</li> <li>Books for writing in</li> <li>Chairs for sitting on.</li> </ul>	<ul style="list-style-type: none"> <li>Naming the uses of things in our class room.</li> <li>Drawing the uses of things identified..</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> <li>Reading</li> <li>Whole class discussion</li> <li>Recitation</li> <li>Guided discovery</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Naming the uses of things in our class room.</li> <li>Drawing the uses of things in our class room.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Appreciation</li> </ul>	A chart showing some of the uses of things in our classroom.		
		5			English	Structures Is this a .....? No, it is not , it is a .....or Yes, it is. Are these .....? No, they are not, They are .... Or Yes, they are.....	<ul style="list-style-type: none"> <li>Reads the questions and answers correctly</li> <li>Responds or answers the questions correctly</li> </ul>	Guided discovery	<ul style="list-style-type: none"> <li>Reading</li> <li>Responding or answer questions</li> </ul>	<ul style="list-style-type: none"> <li>Audibility</li> <li>Confidence</li> </ul>	A chart showing the sentences	Essential engbk 1 pg 60	
		6			CPA	Modeling people in our school e.g teachers, headmaster etc	<ul style="list-style-type: none"> <li>Modeling</li> </ul>	Explanation	<ul style="list-style-type: none"> <li>Modeling people</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> </ul>	Clay		
		7			PE	Warm up – fire on the mountain Skill teaching Jump on, off and over Game situation Cool down (baby sleep on the mat and stretch)	<ul style="list-style-type: none"> <li>Jumping as instructed</li> </ul>	Demonstration	<ul style="list-style-type: none"> <li>Jumping</li> </ul>	<ul style="list-style-type: none"> <li>Friendliness</li> <li>Mobility</li> </ul>	Whistle		
3	Mon	1	Our school	Things in our shcool	News	Telling news Singing songs( discuss any problem faced in a school)	<ul style="list-style-type: none"> <li>Speaking</li> <li>Self esteem</li> <li>Creative thinking</li> <li>Appreciation</li> </ul>	Discussion Discovery Question and answer	<ul style="list-style-type: none"> <li>Oral work</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Being observant</li> <li>Confidence</li> <li>Self expression</li> </ul>			
		2			Maths	Identifying the number which comes right before	<ul style="list-style-type: none"> <li>Writing</li> <li>Singing</li> </ul>	Discovery Observation Whole class discussion	<ul style="list-style-type: none"> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Communication</li> </ul>	Pictures Real objects	MK bk 1 Pg 13	

		3			Lit I	Riddles about things in the classroom e.g books, ball., pencils, doll etc Structures " you are a ..... What am I? Example of a riddle: I am made of wood, has four legs and people sit on me. What am I?	<ul style="list-style-type: none"> <li>Identifying pictures , reading, writing words and sentences, answering oral and written questions , forming riddles</li> </ul>	Story telling Discovery Whole class discussion	<ul style="list-style-type: none"> <li>Drawing</li> <li>Identifying</li> <li>Pictures and answering oral and written questions, forming riddles</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving, critical thinking, fluency, self expression, confidence, logical reasoning, creative thinking</li> </ul>	Objects in class	Essengw kbkpg 47 bk 2 pg 70	
		4			Lit II	<ul style="list-style-type: none"> <li>Naming people found in our school e.g. teachers, cooks, guards, cleaners, nurse etc.</li> </ul>	<ul style="list-style-type: none"> <li>Naming people in our school</li> <li>Drawing people in our school</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Naming And drawing people in our school</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creative thinking</li> <li>Effective communication</li> <li>Appreciation</li> <li>Fluency.</li> </ul>	Word cards  Picture cards.		
		5			English	Adjectives An adjective is a word that talks more about a noun . Examples; dirty , small , clean, big, white, Structure; The table is dirty.	<ul style="list-style-type: none"> <li>Reads the adjectives</li> <li>Spells the adjective</li> <li>Uses the adjective</li> </ul>	Look and say Guided discovery	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Articulation</li> </ul>	Word cards Sentence strips	Essential engbk 1 pg 62	
		6			CPA	Singing songs related school objects e.g chair, table etc	<ul style="list-style-type: none"> <li>Singing songs meaningful</li> </ul>	Explanation Discussion	<ul style="list-style-type: none"> <li>Singing</li> <li>Moving to the rhythm of the song</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Mobility</li> </ul>	Clap hands Shakers		
		7			PE	Warm up ( activity Skill reaching (traditional game and dance)	<ul style="list-style-type: none"> <li>Moving in a given formation</li> </ul>	Demonstration	<ul style="list-style-type: none"> <li>Jogging</li> <li>Running</li> </ul>	<ul style="list-style-type: none"> <li>Coping with stress</li> <li>Friendliness</li> </ul>	Whistle		
	Tue	1	Our school	Things in our school	News	Telling news Reciting about school objects	<ul style="list-style-type: none"> <li>Speaking</li> <li>Pronouncing given words in a rhyme correctly</li> </ul>	Rote method Demonstration	<ul style="list-style-type: none"> <li>Reciting</li> </ul>	<ul style="list-style-type: none"> <li>Self expression</li> </ul>	School environment	Teachers ' collection	
		2			Mathematics	Identifying the smaller (less number)	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Comparing the number of objects</li> </ul>	Explanation Questions and answer Guided discovery	<ul style="list-style-type: none"> <li>Counting objects</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative thinking</li> </ul>	Real objects eg pens, tins, boxes	Mk prbk 1 pg 13	
		3			Literacy 1	Composition about our school profile	<ul style="list-style-type: none"> <li>Reads the composition</li> <li>Answers the questions about the composition</li> </ul>	Story telling, whole class discussion, interview demonstration	<ul style="list-style-type: none"> <li>Reading and filling in the given composition</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Logical reasoning</li> <li>Appreciation</li> </ul>	Prepared work on sheets	Tr's collection	

		4			Literacy II	<ul style="list-style-type: none"> <li>- Work of people in our school e.g.</li> <li>- Teachers teach pupils a</li> <li>- Cooks prepare and serve food.</li> <li>- Cleaners clean the school.</li> </ul>	<ul style="list-style-type: none"> <li>- Naming the people in our school and their work</li> <li>- Drawing the work of people at school.</li> </ul>	<ul style="list-style-type: none"> <li>- Role play</li> <li>- Reading</li> <li>- Guided discovery</li> <li>- Demonstration</li> <li>- Whole class discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing people in our school and their work.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Creative thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> <li>- Sharing..</li> </ul>	A chart showing people in our school and their work.		
		5		People at home	English	Vocabulary; mother, father, uncle, brother, sister, aunt, baby, grandmother etc Structures; .....is..... Mother is .....food,(cook) Aunt is ..... clothes. (wash)	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Forming sentences</li> </ul>	Listen, say and use Substitution	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Audibility</li> <li>- Awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Audibility</li> <li>- Awareness</li> </ul>	Word cards a	Mk bk 3 pg 108	
		6			CPA	Making simple musical instruments e.g shakers, clappers, rhythm sticks	<ul style="list-style-type: none"> <li>• Making simple musical instruments</li> <li>• Identifying instruments made</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>- Making instruments</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Sharing</li> </ul>	Sticks Bottle tops Tins		
		7			PE	Gymnastics Warm up (joke on spot) Basic body movement Experience and space awareness Running in files	<ul style="list-style-type: none"> <li>• Performing dodging activities</li> <li>• Walking in a given formation</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>- Making instruments</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Friendliness</li> </ul>	Whistle		
	Wed	1	Our school	Things in our school	News	Telling news Drawing the narrative of their news	<ul style="list-style-type: none"> <li>• Telling news</li> <li>• Drawing pictures</li> </ul>	Explanation Discussion	<ul style="list-style-type: none"> <li>- Narrating</li> <li>- Drawing</li> <li>- Colouring</li> </ul>	<ul style="list-style-type: none"> <li>- Self expression</li> <li>- Appreciation</li> </ul>	Crayons		
		2			Maths	Identifying the least number	<ul style="list-style-type: none"> <li>• Counting objects</li> <li>• Counting numbers</li> <li>•</li> </ul>	Explanation Questions and answer Guided discovery	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Counting</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	Pencils Pens Crayons Leaves	Mk pr. Bk1 pg 22	
		3			Lit I	Days of the week Questions about days of the week e.g. how many days make a week? What day comes just after /before? What is between ...and ....?	<ul style="list-style-type: none"> <li>• Identifying</li> <li>• Naming</li> <li>• Ordering the days of week</li> </ul>	Observation Guided discovery Interviews Whole class discussion Brain storming	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Naming</li> <li>- Ordering the days of the week</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Self expression</li> <li>- Confidence</li> <li>- Fluency</li> <li>- Logical reasoning</li> </ul>	Strip cards Flash cards Wall charts	Essengw kbk 1 pg 34-35	
3		4	Our school	Things in our school	Lit II	<ul style="list-style-type: none"> <li>- Work places of people in our school e.g.</li> <li>- Teachers – class room</li> <li>- Cooks – Kitchen</li> <li>- Librarian – Library</li> <li>- Nurse – sick bay</li> <li>- Bursar - office</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and identifying work places for the people in our school</li> <li>- Drawing the work places</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Whole class discussion</li> <li>- Reading</li> <li>- Excursion</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing work places of people in our school</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> <li>- Confidence</li> </ul>	A chart showing work places of people in our school		

		5			English	Structure Is mother cooking food? Yes, she is No, she is not She is sitting	<ul style="list-style-type: none"> <li>• Reading the structures</li> <li>• Using the structures</li> </ul>	Guided discovery	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> </ul>	A chart	Essential engbk 1 pg 60	
		6			CPA	Free activity Drawing and colouring things we use in the class room	<ul style="list-style-type: none"> <li>• Shading</li> <li>• Free hand movement</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Shading</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> </ul>	Crayons Papers Pencils	Teachers ' collection	
		7			PE	Warm ups Skills teaching (dance to the rhythm Game (traditional games and dances	<ul style="list-style-type: none"> <li>• Dancing</li> <li>• Jumping</li> <li>• Running in a given formation</li> </ul>	Demonstration	<ul style="list-style-type: none"> <li>- Jumping</li> <li>- Running</li> <li>- Dancing</li> </ul>	<ul style="list-style-type: none"> <li>- Discipline</li> <li>- Organization</li> </ul>	Drum		
3	Thur	1	Our school	Things in our school	News	Story telling Listening to a folk tale Asking and answer ing questions	<ul style="list-style-type: none"> <li>• Telling news</li> <li>• Answering questions</li> </ul>	Story telling Discussion Question and answer	<ul style="list-style-type: none"> <li>- Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Assertiveness</li> </ul>			
		2			Math	Identifying the greater number	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Writing</li> </ul>	Explanation Guided discovery Questions and answer	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	A chart showing counting numbers	Mk pr MTC bk 1 pg 22	
		3			Lit I	Jumbled sentences about school routine	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Describing</li> <li>• Ordering sentences to form a meaningful story</li> </ul>	Observation Whole class discussion Story telling Discovery	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Interpreting and arranging sentences to form a meaningful story</li> </ul>	<ul style="list-style-type: none"> <li>- Logical reasoning</li> <li>- Fluency</li> <li>- Audibility</li> <li>- Confidence</li> </ul>	Prepare d work	Tr's collection	
		4			Lit II	<ul style="list-style-type: none"> <li>- School needs</li> <li>- What are school needs?</li> <li>- e.g., food, books, furniture, chalk, pencils, classrooms, toilets electricity, water, charts, security etc.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Defining school needs</li> <li>- Identifying and drawing school needs</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Whole class discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Defining school needs</li> <li>- Identifying and drawing school needs.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Creative thinking</li> <li>- Effective communication</li> <li>- Appreciation.</li> </ul>	Word cards  Picture cards  A chart showing school needs.	Mk SST Bk 2	
		5	Our school		English	Vocabulary Saucepan, plate, cups, television, basin, basket Structures This/that is ..... These / those are....	<ul style="list-style-type: none"> <li>• Reading the words</li> <li>• Spelling</li> <li>• Using the words in sentences</li> </ul>	Guided discovery Listen , say and use	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Fluency</li> </ul>	Word cards	Essential eng. Mk 1 pg 30	



