

TWINZ SCHOOL NURSERY AND PRIMARY
ENGLISH SCHEME OF WORK FOR TOP CLASS TERM ONE 2023

WEEK	DAY	LEARNING OUTCOMES	COMPETENCES	SUGGESTED DEVELOPMENTAL ACTIVITIES (CONTENT)	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF .	RE M
1	1-5	- Communicatin g confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.	- I can use my language confidently.	❖ Singing the rhyme about the family ❖ Identifying common things found in the environment ❖ Identifying the first letter sounds of the words ❖ Reading words with proper pronunciation ❖ Matching words to the pictures ❖ Drawing picture for the words ❖ Circling the word for the picture ❖ Writing the words correctly. ❖ Filling in the missing letter	Look and say Phonic method Guided Imitation	❖ Singing the song (I have a nice family) ❖ Naming things in the environment e.g things at home ❖ Discovering the first letter sound ❖ Reading and writing the words ❖ Drawing pictures ❖ Finding the missing letter	❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards ❖ Paper work		
2	1 – 5	- Communicatin g confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.	- I can use my language confidently.	❖ Reciting a rhyme about animals ❖ Mentioning animals kept at home ❖ Pronouncing words correctly ❖ Matching words to pictures ❖ Sorting the correct words ❖ Reading and drawing pictures ❖ Writing words correctly. ❖ Identifying the first letter sounds ❖ Find a word for a given picture ❖ Drawing pictures for the first letter sound ❖ Naming pictures	Look and say Phonic method Guided Imitation	❖ Reciting the rhyme ❖ Naming things in the environment ❖ Discovering the first letter sound ❖ Reading and writing the words ❖ Drawing pictures ❖ Finding the missing letter	❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards		
3	1 – 5	- Communicatin g confidently, effectively and	- I can use my language confidently.	❖ Role playing ❖ Pronouncing new words. ❖ Matching pictures	Look and say Phonic method Guided	❖ Reciting the rhyme ❖ Naming things	❖ .Chart with pictures ❖ Single word	LFW Pg 55	

		meaningfully in spoken and sign language in a wide range of situations.		<ul style="list-style-type: none"> ❖ Reading and drawing ❖ Writing words ❖ Discovering the 1st letter sound. ❖ Drawing pictures ❖ Underline, circle, ring, tick, cross a word for a picture ❖ Making phrases 	Imitation	<ul style="list-style-type: none"> in the environment ❖ Discovering the first letter sound ❖ Reading and writing the words ❖ Drawing pictures ❖ Finding the missing letter 	<ul style="list-style-type: none"> cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards ❖ Paper work 		
4	1 – 5	- Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.	- I can use my language confidently.	<ul style="list-style-type: none"> ❖ Mentioning the clothes we wear ❖ Naming the types of clothes for each season ❖ Matching pictures to the words ❖ Drawing pictures for the words. ❖ Writing the words for the pictures. ❖ Identifying the first letter sounds ❖ Finding the missing letters ❖ Forming phrases ❖ Writing words correctly 	Look and say Phonic method Guided Imitation Demonstration Illustration	<ul style="list-style-type: none"> ❖ Naming things in the environment ❖ Discovering the first letter sound ❖ Reading and writing the words ❖ Drawing pictures ❖ Finding the missing letter 	<ul style="list-style-type: none"> ❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards ❖ Paper work ❖ Paper models 		
5	1 – 5	- Reading to enjoy, acquire knowledge and understanding	- I can read simple words and phrases	<ul style="list-style-type: none"> ❖ Reading words ❖ Forming phrases ❖ Drawing pictures ❖ Writing phrases ❖ Completing phrases ❖ Write phrases for the pictures 	Illustrations Demonstrations Look and say	<ul style="list-style-type: none"> ❖ Reading words ❖ Reading phrases ❖ Drawing pictures for phrases ❖ Writing phrases for the pictures 	<ul style="list-style-type: none"> ❖ Flash cards