		6			CPA	Singing simple songs about class /school	<ul style="list-style-type: none"> <li>Singing songs meaningfully</li> <li>Moving to the rhythm of the song</li> </ul>	Rote demonstration Imitation	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing</li> </ul>	<ul style="list-style-type: none"> <li>Self-expression</li> <li>Friendship</li> <li>Formation</li> <li>Cooperation</li> <li>Creative thinking</li> </ul>	Drums Shakers		
		7			PE	Warm up activities Traditional games and dance e.g wampologoma	<ul style="list-style-type: none"> <li>Dancing</li> <li>Running in a given formation</li> <li>Jogging</li> </ul>	Demonstration Observation Imitation	<ul style="list-style-type: none"> <li>Running</li> <li>Dancing</li> <li>Jumping</li> <li>Jogging</li> </ul>	<ul style="list-style-type: none"> <li>Discipline</li> <li>Organization</li> <li>Leadership</li> </ul>	Whistle	National primary school curriculum for ug. Pg 97	
3	Fri	1			News	Telling news Telling riddles e.g I have four legs, you sit on me. What am I? I am a chair	<ul style="list-style-type: none"> <li>Telling news</li> <li>Completing riddles correctly</li> <li>Speaking</li> </ul>	Explanation Guided discovery Discussion Identification	<ul style="list-style-type: none"> <li>Identifying completing the riddles</li> <li>Telling the news</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Observation e.g pronunciation</li> <li>Writing</li> </ul>	Real objects eg chairs, an egg	Standard essential English work bk 1 pg 70	
		2			Maths	Identifying the greater number	<ul style="list-style-type: none"> <li>Identifying the greater number</li> </ul>	Explanation Brain storming Observation Discussion	<ul style="list-style-type: none"> <li>Identifying the greater number</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Problem solving</li> </ul>	Aa chart showing numbers	Mk bj 1 pg 13	
		3			Lit I	Vocabulary related to activities in school Sweeping, mopping, writing Structures What is .....doing? What are the .....doing? Who is ..... ? Who are .....? ?	<ul style="list-style-type: none"> <li>Responding to structures correctly</li> <li>Interpreting pictures, constructing sentences using given structures correctly</li> </ul>	Observation whole class discussion Small group discussion Story telling Discovery Imitation	<ul style="list-style-type: none"> <li>Answering oral and written word, forming sentences, reading and completing structures</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Confidence</li> <li>Free expression</li> <li>Fluency</li> <li>Audibility</li> <li>Problem solving</li> <li>Sharing</li> </ul>	Wall chart Showing use of structural matters and word prepared on sheets		
		4			Lit II	<ul style="list-style-type: none"> <li>Uses of school needs</li> <li>We need pencils for writing with</li> <li>We need books for writing in.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying uses of school needs</li> <li>Drawing uses of school needs.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Guided discovery</li> <li>Reading</li> <li>Recitation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying uses of school needs</li> <li>Identifying buildings at school and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Creative thinking</li> <li>Appreciation</li> <li>Sharing</li> <li>Critical thinking</li> </ul>	A hart showing school needs		
		5			English	The alphabetical – capital and small letters Aa-Zz	<ul style="list-style-type: none"> <li>Reading and writing letters of the alphabet,</li> <li>Upper and lower case,</li> <li>Writing words in capital and small letters</li> </ul>	Observation Questions Answer Discovery	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Matching</li> <li>Sorting</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Problem solving</li> <li>Analyzing statements</li> <li>Decision making</li> </ul>	Wall charts Showing letters of the alphabet	Essential eng bk 2 og 1 Eng aid std 3 pg 26-27	
		6			CPA	Making play materials e.g dolls, ropes, balls. Mats	<ul style="list-style-type: none"> <li>Making play materials</li> <li>Tidying up the place</li> </ul>	Imitation Demonstration Explanation Discussion	<ul style="list-style-type: none"> <li>Making play materials</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Cooperation</li> <li>Patience</li> <li>Friendliness</li> </ul>	Banana Fribres Sisal Papers Glue	Nat tr' guide	

		7			PE	Warm up exercise Traditional games and dances e.g ekyumakyaalimuenguddo	<ul style="list-style-type: none"> <li>Dancing</li> <li>Moving according to rhythm</li> </ul>	Demonstration Observation Imitation	<ul style="list-style-type: none"> <li>Lining up to the rhyme</li> <li>Jogging</li> </ul>	<ul style="list-style-type: none"> <li>Discipline</li> <li>Organization</li> <li>Leadership</li> </ul>	Whistle	Nat pricurrip g 97	
4	Mon	1	Our school	Activities in our school	News	Telling news School /class rules and regulation	<ul style="list-style-type: none"> <li>Reading</li> <li>Discussing</li> <li>Following school rules and regulation</li> </ul>	Story telling Brain storming Whole class rules and their importance	<ul style="list-style-type: none"> <li>Respect</li> <li>Obedience</li> <li>Leadership</li> <li>Responsibility</li> <li>Assertiveness</li> <li>Unity</li> </ul>	<ul style="list-style-type: none"> <li>School/class rules and regulation</li> </ul>	Nat tr's guide pg 96  Nat currpg 15		
		2			Math	Identifying the greatest number	<ul style="list-style-type: none"> <li>Identifying</li> <li>Writing</li> </ul>	Discovery Discussion Explanation	<ul style="list-style-type: none"> <li>Identifying the greatest number</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Problem solving</li> </ul>	Real objects e.g pencils. Straws	Mk mtcbk 1 pg 13	
4	Mon	3			Lit I	Sound 't' Words and sentences with sound 't'	<ul style="list-style-type: none"> <li>Reading words</li> <li>Pronunciation</li> <li>Articulation</li> <li>Spelling words</li> <li>Constructing sentences</li> </ul>	Observation Whole class discussion Small group discussion Discovery Imitation	<ul style="list-style-type: none"> <li>Reading words</li> <li>Pronouncing words</li> <li>Articulating words</li> <li>Spelling words</li> <li>Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Audibility</li> <li>Free expression</li> <li>Fluency</li> <li>Confidence</li> <li>Logical reasoning</li> </ul>	Flash cards Strip cards	Tr's collection	
		4			lit II	<ul style="list-style-type: none"> <li>Symbols of a school</li> <li>What are school symbols?</li> <li>Examples like School uniform, school badge, School flag, school name etc.</li> </ul>	<ul style="list-style-type: none"> <li>Defining school symbols</li> <li>Identifying examples of school symbols</li> <li>Drawing the school symbols</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Reading excursion.</li> </ul>	<ul style="list-style-type: none"> <li>Defining school symbols</li> <li>Identifying and drawing examples of school symbols</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creative thinking</li> <li>Effective communication</li> <li>Responsibility.</li> </ul>	A chart showing school symbols.		
		5			English	Ordering letter of the alphabet eg/ d.b.a.c.=a,b,c,d	<ul style="list-style-type: none"> <li>Identifying</li> <li>Arranging letters of alphabet in ascending order, capital and small</li> </ul>	Observation Discovery Whole class discussion Imitation Demonstration	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing letters of the alphabet in order</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Problem solving</li> <li>Fluency</li> <li>Critical thinking</li> </ul>	Wall chart showing letters of alphabet	Essential engbk 2 pg 1 Eng aid std 3 pg 26-27	
		6			CPA	Saying riddles Singing the national anthem (1 <sup>st</sup> stanza)	<ul style="list-style-type: none"> <li>Listening</li> <li>Singing</li> </ul>	Rote method Demonstration Imitation	<ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Creative thinking</li> <li>Unity</li> </ul>	A cahrt showing the 1 <sup>st</sup> stanza of the national anthem	Nat trs' guide pg 98	
4		7			PE	Warm ups Skill teaching Traditional games and dances egekiboobo	<ul style="list-style-type: none"> <li>Hopping</li> <li>Jumping</li> <li>Dancing</li> <li>Running</li> </ul>	Demonstration Imitation	<ul style="list-style-type: none"> <li>Discipline</li> <li>Organization</li> <li>Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Whistle</li> </ul>		Nat trs' guide pg 98	

	Tue	1		Activities in our school	News	Tongue twisters Telling news about the school daily routine	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Identifying daily school activities</li> <li>• Describing daily school activities</li> </ul>	Miming Whole class discussion Imitation	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Describing</li> <li>- Naming</li> </ul>	<ul style="list-style-type: none"> <li>- Self-expression</li> <li>- Creative thinking</li> </ul>	A chart showing daily activities at school		
		2			Maths	Arranging numbers in ascending order (smallest to biggest)	<ul style="list-style-type: none"> <li>• Identifying</li> <li>• Arranging</li> <li>• Writing</li> </ul>	Discovery Imitation Discussion	<ul style="list-style-type: none"> <li>- Identifying numbers</li> <li>- Arranging and writing numbers in ascending order</li> </ul>	<ul style="list-style-type: none"> <li>- Logical thinking</li> <li>- Problem solving</li> </ul>	Real objects eg straws	Primtc of Uganda bk 1 pg 12	
		3			Lit I	Sound 'o'	<ul style="list-style-type: none"> <li>• Reading letters forming words and sentences</li> <li>• Patterns, words , and sentences</li> </ul>	Brain storming Whole class discussion	<ul style="list-style-type: none"> <li>- Forming words and sentences</li> <li>- Reading and writing letters, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Fluency</li> <li>- Self-expression</li> <li>- Confidence</li> <li>- Logical reasoning</li> </ul>	Chalkboard illustration Flash cards Strip cards Wall charts	Word sound bk 1	
		4			Lit II	<ul style="list-style-type: none"> <li>- Uses of school symbols e.g. Uniforms make us look smart School flag shows the colour of the school etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and name uses of school symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storing</li> <li>- Whole class discussion</li> <li>- Reading</li> <li>- Lecture.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying uses of school symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Creative thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> </ul>	Realia like uniforms, flag etc.		
5	Tue	5	Our school	Activities at school	Eng	Nouns i.e meaning of a noun and examples	<ul style="list-style-type: none"> <li>• Describing a noun</li> <li>• Identifying and writing a noun</li> </ul>	Observation Whole class discussion Discovery Class exploration Brain storming	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Identifying</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Problem solving</li> <li>- Logical reasoning</li> <li>- Making choice</li> </ul>	Objects in and outside class	Essential work bk 1 and 2	
		6			CPA	Singing the national anthem (1 <sup>st</sup> stanza)	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Singing</li> </ul>	Role method Demonstration Imitation	<ul style="list-style-type: none"> <li>- Singing</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Creative thinking</li> </ul>	A chart showing the 1 <sup>st</sup> stanzas of the national anthem	Nat trs' guide pg 98	
		7			PE	Warm up exercises Skill teaching Tradition games – nyamanyama	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Clapping to the rhythm</li> <li>• Jumping</li> </ul>	Explanation Demonstration Imitation	<ul style="list-style-type: none"> <li>- Clapping</li> <li>- Jumping</li> <li>- Singing</li> </ul>	<ul style="list-style-type: none"> <li>- Organization</li> <li>- Cooperation</li> <li>- Leadership</li> </ul>	Whistle	Nat trs' guide pg 98	
	Wed	1			News	Telling news Drawing news in relation to activities done at school	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Identifying daily school activities</li> </ul>	Explanation Discussion Discovery	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Self-expression</li> </ul>	Pictures		

		2			Mtc	Arranging numbers in descending order	<ul style="list-style-type: none"> <li>Counting</li> <li>Sequencing</li> </ul>	Brain storming Discussion Explanation	- Arranging numbers	- Recognition - Logical thinking	Number chart	Prumtcbk 1 pg 12	
4	Wed	3 4	Our	Activities in our school	Lit I	Sound 'i' Words and sentences with sound 'i'	<ul style="list-style-type: none"> <li>Identifying, spelling, reading, writing sentences with sound 'i'</li> </ul>	Guided discovery Whole class discussion Sorting Brain storming Imitation	<ul style="list-style-type: none"> <li>Identifying</li> <li>Spelling</li> <li>Reading</li> <li>Writing sentences with sound 'i'</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self-expression</li> <li>Confidence</li> <li>Critical thinking</li> <li>Logical reasoning</li> </ul>	Chalkboard illustration Strip cards Flash cards Wall charts	Patterns and sequences pg 4	
		4			Lit II	<ul style="list-style-type: none"> <li>School rules like do not fight, do not shout in class</li> <li>Do not steal etc.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and naming school rules</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and naming school rules</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Creative thinking</li> <li>Effective communication</li> <li>appreciation</li> </ul>	A chart showing school rules.		
		5			English	Articles i.e 'a' and 'an' When and how they are used	<ul style="list-style-type: none"> <li>Identifying words that take 'a' or 'an' before them, constructing sentences using the given articles correctly</li> </ul>	Whole class Discussion Observation Discovery Brain storming	<ul style="list-style-type: none"> <li>Describing usage of 'a' and 'an'</li> <li>Constructing sentences, writing</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Fluency</li> <li>Confidence</li> <li>Self-expression</li> <li>Logical reasoning and making choice</li> </ul>	Wall chart showing use of 'a' and 'an'	Eng aid std 3 pg 56	
		6			CPA	Free activity Sorting different objects e.g bottle tops, straws, books, pencils, stones	<ul style="list-style-type: none"> <li>Identifying</li> <li>Sorting</li> <li>Arranging</li> <li>Counting</li> <li>Tidying</li> </ul>	Demonstration Explanation Discussion	<ul style="list-style-type: none"> <li>Sorting</li> <li>Counting</li> <li>Arranging</li> <li>Tidying</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> <li>Cooperation</li> <li>Discipline</li> <li>Patience</li> </ul>	Bottle tops Seeds Straws Books Coloured pencils	Nat trs guide bk 1 pg 61	
		7			PE	Warm up exercises Skill teaching Traditional game eg. Anitakamaido?	<ul style="list-style-type: none"> <li>Running in given formation</li> <li>Jumping as instructed</li> <li>Clapping</li> </ul>	Demonstration Imitation Explanation	<ul style="list-style-type: none"> <li>Discipline</li> <li>Organization</li> <li>Leadership</li> <li>Cooperation</li> </ul>	<ul style="list-style-type: none"> <li>Whistle</li> </ul>			
4	Thur	1	Our school	Activities in our school	News	Telling news about the school symbols e.g uniform, badge etc	<ul style="list-style-type: none"> <li>Identifying</li> <li>Naming</li> </ul>	Discussion Story telling Question and answer	<ul style="list-style-type: none"> <li>Naming</li> <li>Identifying</li> <li>Observing</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Fluency</li> <li>Reading</li> </ul>	Real objects eg uniform, flag, badge		
		2			Mtc	Counting and writing number words from 1-20	<ul style="list-style-type: none"> <li>Reading and writing numbers</li> <li>Recognizing and identifying numbers</li> </ul>	Brain storming Discussion Explanation	<ul style="list-style-type: none"> <li>Counting</li> <li>Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing</li> <li>Logical thinking</li> </ul>	Number chart	Mk bk 1 pg 19	

		3			Lit I	The family tree Interpreting the family tree	<ul style="list-style-type: none"> <li>Observing</li> <li>Describing and telling relationships between various people in a family tree</li> </ul>	Discovery Observation Brain storming Story telling	<ul style="list-style-type: none"> <li>Drawing</li> <li>Constructing sentences</li> <li>Interpreting family tree</li> <li>Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self expression</li> <li>Confidence</li> <li>Logical reasoning</li> <li>Critical thinking</li> </ul>	Strip cards Flash cards Wall chart showing family tree prepared by tr	Sharing our words bk 1 pg 2	
		4			Lit II	- Different activities done at school e.g. writing, reading etc.	- Identifying and drawing different school activities	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and drawing different school activities</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Sharing</li> <li>Appreciation</li> <li>Critical thinking</li> </ul>	A chart showing different school activities.		
		5			English	Plurals of nouns adding 's' to form plurals e.g 1 book, many books. Tom has one book. But Emma has many books	<ul style="list-style-type: none"> <li>Identifying words that form plurals by simply adding 's' of words by adding 's' constructing sentences</li> </ul>	Whole class discussion Observation Discovery Brain storming	<ul style="list-style-type: none"> <li>Constructing sentences</li> <li>Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Fluency</li> <li>Confidence</li> <li>Self-expression</li> <li>Logical reasoning</li> <li>Making choice</li> </ul>	Objects in class Charts showing usage of 's' added to nouns	Ess. Eng. Bk 2 pg 13	
4	Thur	6	Our school	Activities in our school	CPA	Singing lullabies	<ul style="list-style-type: none"> <li>Singing</li> <li>Listening</li> <li>Movement</li> </ul>	Story telling Role play Rote	<ul style="list-style-type: none"> <li>Listening</li> <li>Singing</li> <li>Dancing according to the rhythm of the song</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Care</li> <li>Patience</li> <li>Appreciation</li> </ul>	Drum Shakers		
		7			PE	Warm up Skill teaching Traditional games and dance egapollapoli	<ul style="list-style-type: none"> <li>Running</li> <li>Dancing to a given movement</li> <li>Jumping</li> <li>Skipping</li> </ul>	Demonstration Explanation Imitation	<ul style="list-style-type: none"> <li>Running</li> <li>Dancing</li> <li>Singing</li> <li>Clapping</li> <li>Jumping</li> <li>Skilling</li> </ul>	<ul style="list-style-type: none"> <li>Discipline</li> <li>Leadership</li> <li>Cooperation</li> </ul>	Whistle		
	Fri	1			News	Telling news Drawing their news eg things on the nature table Saying learnt tongue Twisters	<ul style="list-style-type: none"> <li>Telling news</li> <li>Drawing pictures</li> <li>Practicing tongue twisters</li> </ul>	Imitation Explanation Discussion Discovery	<ul style="list-style-type: none"> <li>Telling new</li> <li>Drawing</li> <li>Reciting</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Self expression</li> <li>Speaking</li> </ul>	Things on the nature table		
		2			Mtc	Counting and reading Writing numbers words from 21-35 then 35-50	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Number words</li> </ul>	Discovery Discussion Explanation	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Problem solving</li> <li>Counting</li> </ul>	Real objects eg balls, straws etc	Understanding mtcbk 1 pg 32 Mk bk 1 pg 13	
		3			Lit I	Substitution table about the family	<ul style="list-style-type: none"> <li>Reading and interpreting the substitution table</li> <li>Constructing sentences</li> </ul>	Discovery Observation Brain storming Role play	<ul style="list-style-type: none"> <li>Reading and interpreting the substitution family table</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Logical reasoning</li> <li>Fluency</li> <li>Audibility</li> <li>Confidence</li> </ul>	Chalkboard illustration Work prepared on sheets	Tr's collection	

		4			Lit II	<ul style="list-style-type: none"> <li>- Keeping the school clean.</li> <li>- Slashing the compound</li> <li>- Burning rubbish</li> <li>- Weeding flower gardens</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying ways of keeping the school clean</li> <li>- drawing</li> </ul>	<ul style="list-style-type: none"> <li>- guided discovery</li> <li>- whole class discussion</li> <li>- role play</li> <li>- reading</li> <li>- Debate.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and drawing ways of keeping our school clean.</li> </ul>	<ul style="list-style-type: none"> <li>- Logical thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> <li>- Drawing</li> </ul>	A chart showing school activities.		
4	Fri	5			English	Adding 'es' to form plurals Some nouns which end with 's' , o, x, ch, sh,. Take, es in plural forms	<ul style="list-style-type: none"> <li>• Identifying nouns that form plurals by adding 'es' constructing sentences</li> </ul>	Whole class discussion Observation Discovery Brain storming Class exploration	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> <li>- Drawing</li> <li>- Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Self expression</li> <li>- Logical reasoning</li> </ul>	Objects in the classroom A wall chart	Esseng work bk 2 Og 13 Bk 1 pg 25	
		6			CPA	Drawing pictures of activities related to school	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Colouring</li> <li>• Shading</li> </ul>	Explanation Demonstration Imitation	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Drawing</li> <li>- Colouring</li> </ul>	<ul style="list-style-type: none"> <li>- Logical and critical thinking</li> <li>- Cooperation</li> </ul>	Pencils Colour paper Books	Nat trs' guide mkbk 1 pg 98	
		7			PE	Warm up exercise Skill teaching Skill practice Traditional games and dances eg. Erijo,	<ul style="list-style-type: none"> <li>• Jumping</li> <li>• Hopping</li> <li>• Running</li> <li>• Walking</li> </ul>	Explanation Demonstration Imitation	<ul style="list-style-type: none"> <li>- Jumping</li> <li>- Hopping</li> <li>- Running</li> <li>- Walking</li> </ul>	<ul style="list-style-type: none"> <li>- Discipline</li> <li>- Cooperation</li> <li>- Leadership</li> <li>- Patience</li> </ul>	Whistle	Nat trs' guide bk 1 pg 53-54	
5	Mon	1	Our	People in our home	News	Telling news How children help at home Singing a familiar	<ul style="list-style-type: none"> <li>• Ways of helping at home</li> </ul>	Story telling Whole class discussion	<ul style="list-style-type: none"> <li>- Describing ways they help at home</li> <li>- Singing a familiar song</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Critical and creative thinking</li> <li>- Reading</li> <li>- Writing</li> </ul>	Pictures	Nat trs' guide bk 1 pg 53-54	
		2			Mtc	Naming sets	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Grouping</li> <li>• Drawing</li> <li>• Naming</li> </ul>	Explanation Discussion Discovery Brain storming	<ul style="list-style-type: none"> <li>- Naming sets</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Counting</li> <li>- Cooperation</li> </ul>	Real objects Picture	Mk pri mtc bk 1 Pri mtc bk 1 pg 19	
		3			Lit I	Formation of letter 'Uu' Words and sentences with sound 'u'	<ul style="list-style-type: none"> <li>• Reading and forming letter 'u'u'</li> <li>• Identifying words with letter Uu</li> <li>• Constructing sentences using formed words</li> </ul>	Brain storming Discovery Whole class discussion	<ul style="list-style-type: none"> <li>- Reading and writing sentences, forming words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Fluency</li> <li>- Self expression</li> <li>- Confidence</li> <li>- Pronunciation</li> <li>- Articulation</li> </ul>	Flash cards Chalkboard illustration tr's collection		
		4			Lit II	- Things we use to keep our school clean e.g. brooms, slashes, hoes, brushes, water etc.	<ul style="list-style-type: none"> <li>- Naming identifying and drawing things used to clean our school</li> </ul>	<ul style="list-style-type: none"> <li>- guided discovery</li> <li>- whole class discussion</li> <li>- role play</li> <li>- reading</li> <li>- Debate.</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing things used to clean our school.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Logical thinking</li> <li>- Appreciation</li> <li>- Sharing ideas</li> <li>- Fluency.</li> </ul>	A chart showing things used to clean our school.		

		5			English	Using is and are in relation to quantity ie. Is- singular nouns Are- plural nouns	<ul style="list-style-type: none"> <li>Describing the use of is and are,</li> <li>Identifying nouns</li> <li>Forming sentences using is and are</li> </ul>	Class discussion Observation Demonstration Interview discovery	<ul style="list-style-type: none"> <li>Describing the use of is and are,</li> <li>Identifying nouns</li> <li>Forming sentences using is and are</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Logical reasoning</li> <li>Fluency</li> <li>Confidence</li> </ul>	Wall chart showing use of is and are in relation to objects in class	Junior eng pg 31 Eng aid std 2 pg 41 Read and write std 2 pf 25-26 Oxford pri eng bk 2 pg 30	
		6			CPA	Songs about people in our home	<ul style="list-style-type: none"> <li>Singing dancing movement</li> </ul>	Story telling Imitation Role method	<ul style="list-style-type: none"> <li>Listening</li> <li>Dancing according to the rhythm of the song</li> <li>Singing songs about people in our home</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Fluency</li> <li>Critical and creative thinking</li> </ul>	Shakers Drums Sticks Clappers		
		7			PE	Warm ups Skill teaching Skill practice Body movement Experience and space awareness – stretching	<ul style="list-style-type: none"> <li>Bending and stretching different part of the body</li> </ul>	Demonstration Explanation Imitation	<ul style="list-style-type: none"> <li>Bending</li> <li>Stretching</li> </ul>	<ul style="list-style-type: none"> <li>Being observant</li> <li>Coping with stress</li> <li>Creative thinking</li> </ul>	Whistle	Nat trs' guide pg 54	
	Tue	1			News	Telling news about what I and other people do at home	<ul style="list-style-type: none"> <li>Narrating, telling things done at home</li> </ul>	Story telling Imitation Brain storming Whole class discussion	<ul style="list-style-type: none"> <li>Telling news about what I and other people do at home</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Confidence</li> <li>Critical and creative thinking</li> </ul>			
		2			Math	Drawing and naming sets e.g empty set	<ul style="list-style-type: none"> <li>Drawing</li> <li>Identifying</li> <li>Naming</li> </ul>	Whole class discussion Question Question and answer Explanation	<ul style="list-style-type: none"> <li>Drawing</li> <li>Naming sets</li> </ul>	<ul style="list-style-type: none"> <li>Logical</li> <li>Reasoning</li> <li>Cooperation</li> <li>Problem solving</li> </ul>	Objects in the classroom e.g fins, sticks, pencils, books etc	MK printcbk 1 pg 1-3	
5	Tue	3		People in our home	Lit I	Sound 'Pp' Words and sentences	<ul style="list-style-type: none"> <li>Identifying words with sound 'p' reading/. Writing words and sentences</li> </ul>	Guided discovery Sorting Whole class discussion	<ul style="list-style-type: none"> <li>Identifying words with sound P</li> <li>Reading /writing words and constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Critical thinking</li> <li>Self expression</li> <li>Logical reasoning</li> </ul>	Flash cards. Charts Strip cards	Tr's collection	
		4			lit II	<ul style="list-style-type: none"> <li>Definition f a home</li> <li>Things which make up a home.</li> </ul>	<ul style="list-style-type: none"> <li>Defining a home identifying and drawing things which make up a home.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Debate</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Defining a home</li> <li>Naming and drawing things which make up a home.</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Effective communication</li> <li>Appreciation</li> <li>Drawing</li> <li>Fluency</li> </ul>	A chart showing a home and things found there.		

		5			English	Using 'has' and have Has – used with singular nouns. Have – used with plural nouns	<ul style="list-style-type: none"> <li>Describing the use of 'has' and 'have' forming sentences using has and have</li> </ul>	Observation Whole class discussion Demonstration Discovery Imitation Interviews	<ul style="list-style-type: none"> <li>Describing the use of has and have</li> <li>Forming sentences using has and have</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Logical reasoning</li> <li>Appreciation</li> <li>Audibility</li> <li>Fluency</li> <li>Self expression</li> </ul>	Wall chart Flash cards	Junior engbk 1 pg 16 Essential engbk 2 pg 80-81	
		6			CPA	Drama about people in our home	<ul style="list-style-type: none"> <li>Acting about people in our home</li> <li>Singing</li> <li>Movement</li> <li>Dramatizing</li> </ul>	Imitation Group activities Rote method	<ul style="list-style-type: none"> <li>Acting about people in our home</li> <li>Singing</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Fluency</li> <li>Self expression</li> <li>Creative thinking</li> </ul>	Plates Brooms Cups Brushes	Nat curritrs' guide bk 1 pg 124	
		7			PE	Warm ups Skill teaching Skill practice Body movement Experience and space awareness e.g balance on one foot	<ul style="list-style-type: none"> <li>Balancing</li> <li>Jogging</li> <li>Jumping</li> <li>Swinging</li> </ul>	Demonstration Explanation Imitation	<ul style="list-style-type: none"> <li>Balancing</li> <li>Jogging</li> <li>Jumping</li> <li>Swinging</li> </ul>	<ul style="list-style-type: none"> <li>Being observant</li> <li>Creative thinking</li> <li>Coping with stress</li> </ul>	Whistle		
5	Thur	1	Our home	People in our home	News	Telling news (focus on neighbours and being neighborly)	<ul style="list-style-type: none"> <li>Telling news</li> </ul>	Explanation Discussion Question and answer	<ul style="list-style-type: none"> <li>Telling news</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Self expression</li> <li>Cooperation</li> <li>Caring</li> <li>Responsibility</li> </ul>			
		2			Maths	Matching sets	<ul style="list-style-type: none"> <li>Recognizing</li> <li>Identifying</li> <li>Naming</li> <li>Drawing</li> <li>Matching</li> </ul>	Explanation Guided discovery Questions and answer Demonstration	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Appreciation</li> </ul>	Real objects Pictures	Mk printcbk 1 p.g 4-5	
		3			Lit I	Comprehension passage about the family	<ul style="list-style-type: none"> <li>Reading and interpreting the passage, answering oral and written questions</li> </ul>	Observation Demonstration Class discussion	<ul style="list-style-type: none"> <li>Reading the passage and answering questions about it</li> </ul>	<ul style="list-style-type: none"> <li>Audibility</li> <li>Confidence</li> <li>Critical thinking</li> <li>Fluency</li> </ul>	Prepare d work on sheets	Tr's collection	
		4			Lit II	- Uses of things found in a home	<ul style="list-style-type: none"> <li>Identifying the uses of things in a home.</li> <li>Drawing the uses of things in a home.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Debate</li> <li>Reading</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the uses of things in a home</li> <li>Drawing uses of things in a home.(action pictures showing uses of things at home)</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Logical thinking</li> <li>Appreciation</li> <li>Fluency</li> <li>Sharing</li> </ul>	A chart showing uses of things in a home.		
		5			English	Verbs Meaning of verb Examples Cook, look, jump, sweep, beat	<ul style="list-style-type: none"> <li>Describing</li> <li>Identifying</li> <li>Reading</li> <li>Spelling</li> <li>Forming sentences</li> </ul>	Interviewing Imitation Demonstration Discovery Whole class discussion Brain storming	<ul style="list-style-type: none"> <li>Identify</li> <li>Naming</li> <li>Ordering the days of the week</li> <li>Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Self expression</li> <li>Confidence</li> <li>Logical reasoning</li> </ul>	Strip cards Flash cards Wall charts Calendar	Essential engbk 1 pg 34-36	



5	Thur	6 and 7			CPA	Modeling people in a home, father, mother, brother, sister	<ul style="list-style-type: none"> <li>Modeling</li> <li>Identifying</li> </ul>	Explanation Demonstration	<ul style="list-style-type: none"> <li>Modeling</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Cooperation</li> <li>Sharing</li> <li>Appreciation</li> </ul>	Clay Mud Soft paper Plastics		
	Fri	1	Our home	People in our home	News	Imaginative news (children make to close eyes and imagine) Late tell what they seen or imagines Telling imaginative news	<ul style="list-style-type: none"> <li>Telling news</li> <li>Explaining</li> </ul>	Explanation Discussion Question and answer	<ul style="list-style-type: none"> <li>Telling news</li> </ul>	<ul style="list-style-type: none"> <li>Imagination</li> <li>Confidence</li> <li>Self expression</li> <li>Self esteem</li> <li>Appreciation</li> </ul>			
		2			Maths	Comparing sets	<ul style="list-style-type: none"> <li>Counting</li> </ul>	Explanation Guided discovery Question and answer Demonstration	<ul style="list-style-type: none"> <li>Counting</li> <li>Adding</li> <li>Writing</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Recognizing</li> <li>Adding</li> </ul>	Real objects Pictures	Mk pri mtc bk 1 pg 24-25	
		3			Lit a	Picture composition about a nuclear family	<ul style="list-style-type: none"> <li>Reading and interpreting the picture, constructing sentences about picture</li> </ul>	Story telling Whole class discussion Demonstration	<ul style="list-style-type: none"> <li>Reading interpretation and constructing sentences about the picture</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Articulation</li> <li>Confidence</li> <li>Self appreciation</li> <li>Fluency</li> </ul>	Prepared work on sheets	Tr's collection	
		4			Lit II	<ul style="list-style-type: none"> <li>Definition of a family</li> <li>Types of families</li> <li>Members of each type of family.</li> </ul>	<ul style="list-style-type: none"> <li>Defining a family</li> <li>Naming and defining type of families</li> <li>Naming members of each family.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Debate</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Defining a family</li> <li>Naming and defining types of families.</li> <li>Naming members of each family</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Appreciation</li> <li>Effective communication</li> <li>Fluency</li> <li>Sharing</li> </ul>	A chart showing the two types of families.		
		5			English	Adding -ing' to verbs eg wash – washing, cook – cooking etc	<ul style="list-style-type: none"> <li>Identifying doing words that that simply add 'ing' forming sentences in present continuous tense, reading</li> <li>Reading</li> <li>Writing</li> </ul>	Observation Whole class discussion Demonstration Discovery Imitation Interview Role play	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self expression</li> <li>Logical reasoning</li> <li>Audibility</li> <li>Confidence</li> </ul>	Wall chart flash cards and chalkboard illustration	Junior eng bk 1 pg	
5	Wed	1	Our home	People in our home	News	Telling news about people at home Drawing people at home	<ul style="list-style-type: none"> <li>Identifying</li> <li>Drawing</li> <li>Colouring</li> <li>Naming</li> </ul>	Whole class discussion	<ul style="list-style-type: none"> <li>Drawing</li> <li>Naming</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Critical and creative thinking</li> <li>Drawing</li> </ul>			
		2			Maths	Comparing sets	<ul style="list-style-type: none"> <li>Counting</li> </ul>	Whole class discussion Explanation Guided discovery	<ul style="list-style-type: none"> <li>Identifying</li> <li>Drawing</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Drawing</li> <li>Naming</li> </ul>	Objects in the class room and at home e.g tins, clocks, books, trays	Mk pri mtc bk 1 pg 20	

		3			Lit I	Letter formation Cc" Letters and patterns Words and sentences	<ul style="list-style-type: none"> <li>Identifying, reading and writing letter C forming and constructing sentences correctly</li> </ul>	Brain storming Discovery Whole class discussion	<ul style="list-style-type: none"> <li>Reading, writing sentences, forming words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self-expression</li> <li>Confidence</li> <li>Pronunciation</li> <li>Articulation</li> </ul>	Flash cards Chalkboard cards	Tr's collection	
		4			lit II	<ul style="list-style-type: none"> <li>Definition of family needs</li> <li>Examples of family needs and their uses.</li> </ul>	<ul style="list-style-type: none"> <li>Defining family needs</li> <li>Naming family needs</li> <li>Identifying uses of the family needs.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Debate</li> <li>Think pair share</li> </ul>	<ul style="list-style-type: none"> <li>Defining family needs</li> <li>Naming family needs</li> <li>Identifying uses of the family needs</li> <li>Drawing family needs.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Logical thinking</li> <li>Fluency</li> <li>Sharing</li> <li>Appreciation</li> <li>Drawing.</li> </ul>	A chart showing family needs.		
		5			English	Adding 'ing' to doing words Dropping the 'e' for example Take – taking Make – making	<ul style="list-style-type: none"> <li>Identifying words that drop 'e' before adding 'ing'</li> <li>Forming sentences</li> </ul>	Observation Whole class discussion Discovery Imitation Role play	<ul style="list-style-type: none"> <li>Identifying</li> <li>Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Confidence</li> <li>Free expression</li> <li>Fluency</li> <li>Audibility</li> <li>Problem solving</li> <li>Sharing</li> </ul>	Flash cards Wall charts Strip cards	Eng aid std 3 pg 39 Ess eng bk 2 pg 45-46	
		5 & 6			Free activity	Shading Drawing and shading	<ul style="list-style-type: none"> <li>Drawing</li> <li>Shading</li> </ul>	Explanation Demonstration	<ul style="list-style-type: none"> <li>Drawing</li> <li>Shading</li> </ul>	<ul style="list-style-type: none"> <li>Decision making</li> <li>Interpersonal relationships</li> </ul>	Paper Pencils Chalk Colours Crayons		
		7			PE	Warm ups Skill teaching Skill practice Body movement Experience and space awareness e.g dodging	<ul style="list-style-type: none"> <li>Dodging</li> <li>Jumping</li> <li>Jogging</li> <li>Hopping</li> </ul>	Demonstration Explanation Imitation	<ul style="list-style-type: none"> <li>Dodging</li> <li>Jumping</li> <li>Jogging</li> <li>Hopping</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> <li>Cooperation</li> <li>Discipline</li> </ul>			
	Fri	6	Our home	People in our home	CPA	Drawing and colouring people at home	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colouring</li> </ul>	Explanation Discussion Demonstration	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Creative thinking</li> <li>Reading</li> <li>Writing</li> </ul>	A chart showing family roles	Nat tr's guide p.1 bk 1 pg 124	
		7			PE	Warm ups Skill teaching Skill practice Body movement experience and space awareness ie. Throwing and catching	<ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> </ul>	Explanation Discussion Demonstration	<ul style="list-style-type: none"> <li>Throwing and catching balls</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Confidence</li> <li>Appreciation</li> <li>Sharing</li> <li>Cooperation</li> </ul>	Whistle Balls		
6	Mon	1	Our home	Roles and responsibilities of family members	News	Telling news A descriptive composition on family roles Singing a song about family roles	<ul style="list-style-type: none"> <li>Roles of family members</li> <li>Describing</li> </ul>	Story telling Brain storming Whole class discussion	<ul style="list-style-type: none"> <li>Identifying</li> <li>Drawing</li> <li>Naming</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Critical and creative thinking</li> <li>Reading</li> <li>Writing</li> </ul>	A chart showing family roles	Nat tr's guide p.1 bnk 1 pg 124	

		2			Math	Forming new sets Cups = ___cup	<ul style="list-style-type: none"> <li>Identifying</li> <li>Counting</li> <li>Drawing</li> <li>Naming</li> </ul>	Brain storming Demonstration Discovery	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting</li> <li>Drawing</li> <li>Naming</li> </ul>	<ul style="list-style-type: none"> <li>Counting</li> <li>Logical reasoning</li> <li>Cooperation</li> </ul>	Real objects Pictures on cards	Mk bk 1 pf 2	
		3			Lit I	Vocabulary Things in the house e..g cups, plates, beds, chars What are.....? Is this a .....? Yes it is/ No it is not they are not Are these are .....?	<ul style="list-style-type: none"> <li>Reading, spelling, constructing sentences using the vocabulary correctly</li> </ul>	Observation Whole class discussion Imitation	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Free expression</li> <li>Logical reasoning</li> <li>Fluency</li> <li>Audibility</li> <li>Confidence</li> </ul>	Wall chart showing things in the house, real objects	UPEC bk 2 pg 8	
		4			Lit II	- Ways of getting family needs	<ul style="list-style-type: none"> <li>Identifying and describing ways of getting family needs</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Debate</li> <li>Role play</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and describing ways of getting family needs</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Confidence</li> <li>Appreciation</li> <li>Effective communication</li> <li>Sharing</li> </ul>	Chalk board illustration.		
6	Wed	5	Our home	People in our home	English	Use of was and were Was is used with singulars Were is used with plurals	<ul style="list-style-type: none"> <li>Describing</li> <li>Constructing sentences correctly</li> </ul>	Observation Whole class discussion Demonstration Guided discovery Imitation Interview	<ul style="list-style-type: none"> <li>Identifying reading words</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self expression</li> <li>Logical reasoning</li> <li>Making choice</li> <li>Audibility</li> <li>Confidence</li> </ul>	Chalkboard illustration Wall charts	Junior eng bk 1 pg Eng std aid bk 2 Essential	
		6			CPA	Singing a song related to people at home	<ul style="list-style-type: none"> <li>Singing</li> <li>Clapping</li> <li>Free movement</li> </ul>	Rote method Demonstration	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing</li> <li>Clapping</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Copping with stress</li> </ul>	Percussion Instruments	Thematic curr bk 1	
		7			PE	Warm up (apart together) Skill teaching Game (chines get up)	<ul style="list-style-type: none"> <li>Jumping</li> <li>Stretching</li> </ul>	Demonstration Explanation Stretching	<ul style="list-style-type: none"> <li>Jumping</li> <li>Clapping</li> <li>Stretching</li> </ul>	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Being observant</li> <li>Obedience</li> </ul>	Whistle	Thematic tr'sgude bk 1 pg 54	
	Thur	1			News	Telling news about roles of people at home	<ul style="list-style-type: none"> <li>Naming</li> <li>Discussion</li> </ul>	Guided discovery Discussion Role playing	<ul style="list-style-type: none"> <li>Role</li> <li>Playing</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Compliance</li> </ul>	Broom Rags Basin	Tr's collection	
		2			Math	Forming big sets from the small sets	<ul style="list-style-type: none"> <li>Counting</li> <li>Drawing</li> <li>Identifying</li> </ul>	Explanation Guided discovery Brain storming	<ul style="list-style-type: none"> <li>Counting</li> <li>Drawing</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Creative thinking</li> <li>Problem solving</li> </ul>	Real objects Chalkboard Illustration Charts	Mk Bk 1 pg 2	

	Thur	3	Our home	Parts and rooms in a house	Lit I	Forming letter Nn' forming words with letter Nn , constructing sentences with letter Nn	<ul style="list-style-type: none"> <li>Identifying, reading, and writing letter Nn , forming and constructing sentences correctly</li> </ul>	Brain storming Discovery Whole class discussion	<ul style="list-style-type: none"> <li>Reading</li> <li>Writing sentences</li> <li>Forming words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self-expression</li> <li>Confidence</li> <li>Pronunciation</li> <li>Articulation</li> </ul>	Flash cards Chalkboard illustration	Tr's collection	
		4			Lit II	- Roles and responsibilities of family members.	<ul style="list-style-type: none"> <li>Identifying roles of parents and children in a family</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Effective communication</li> <li>Whole class discussion</li> <li>Role play</li> <li>Recitation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying roles of family members</li> <li>Drawing the roles of the family members.</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Self esteem</li> <li>Effective communication</li> <li>Sharing</li> <li>Critical thinking</li> </ul>	A chart showing roles of people in family.		
		5			English	Missing letters i.e nouns and verbs related to our homes e.g her Sist__r , f__ther etc	<ul style="list-style-type: none"> <li>Identifying</li> <li>Spellings</li> <li>Reading</li> <li>Writing</li> </ul>	Discovery Whole class discussion Brain storming	<ul style="list-style-type: none"> <li>Reading</li> <li>Filling in the missing letters</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Audibility</li> <li>Fluency</li> <li>Confidence</li> </ul>	Flash cards Chalkboard illustration	Read and write pg 16 Eng aid bk 1 18-19 Ess eng wk bk	
		6			CPA	Drawing different things found in the house	<ul style="list-style-type: none"> <li>Drawing</li> <li>Shading</li> </ul>	Discussion Demonstration Guided discovery	<ul style="list-style-type: none"> <li>Drawing</li> <li>Shading</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Creative thinking</li> <li>Care</li> </ul>	Cups Brooms Chars	thematic curr bk 1 pg 18	
	Fri	1		Types of houses and building materials	News	Telling news about the rooms found in a house	<ul style="list-style-type: none"> <li>Identifying</li> <li>Naming</li> </ul>	Guided discovery Explanation	<ul style="list-style-type: none"> <li>Naming</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Care</li> <li>Awareness</li> </ul>	Text bk	Do	
		2			Maths	Joining sets	<ul style="list-style-type: none"> <li>Drawing</li> <li>Naming</li> <li>Counting</li> </ul>	Explanation Guided discovery Brain storming	<ul style="list-style-type: none"> <li>Counting</li> <li>Drawing</li> <li>Naming</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Problem solving</li> <li>Creative thinking</li> </ul>	Real objects like sticks, pencils, balls, pens	Mk printc bk1 pg 1 22-23 Tr's guide	
		3		Animal homes	Lit I	Sound K eg kettle, kitten, king etc Sound Back, duck, rock, pack etc	<ul style="list-style-type: none"> <li>Identifying words with sound c' k , ck reading/ writing words and sentences</li> </ul>	Guided discovery Sorting Whole class discussion	<ul style="list-style-type: none"> <li>Identifying words with sound c, k, ck/ reading writing words and construction sentences</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Critical thinking</li> <li>Self-expression</li> <li>Logical reasoning</li> <li>Listening</li> <li>Reading</li> </ul>	Flash cards Strip cards	Tr's collection	
		4			Lit II	- Definition of a house - Parts and rooms of a house.	<ul style="list-style-type: none"> <li>Defining a house</li> <li>Naming parts of a house</li> <li>Identifying rooms in a house.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Effective communication</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Defining a house</li> <li>Naming and drawing parts of a house</li> <li>Identifying rooms in a house.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Accuracy</li> <li>Critical thinking</li> <li>Self esteem</li> </ul>	A chart showing a house.		

		5			English	Punctuation ie. Use of capital letters	<ul style="list-style-type: none"> <li>Using capital letters to start sentences and proper nouns</li> </ul>	Observation Whole class discussion Discovery	<ul style="list-style-type: none"> <li>- Forming</li> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Audibility</li> <li>- Self-expression</li> <li>- Logical reasoning</li> </ul>	Wall chart Chalkboard illustration	Ess eng wk bk 2 Eng aid bk 1 pg 7-8	
		6			PE	Warm up (shadow stepping) Skill teaching Standing on one foot	<ul style="list-style-type: none"> <li>Jogging</li> <li>Balancing</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>- Jogging</li> <li>- Balancing</li> </ul>	<ul style="list-style-type: none"> <li>- Coping with stress</li> <li>- Endurance</li> <li>- Appreciation</li> </ul>	Whistle	Thematic curr bk 1	
7	Mon	1		Animal homes and young ones	News	Telling news about domestic animals	<ul style="list-style-type: none"> <li>Naming</li> <li>Drawing</li> <li>Colouring</li> </ul>	Guided discovery Explanation	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming</li> <li>- Colouring</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Fluency</li> <li>- Expression</li> </ul>	Pictures of domestic animals	Mk sst (our home) bk 1	
	Tue	2			Math	Addition of numbers, horizontally less than 20 Addition of numbers vertically	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> <li>Reading</li> <li>Arranging numbers</li> </ul>	Brain storming Guided discovery Group work	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Critical thinking</li> <li>- Problem solving</li> </ul>	Counters like straws, sticks, bottle tops, etc	Mk pripg 26 Thematic curi	
		3		Types of animals and their products	Lit I	Vocabulary and structures related to animals kept at home eg what is the young one of a cow? What does a hen give us? Where does a ____live? Animals and their young one	<ul style="list-style-type: none"> <li>Responding to structures, constructing sentences using given structures., completing given structure correctly</li> </ul>	Answering oral and written questions, forming sentences, completing structures	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Audibility</li> <li>- Confidence</li> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Wall charts</li> <li>- Use of structures</li> <li>- Patterns</li> <li>- Chalkboard</li> </ul>	Tr's collection		
		4			Lit II	<ul style="list-style-type: none"> <li>- Things found in a sitting room</li> <li>- Things found in a dining room</li> <li>- Things found in the bed room.</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing things found in the</li> <li>a) Sitting room</li> <li>b) dining room</li> <li>c) bed room</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class discussion</li> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Debate</li> <li>- Reading</li> <li>- Recitation</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing things found in the</li> <li>a) Sitting room</li> <li>b) Dining room</li> <li>c) Bed room</li> </ul>	<ul style="list-style-type: none"> <li>- Logical thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> <li>- Confidence</li> <li>- Fluency.</li> </ul>	A hart showing things found in the bed room, sitting room and dining room		
		5			English	Using capital letters and proper nouns ie names of people, places, titles etc	<ul style="list-style-type: none"> <li>Identifying</li> <li>Writing</li> <li>Punctuation</li> </ul>	Observation Discovery Whole class discussion Demonstration	<ul style="list-style-type: none"> <li>- Writing</li> <li>- Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Expression</li> <li>- Audibility</li> <li>- Fluency</li> <li>- Logical reasoning</li> </ul>	Wall charts Chalkboard illustration	Ess eng bk 2 Pg 24-25 Eng aid bk 1 pg 7-8	
		6			PE	Throwing and dodging	<ul style="list-style-type: none"> <li>Throwing</li> <li>Running</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>- Throwing</li> <li>dodging</li> </ul>	<ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Cooperation</li> </ul>			

	Wed	1		Animal movements	News	Telling news about animals' movement	<ul style="list-style-type: none"> <li>Identifying</li> <li>Describing</li> </ul>	Demonstration Guided discovery	<ul style="list-style-type: none"> <li>Role play</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Creative thinking</li> </ul>			
		2			Maths	Word statements in addition of numbers	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting</li> <li>Writing</li> </ul>	Explanation Discovery Brain storming	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Problem solving</li> <li>Creative thinking</li> </ul>	Real objects like straws, sticks	Mk pri mtc bk 1 pg 29-30	
		3			Lit I	Letter formation Mm Letter pattern, words and sentences using letter M m	<ul style="list-style-type: none"> <li>Reading letters, forming words, and sentences, writing letters, and patterns, words and sentences</li> </ul>	Brain storming Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>Forming letter Mm, letter patterns, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self-expression</li> <li>Appreciation</li> <li>Logical reasoning</li> <li>Confidence</li> </ul>	Chalkboard illustration Flash cards Wall charts	Tr's collection	
		4			Lit II	<ul style="list-style-type: none"> <li>Things found in the kitchen</li> <li>Things found in the bathroom.</li> </ul>	<ul style="list-style-type: none"> <li>Naming and drawing things found in the               <ul style="list-style-type: none"> <li>a) Kitchen</li> <li>b) Bathroom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Brain storming</li> <li>Whole class discussion</li> <li>Debate</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Naming and drawing things found in the a) kitchen</li> <li>b) bathroom</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Appreciation</li> <li>Self esteem</li> <li>Fluency</li> <li>Creative thinking</li> </ul>	A chart showing things found in the bathroom and kitchen		
		5			CPA	Singing a song related to animal movement	<ul style="list-style-type: none"> <li>Singing</li> <li>Demonstrating different animal movements</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>Singing</li> <li>Moving</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> </ul>	Percussion instrument	Thematic curr bk 1	
		6			English	Use of capital letters for days of the week Months of the year	<ul style="list-style-type: none"> <li>Describing where to use capital letters when writing days of the week and months</li> </ul>	Observation Whole class discussion Demonstration Discovery	<ul style="list-style-type: none"> <li>Doing an oral and written exercise</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Fluency</li> <li>Logical reasoning</li> </ul>	Flash cards Chalkboard Calendar	Ess eng wkbk 2 pg 24-25 Eng aid bk 1 pg 7-8	
	Thur	1	Our community	People in our community	News	Talking about people in the community	<ul style="list-style-type: none"> <li>Naming</li> <li>Drawing</li> </ul>	Guided discussion Explanation	<ul style="list-style-type: none"> <li>Naming</li> <li>Drawing</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Care</li> <li>Awareness</li> <li>Appreciation</li> </ul>	Picture of people in the community Colored pencils	Mk sstbk 2	
		2			Math	Adding numbers using a number line	<ul style="list-style-type: none"> <li>Drawing</li> <li>Counting</li> <li>Interpreting</li> <li>Writing</li> </ul>	Demonstration Guided discovery Explanation	<ul style="list-style-type: none"> <li>Drawing</li> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Problem solving</li> <li>Creative thinking</li> </ul>	A chart showing a number line	Tr's collection Pri mtc for ug. Mtc bk 1 pg 23-27	

7	Thur	3			Lit I	Sound 'e' Words and sentences e.g. egg, set, pen, went, wet etc	<ul style="list-style-type: none"> <li>Identifying words with sound 'e' , reading/ writing words and sentences</li> </ul>	Guided discovery Sorting Whole class discussion	<ul style="list-style-type: none"> <li>Identifying words with sound 'e' / reading /writing words and constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Critical thinking</li> <li>Self-expressing</li> <li>Logical reasoning</li> <li>Listening</li> <li>Reading</li> </ul>	Flash cards Strip cards	Tr's collection	
		4			Lit II	- Uses of a house	<ul style="list-style-type: none"> <li>Identifying and describing the uses of a house.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Debate</li> <li>Brain storming</li> <li>Reading</li> <li>Recitation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and describing the uses of a house</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking effective communication</li> <li>Appreciation</li> <li>Creative thinking</li> </ul>	A chart showing the uses of a house.		
		5			English	Punctuation i.e. use of full stops Meaning full stop	<ul style="list-style-type: none"> <li>Describing the use of a full stop</li> </ul>	Observation Demonstration Discovery	<ul style="list-style-type: none"> <li>Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Audibility</li> <li>Making choice</li> <li>Fluency</li> </ul>	Wall charts	Ess wkbk 2 pg 24-25	
	Fri	1			News	Warm up (running on the spot) Game (pick the partner's tail)	<ul style="list-style-type: none"> <li>Running</li> <li>Dodging</li> <li>Grabbing</li> </ul>	Demonstration Explanation	<ul style="list-style-type: none"> <li>Running</li> <li>Dodging</li> <li>Collecting tails</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Conservation</li> <li>Creativity</li> </ul>	Whistle Tails	Thematic currbk 1	
		2			Maths	Subtraction of numbers less than 20 horizontally	<ul style="list-style-type: none"> <li>Reading</li> <li>Counting</li> <li>Writing</li> <li>Subtracting</li> </ul>	Explanation Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> <li>Logical reasoning</li> <li>Problem solving</li> </ul>	Counters e.g straws, sticks etc	Mk printcp 67 Printc for ug. Pg 52-55	
7	Fri	3	Our community	People in our community	Lit I	Vocabulary and structure Related to people in our community Vocabulary: dentists, Barber, doctor, cobbler etc Structures Where does a .....word? Who treats our teeth etc	<ul style="list-style-type: none"> <li>Responding to structures, constructing sentences using the given vocabulary</li> </ul>	Guide discovery Whole class discussion Demonstration	<ul style="list-style-type: none"> <li>Reading oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Audibility</li> <li>Self-expression</li> <li>Confidence</li> </ul>	Wall charts showing pictures of different people in our community, flash cards	Tr's collection	
		4			Lit II	- Types of a houses and examples of each type of house.	<ul style="list-style-type: none"> <li>Identifying types of houses</li> <li>Defining and describing each type of house</li> <li>Naming examples for each type.</li> </ul>	<ul style="list-style-type: none"> <li>Guided discovery</li> <li>Whole class discussion</li> <li>Brain storming</li> <li>Reading</li> <li>Recitation</li> </ul>	<ul style="list-style-type: none"> <li>Identifying types of houses</li> <li>Defining and describing each type</li> <li>Naming the examples and drawing for each type.</li> </ul>	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Appreciation</li> <li>Creative thinking</li> <li>Accuracy.</li> </ul>	A hart showing types of houses.		

		5			English	Jumbled letters Jumbled words	<ul style="list-style-type: none"> <li>Identifying jumbled letters and words and arranging them correctly</li> </ul>	Observation Discovery Whole class discussion Demonstration	<ul style="list-style-type: none"> <li>Identifying</li> <li>Arranging</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self-expression</li> <li>Audibility</li> <li>Confidence</li> <li>Logical reasoning</li> </ul>	Flash strip cards	Tr's collection	
8	Mon	1		Activities done by people in our community	News	Telling news about the activities done by people in the community	<ul style="list-style-type: none"> <li>Naming</li> <li>Identifying</li> <li>Guided discovery</li> </ul>	Explanation Demonstration Guided discovery	<ul style="list-style-type: none"> <li>Naming</li> <li>Drawing</li> <li>Shading</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> </ul>	Picture in the text bk	Thematic curr bk 1	
		2			Math	Subtraction of numbers less than 20 vertically	<ul style="list-style-type: none"> <li>Counting</li> <li>Subtracting</li> <li>Writing</li> </ul>	Guided discovery Explanation Whole class discussion	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Problem solving</li> <li>Accuracy</li> </ul>	Counters	Pri mtc for ug. Pg 52-55	
		3			CPA	Drawing people in the community	<ul style="list-style-type: none"> <li>Drawing</li> <li>Naming</li> <li>Shading</li> </ul>	Explanation Guided discovery	<ul style="list-style-type: none"> <li>Drawing</li> <li>Colouring</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Appreciation</li> </ul>	Pictures in text book	Mk pr sst bk 2	
		4			Lit I	Guided composition about people and their activities in their community	<ul style="list-style-type: none"> <li>Reading and spelling words, identifying missing words, reading and interpreting the composition</li> </ul>	Observation Whole class discussion Demonstration Discovery	<ul style="list-style-type: none"> <li>Reading and filling in the given composition</li> </ul>	<ul style="list-style-type: none"> <li>Logical reasoning</li> <li>Fluency</li> <li>Confidence</li> </ul>	Work prepared on sheet paper	Tr's collection	
		5			Lit II	<ul style="list-style-type: none"> <li>Definition of building materials</li> <li>Examples of strong and weak building materials.</li> </ul>	<ul style="list-style-type: none"> <li>Defining building materials</li> <li>Identifying examples of strong and weak building materials</li> <li>Drawing the building materials.</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Whole class discussion</li> <li>Debate</li> <li>Guided discovery</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Defining building materials</li> <li>Identifying and drawing examples and weak building materials</li> </ul>	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Appreciation.</li> </ul>	Realia e.g. sand, reeds, mud.		
		6			English	Opposites (change of words) e.g. tall- short Long-short Fat-small Near-far	<ul style="list-style-type: none"> <li>Identifying adjective spellings</li> <li>Forming opposites of words</li> </ul>	Observation Whole class discussion Demonstration Discovery Imitation Interview	<ul style="list-style-type: none"> <li>Identifying adjectives</li> <li>Spellings</li> <li>Forming opposites of words</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Self-expression</li> <li>Logical reasoning</li> <li>Fluency</li> <li>Audibility</li> <li>Confidence</li> </ul>	Strip cards Flash cards Wall charts	Ess eng wkbk 2 pf 6 bk 2 pg 56	
	Tue	1		Work places of people in our community	PE	Boxing the air Wheel barrow push	<ul style="list-style-type: none"> <li>Boxing</li> <li>Pushing</li> <li>Walking</li> </ul>	Demonstration Explanation Guided discovery	<ul style="list-style-type: none"> <li>Boxing</li> <li>Pushing</li> <li>Walking</li> </ul>	<ul style="list-style-type: none"> <li>Endurance</li> <li>Cooperation</li> </ul>	Whistle	Thematic curr bk 1	



		2			Maths	Word statements in subtraction of numbers less than 20	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Interpretation</li> <li>• Counting</li> <li>• Writing</li> </ul>	Explanation Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	Counters	Printc for ug. Pg 63 Mk printcbk 1 pg 67	
		3			Lit I	Formation of letter Bb Patterns	<ul style="list-style-type: none"> <li>• Reading letters</li> <li>• Forming words, sentences</li> <li>• Writing letters and patterns, words and sentences</li> </ul>	Brain storming Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>- Forming letter Bb letter pattern, words, sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Fluency</li> <li>- Self-expression</li> <li>- Appreciation</li> <li>- Logical reasoning</li> </ul>	Chalkboard illustration Flash cards Charts	Tr's collection	
		4			Lit II	- Sources of building materials	<ul style="list-style-type: none"> <li>- Identifying and describing sources of building materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Whole class discussion</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and describing sources of building materials.</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Communication</li> <li>- Appreciation</li> </ul>	Chalkboard illustration.		
8	Tue	5		Activities done by the people in our community	Eng	Joining words (forming compound words) e.g milk + man -milkman	<ul style="list-style-type: none"> <li>• Identifying words</li> <li>• Joining words</li> <li>• Reading and writing</li> </ul>	Observation Demonstration Whole class discussion Discovery	<ul style="list-style-type: none"> <li>- Doing oral and written exercises</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Logical reasoning</li> <li>- Fluency</li> <li>- Audibility</li> <li>- Confidence</li> </ul>	Chalkboard illustration	Junior eng bk 1 pg 55	
		6			PE	Warm up (shadow stepping) game (bean bag race)	<ul style="list-style-type: none"> <li>• Dodging</li> <li>• Balancing</li> <li>• Running</li> </ul>	Explanation Demonstration	<ul style="list-style-type: none"> <li>- Balancing</li> <li>- Running</li> </ul>	<ul style="list-style-type: none"> <li>- Cooperation</li> <li>- Endurance</li> <li>- Patience</li> </ul>	Whistle	Thematic curr trs guide bk 1 pg 54	
	Wed	1			News	Free drawing about activities done by people in the community	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creative</li> <li>• Drawing</li> <li>• Shading</li> </ul>	Explanation Guided discovery Discussion	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Shading</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Creativity</li> <li>- Critical thinking</li> </ul>	Crayons Pencils Papers	Thematic curr bk 1	
		2			Math	Place values Drawing and counting tens and ones	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Counting</li> <li>• Writing</li> </ul>	Explanation Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Counting</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Critical thinking</li> <li>-</li> </ul>	A chart showing tens and ones	Pri mtc for ug. Bk 1 pg 37-38	
		3			Lit I	Sound Hh Words and sentences e.g hat, hut, hurt, heart, head, hip, house, etc	<ul style="list-style-type: none"> <li>• Identifying words with sound Hh , reading, writing words and sentences</li> </ul>	Guided discovery Sorting Whole class discussion	<ul style="list-style-type: none"> <li>- Identifying words with Hh reading, writing words and constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Critical thinking</li> <li>- Self-expression</li> <li>- Logical reasoning</li> <li>- Listening</li> <li>- Reading</li> </ul>	Flash cards Charts Strip cards	Tr's collection	
		4			Lit II	- Definition of types of animals - Examples of animals in each type.	<ul style="list-style-type: none"> <li>- Defining types of animals</li> <li>- Naming and drawing animals in each type</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming whole class discussion</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Defining types of animals</li> <li>- Naming and drawing animals</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Appreciation accuracy</li> <li>- Confidence</li> </ul>	Chart showing animals		

		5			NEWS	Talking about workplaces of people in the community	<ul style="list-style-type: none"><li>• Naming</li><li>• Writing</li><li>• Drawing</li></ul>	Guided discovery Explanation Discussion	<ul style="list-style-type: none"><li>- Naming</li><li>- Writing</li><li>- Drawing</li></ul>	<ul style="list-style-type: none"><li>- Awareness</li><li>- Appreciation</li><li>- Self-expression</li></ul>	Pictures of work places	Thematic currbk 1	
		6			English	Preposition i.e from, after, before, between, with , at , to On, in, near, over, behind	<ul style="list-style-type: none"><li>• Describing</li><li>• Identifying</li><li>• Reading</li><li>• Spelling</li><li>• Forming sentences</li></ul>	Observation Whole class discussion Reading Writing Constructing sentences	<ul style="list-style-type: none"><li>- Describing</li><li>- Identifying</li><li>- Reading</li><li>- Writing sentences</li></ul>	<ul style="list-style-type: none"><li>- Critical thinking</li><li>- Self-expression</li><li>- Logical reasoning</li><li>- Making choice</li></ul>	Wall chart Chalkboard illustration	Oxford pri eng bk 2 pfg 22-24 Mk bkpg 46-47	
8	Thur	1		Work places of people in the community	News	Talking about work place of people in the community	<ul style="list-style-type: none"><li>• Naming</li><li>• Writing</li><li>• Drawing</li></ul>	Guided discovery Explanation Discussion	<ul style="list-style-type: none"><li>- Naming</li><li>- Writing</li><li>- Drawing</li></ul>	<ul style="list-style-type: none"><li>- Awareness</li><li>- Appreciation</li><li>- Self-expression</li></ul>	Pictures of work places	Thematic curr bk 1	
		2			Maths	Counting in tens	<ul style="list-style-type: none"><li>• Counting</li><li>• Writing</li><li>• Interpreting</li><li>• Drawing</li></ul>	Guided discovery Explanation Whole class discussion	<ul style="list-style-type: none"><li>- Drawing</li><li>- Counting</li><li>- Writing</li></ul>	<ul style="list-style-type: none"><li>- Creative thinking</li><li>- Problem solving</li></ul>	A chart showing tens and ones	Mk printcbk 1 pg 43-45	
		3			Lit I	Formation of letter Dd Letters, patterns, words and sentences	<ul style="list-style-type: none"><li>• Reading letters</li><li>• Forming words and sentences, writing letters and patterns words and sentences</li></ul>	Brain storming Guided discovery Whole class discussion	<ul style="list-style-type: none"><li>- Forming letter Dd, letter, pattern, words and sentences</li></ul>	<ul style="list-style-type: none"><li>- Creative thinking</li><li>- Fluency</li><li>- Self-expression</li><li>- Confidence</li><li>- Logical reasoning</li></ul>	Chalkboard illustration Flash cards Charts	Tr's collection	
		4			Lit II	- Uses of domestic animals	<ul style="list-style-type: none"><li>- Naming the uses of domestic animals</li><li>- Drawing the uses of domestic animals.</li></ul>	<ul style="list-style-type: none"><li>- Whole class discussion</li><li>- Brain storming</li><li>- Reading</li><li>- Guided discovery</li></ul>	<ul style="list-style-type: none"><li>- Naming the sues of domestic animals</li><li>- Drawing the uses of domestic animals</li></ul>	<ul style="list-style-type: none"><li>- Confidence logical thinking</li><li>- Appreciation</li><li>- Effective communication</li></ul>	A chart showing the sues of domestic animals.		
		5			CPA	Drawing and pasting work places of people in the community	<ul style="list-style-type: none"><li>• Drawing</li><li>• Shading</li><li>• Pasting</li><li>• Tearing</li></ul>	Demonstration Discussion	<ul style="list-style-type: none"><li>- Drawing</li><li>- Shading</li><li>- Pasting</li><li>- Tearing</li></ul>	<ul style="list-style-type: none"><li>- Cooperation</li><li>- Appreciation</li><li>- Creative thinking</li></ul>	Papers Crayons	Thematic curr bk 1 pg 43	
		6			English	Revision	<ul style="list-style-type: none"><li>•</li></ul>		<ul style="list-style-type: none"><li>-</li></ul>	<ul style="list-style-type: none"><li>-</li></ul>			
	Fri	1		Important features in the community	News	Talking about important features in the community	<ul style="list-style-type: none"><li>• Naming</li><li>• Drawing</li><li>• Writing</li></ul>	Explanation Guided discovery Discussion	<ul style="list-style-type: none"><li>- Naming</li><li>- Drawing</li><li>- Writing</li></ul>	<ul style="list-style-type: none"><li>- Awareness</li><li>- Effective communication</li></ul>	Pictures of features in the community	Thematic curr bk 1	

		2			Math	Competing tens and ones 42= __tens __ones 7= __tens __ones	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	Explanation Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	A chart showing tens and ones	Mk pri mtc bk 1 pg 52	
		3			Lit I	Sound 't' Words and sentences	<ul style="list-style-type: none"> <li>• Identify</li> <li>• Reading, spelling, writing words and sentences with sound T</li> </ul>	Guided discovery Whole class discussion Imitation Sorting	<ul style="list-style-type: none"> <li>- Identifying words</li> <li>- Spelling</li> <li>- Reading</li> <li>- Writing</li> <li>- Constructing</li> <li>- Sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Free expression</li> <li>- Critical thinking</li> <li>- Logical reasoning</li> </ul>	Flash cards Wall charts	Tr's collection	
		4			Lit II	<ul style="list-style-type: none"> <li>- Places where wild animals live</li> <li>- <u>Animals' meat</u> (meat got from animals)</li> </ul>	<ul style="list-style-type: none"> <li>- Naming places where wild animals live</li> <li>- Identifying meat got from different animals.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Whole class discussion</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Naming where wild animals live</li> <li>- Identifying meat got from animals</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Logical thinking</li> <li>- Appreciation</li> </ul>	A chart showing places where wild animals live and animal meat.		
		5			PE	Arm swinging Cat and rat	<ul style="list-style-type: none"> <li>• Swinging</li> <li>• Running</li> <li>• Clapping</li> </ul>	Explanation Guided discovery	<ul style="list-style-type: none"> <li>- Swinging</li> <li>- Running</li> <li>- Clapping</li> </ul>	<ul style="list-style-type: none"> <li>- Imaginative</li> <li>- Cooperation</li> </ul>	Whistle	Thematic curr bk 1	
		6			English	Finding odd one out i.e. nouns, verbs, pronouns, related to the themes covered	<ul style="list-style-type: none"> <li>• Identifying words of the same group</li> </ul>	Observation Demonstration Whole class discussion Discovery	<ul style="list-style-type: none"> <li>- Doing an oral and written exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Logical reasoning</li> <li>- Fluency</li> <li>- Confidence</li> </ul>	Chalk board illustration	Tr's own collection	
9	Mon	1	The human body	Parts of the body	News	Telling news about the body parts	<ul style="list-style-type: none"> <li>• Naming</li> <li>• Drawing</li> <li>• Shading</li> </ul>	Explanation Guided discovery	<ul style="list-style-type: none"> <li>- Naming</li> <li>- Drawing</li> <li>- Shading</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness</li> <li>- Appreciation</li> <li>- Creativity</li> </ul>	A chart showing parts of the body	Mk integrate d sci bk 1	
		2			Maths	Showing tens and ones	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Reading</li> <li>• Counting</li> <li>• Writing</li> </ul>	Explanation Whole class discussion Guided discovery	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Counting</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Creative thinking</li> </ul>	A chart showing tens and ones	Mk pri mtc bk 1 pg 53	
		3			Lit I	Parts of the body Uses of parts of the body	<ul style="list-style-type: none"> <li>• Names the part body</li> <li>• Identify their uses</li> </ul>	Whole class discussion Discovery Brain storming	<ul style="list-style-type: none"> <li>- Naming</li> <li>- Drawing</li> <li>- Shading</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Confidence</li> <li>- Critical thinking</li> </ul>	Wall chart Real person	Mk integrate pri sci pg 1-5	

		4			Lit II	- Animal homes	- Identifying animals and their homes	- Brain storming - Whole class discussion - Guided discovery - Think pair share	- Identifying animals and their homes	- Logical thinking - Effective communication - Appreciation - Sharing	A chart showing some of the animal homes		
		5			English	Forming small words from a big one e.g Chalkboard – chalk, board Teacher – tea, teach, Each, her, he	• Identifying words forming small meaningful words from big one	Observation Demonstration Whole class discussion Discovery	- Reading - Writing - Spelling	- Critical thinking - Fluency - Self-expression - Appreciation - Confidence - Logical reasoning	Chalkboard illustration Strip cards Flash cards		
		6			CPA	Singing a song related to the body parts	• Singing fluently • Playing • Movement	Demonstration Discussion	- Singing - Dancing	- Coping with stress - Appreciation	Shakers Clappers	Tr's collection	
9	Tue	1		Uses of the body parts	News	Telling news about the uses of the body parts	• Identifying • Describing	Guided discovery Discussion Explanation	- Identifying - Describing - Mentioning	- Appreciation - Care - Articulation	A chart showing body parts		
		2			Math	Representing numbers on the abacus	• Drawing • Interpreting • Writing	Explanation Guided discovery Whole class discussion	- Drawing - Counting - Writing	- Problem solving - Creative thinking	Real objects eg abacus	Mk pri mtc bk 1 pg 54-55	
		3			Lit I	Guided composition related to parts of the body	• Reading word, spelling and filling in the composition	Whole class discussion Observation Demonstration Interview	- Reading and filling in the given composition	- Critical thinking, fluency, - Articulation - Confidence	Prepare d word on sheets	Tr's collection	
		4			Lit II	- Animal young ones	- Identifying animals and their young ones	- Whole class discussion - Reading - Brain storming - Guided discovery.	- Identifying animals and their young ones.	- Effective communication - Appreciation - Creative thinking	A chart showing animals and their young ones.  Chalk board illustration.		
		5			CPA	Drawing body parts and pasting	• Drawing • Shading • Colouring • Balancing on the paper	Explanation Guided discovery	- Drawing - Shading	- Appreciation - Confidence - Creativity	A chart showing body parts	Mk bk 1	

		6			English	Revision	•		-	-			
10	Wed	1	The human body	Things we use to clean the body	News	Telling news about the things we use to clean the body	<ul style="list-style-type: none"> <li>Identifying</li> <li>Drawing</li> <li>Naming</li> </ul>	Discussion Explanation	<ul style="list-style-type: none"> <li>Drawing</li> <li>Naming</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> </ul>	Real objects	Integrated sci bk 1	
		2			Math	Expanding numbers	<ul style="list-style-type: none"> <li>Writing</li> <li>Expanding</li> <li>Reading</li> <li>Interpreting</li> </ul>	Guided discovery Explanation Whole class discussion	<ul style="list-style-type: none"> <li>Writing</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Critical thinking</li> </ul>	A chart showing expanded numbers	Tr's collection	
		3			Lit I	Formation of letter Ff Words, patterns and sentences	<ul style="list-style-type: none"> <li>Reading letters</li> <li>Forming words and sentences</li> <li>Patterns, words and sentences</li> </ul>	Brain storming Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>Forming letter Ff</li> <li>Letter patterns, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Fluency</li> <li>Self-expression</li> <li>Confidence</li> <li>Logical reasoning</li> </ul>	Chalkboard illustration Charts Cards	Tr's collection	
		4			Lit II	- Animal sounds and animal movements	<ul style="list-style-type: none"> <li>Identifying animals and their sounds</li> <li>Naming animals and their movements.</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>Whole class discussion</li> <li>Guided discovery</li> <li>Reading</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Identifying animals and their sounds</li> <li>Naming animals and their movements.</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Effective communication</li> <li>Appreciation.</li> </ul>	Chalk board illustration.		
		5			English		•		-	-			
		6			CPA	Singing a song related to the things we use to clean the body	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing</li> <li>Playing</li> <li>Percussion instrument</li> </ul>	Rote method Demonstration	<ul style="list-style-type: none"> <li>Singing</li> <li>Dancing</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness</li> <li>Coping with stress</li> <li>-</li> </ul>	Shakers Clappers	Tr's collection	
10	Thur	1	The human body	Common diseases	News	Telling news about common diseases	<ul style="list-style-type: none"> <li>Naming</li> <li>Writing</li> </ul>	Explanation Discussion Guided discovery	<ul style="list-style-type: none"> <li>Naming</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Creative thinking</li> </ul>	A chart showing common diseases	Mk integrated sci bk 1	
		2			Math	Addition of tens and ones	<ul style="list-style-type: none"> <li>Arranging</li> <li>Interpreting</li> <li>Counting</li> <li>Writing</li> </ul>	Explanation Guided discovery Whole class discussion	<ul style="list-style-type: none"> <li>Counting</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving</li> <li>Creative thinking</li> </ul>	Counters	Mk primary mtc bk 1 pg 56	

		3			Lit I	Sound m Words and sentences Eg man, met, meat, meal, mug, lamp, summer	<ul style="list-style-type: none"> <li>Identifying reading, spelling, writing words and sentences with sound m</li> </ul>	Guided discovery Whole class discussion Imitation Sorting	<ul style="list-style-type: none"> <li>Identifying words</li> <li>Spelling and reading words and constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Confidence</li> <li>Free expression</li> <li>Critical thinking</li> <li>Listening</li> <li>Reading</li> </ul>	Flash cards Strip cards Charts	Word sound bk 1 pg 2	
		4			Lit II	<ul style="list-style-type: none"> <li>Definition of a community</li> <li>Types of communities</li> <li>Examples of people in our community.</li> </ul>	<ul style="list-style-type: none"> <li>Defining a community</li> <li>Naming types of communities</li> <li>Naming and drawing people in our community.</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Guided discovery</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Defining a community</li> <li>Naming types of communities</li> <li>Naming and drawing people in our community.</li> </ul>	<ul style="list-style-type: none"> <li>Logical thinking</li> <li>Effective communication</li> <li>Confidence f fluency</li> </ul>	A chart showing people in our community.		
		5			PE	Warm up activity (jogging) Game (who jumps better)	<ul style="list-style-type: none"> <li>jogging</li> <li>jumping</li> </ul>	Explanation Demonstration	<ul style="list-style-type: none"> <li>jogging</li> <li>jumping</li> </ul>	<ul style="list-style-type: none"> <li>coping with stress</li> <li>cooperation</li> </ul>	Whistle	Thematic curr tr's guide bk 1 pg 54	
		6			English		<ul style="list-style-type: none"> <li></li> </ul>		-	-			
10	Fri	1	The human body	Childhood immunisable diseases	News	Telling news about the childhood immunisable diseases	<ul style="list-style-type: none"> <li>Naming</li> <li>Reading</li> </ul>	Explanation Discussion Guided discovery	<ul style="list-style-type: none"> <li>Reading</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Creative thinking</li> </ul>	A chart showing the childhood immunisable disease	Mk integrate d scibk 1	
		2			Math	Subtraction of tens and ones	<ul style="list-style-type: none"> <li>Arranging</li> <li>Subtracting</li> <li>Counting</li> <li>Writing</li> </ul>	Guided discovery Explanation Brain storming	<ul style="list-style-type: none"> <li>Counting</li> <li>Reading</li> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Problem solving</li> </ul>	Counters	Mk pri mtc bk 1 pg 73	
		3			Lit I	Vocabulary related personal hygiene; brushing, washing, tooth brush etc Structures; what do we use to brush our teeth? What does Mary use to clean her hair? How does James clean his teeth?	<ul style="list-style-type: none"> <li>Responding to structures, constructing sentences using the given vocabulary and structures correctly</li> </ul>	Imitation Guided discovery Whole class discussion Demonstration Observation	<ul style="list-style-type: none"> <li>Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>Flash cards, showing the vocabulary and prepared word</li> </ul>	New national pricurri p.1 pg 26 Tr's collection		

		4			Lit II	<ul style="list-style-type: none"> <li>- Activities done by people in our community</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and describing activities done in our community.</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Whole class discovery</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and describing activities done in our community.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Effective communication</li> <li>- Critical thinking</li> </ul>	A chart showing places of work of people in our community.		
		5			English	Revision	•		-	-			
		6			CPA	Drawing children who have different immunisable diseases	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Describing</li> </ul>	Guided discovery Discussion	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Describing</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness</li> <li>- Critical thinking</li> </ul>	A chart showing the childhood immunisable diseases	Mk integrate d sci bk 1	
					Lit I	Comprehension passage about personal hygiene	<ul style="list-style-type: none"> <li>• Reading, interpreting words, and sentences, spelling the given vocabulary</li> </ul>	Observation Discovery Whole class discussion Demonstration Interview	<ul style="list-style-type: none"> <li>- Reading discovery</li> <li>- Single words and the passage</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Audibility</li> <li>- Fluency</li> <li>- Self-expression</li> <li>- Confidence</li> <li>- Thinking</li> </ul>	Flash cards Strip cards Word prepared on sheets	Tr's collection	
					Lit II	<ul style="list-style-type: none"> <li>- People in our community and their places of work.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying people and their places of work in our community.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class discussion</li> <li>- Brain storming</li> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying people and their places of work in our community.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Effective communication</li> <li>- Critical thinking</li> </ul>	A chart showing places of work of people in our community.		
					Lit I	<ul style="list-style-type: none"> <li>- Letter forming Hh</li> <li>- Letters, pattern, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Reading letters, forming words and sentences, writing letter, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Forming letter H h letter, patterns, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Fluency</li> <li>- Appreciation</li> <li>- Self-expression</li> </ul>	Chalkboard illustration  Cards	Tr's collection	

					Lit II	<ul style="list-style-type: none"> <li>- Needs of people in our community</li> <li>- Important features in our community</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing needs of people in the community</li> <li>- Naming and drawing important features in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Whole class discussion</li> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Naming and drawing needs of people in the community</li> <li>- Naming and drawing important features in the community</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Confidence</li> <li>- Creative thinking</li> <li>- Appreciation</li> </ul>	<p>A chart showing peoples' needs</p> <p>A chart showing important features in the community.</p>		
					Lit I	<ul style="list-style-type: none"> <li>- Sound sh</li> <li>- Words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying, reading, spelling, writing words and sentences with sound sh</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Whole class discussion</li> <li>- Imitation</li> <li>- Sorting</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying words</li> <li>- Spelling</li> <li>- Reading</li> <li>- Writing constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Free expression</li> <li>- Logical reasoning</li> <li>- Critical thinking</li> </ul>	<p>Flash cards</p> <p>Charts ets</p>		
					Lit II	<ul style="list-style-type: none"> <li>- Parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>- Naming parts of the body</li> <li>- Drawing parts of the body.</li> </ul>	<ul style="list-style-type: none"> <li>- Brian storming</li> <li>- Whole class discussion</li> <li>- Drawing</li> <li>- Think pair share</li> </ul>	<ul style="list-style-type: none"> <li>- Naming parts of the body</li> <li>- Drawing parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Creative thinking</li> <li>- Appreciation</li> <li>- Sharing</li> </ul>	<p>A chart showing body parts.</p>		
						<ul style="list-style-type: none"> <li>- Comprehension passage about common disease s</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Interpreting the passage and forming sentences</li> <li>- Answers the questions about the passage</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Whole class discussion</li> <li>- Discovery</li> <li>- Interview</li> </ul>	<ul style="list-style-type: none"> <li>- Answering oral and written questions, reading and interpreting the passage</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Logical reasoning</li> <li>- Audibility</li> <li>- Confidence</li> <li>- Self-expression</li> </ul>	<p>Prepare d work on sheets</p>	<p>Tr's collection</p>	
					Lit II	<ul style="list-style-type: none"> <li>- Uses of body parts senses and sense organs</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying uses of body parts</li> <li>- Naming the senses and sense organs</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Brain storming</li> <li>- Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying uses of body parts</li> <li>- Naming the senses and sense organs.</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Fluency</li> <li>- Appreciation</li> </ul>	<p>Chalk board illustration</p>		
						<ul style="list-style-type: none"> <li>- Formation of letter K k</li> <li>- Letter, pattern, words, and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Reading letters, forming, and sentences, writing letters, patterns, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Forming letter kk letter pattern, words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Fluency</li> <li>- Self-expression</li> <li>- Appreciation</li> <li>- Expression</li> <li>- Confidence</li> <li>- Logical reasoning</li> </ul>	<p>Chalkboard illustration</p> <p>Strip cards</p> <p>Flash cards</p>		



					Lit II	<ul style="list-style-type: none"> <li>- Definition of personal hygiene</li> <li>- Things we use to carry out personal hygiene.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Defining personal hygiene</li> <li>- Naming and drawing things we use to carry out personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Whole class discussion</li> <li>- Debate</li> </ul>	<ul style="list-style-type: none"> <li>- Defining personal hygiene</li> <li>- Naming and drawing things we use to carry out personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Logical thinking</li> <li>- Appreciation</li> <li>- Drawing</li> </ul>	Real objects  Chalk board illustration.		
					Lit I	<ul style="list-style-type: none"> <li>- sound g</li> <li>- words and sentences</li> </ul>	<ul style="list-style-type: none"> <li>- identifying reading, spelling, writing words and sentences with sound g</li> </ul>	<ul style="list-style-type: none"> <li>- guided discovery</li> <li>- whole class discussion</li> <li>- imitation</li> <li>- sorting</li> </ul>	<ul style="list-style-type: none"> <li>- identifying words, spelling and reading words, constructing sentences and oral and written</li> </ul>	<ul style="list-style-type: none"> <li>- confidence</li> <li>- self-expression</li> <li>- critical thinking</li> <li>- listening</li> <li>- reading</li> </ul>	Flash cards, charts	Tr's collection	
					Lit II	<ul style="list-style-type: none"> <li>- Importance and ways of keeping the body clean</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the importance of keeping the body clean</li> <li>- Naming the ways of keeping the body clean.</li> </ul>	<ul style="list-style-type: none"> <li>- Whole class discussion</li> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the importance of keeping the body clean</li> <li>- Naming the ways of keeping the body clean</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Effective communication</li> <li>- Creative thinking</li> </ul>	A chart showing ways of keeping our bodies clean.		
					Lit II	<ul style="list-style-type: none"> <li>- Common diseases at home and school</li> <li>- Causes of common diseases and spread.</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying common diseases at home and at school.</li> <li>- Describing the causes of common diseases and spread</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Whole class discussion</li> <li>- Brain storming</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying common diseases at home and school</li> <li>- Describing their causes and spread.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Creative thinking</li> </ul>	Text books  Pictures  Cards		
					Lit II	<ul style="list-style-type: none"> <li>- Definition of immunisation</li> <li>- Examples of immunisable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>- Defining immunisation</li> <li>- Identifying examples of immunisable diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Whole class discussion</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Defining immunisation</li> <li>- Identifying examples of immunisable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Text books  Picture cards		
					Lit II	<ul style="list-style-type: none"> <li>- Signs and symptoms of immunisable diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and describing signs and symptoms of immunisable diseases.</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> <li>- Whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and describing signs and symptoms of immunisable diseases.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> <li>- Confidence</li> </ul>	Text books  Picture cards  Chalk board illustration.		

					Lit II	<ul style="list-style-type: none"> <li>- Other immunisable diseases</li> <li>- Importance of immunisation</li> </ul>	<ul style="list-style-type: none"> <li>- Naming other immunisable diseases</li> <li>- Identifying the importance of immunisation</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Whole class discussion</li> <li>- Debate</li> </ul>	<ul style="list-style-type: none"> <li>- Naming other immunisable diseases</li> <li>- Identifying the importance of immunization</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Effective communication</li> <li>- Appreciation</li> </ul>	Chalk board illustration		
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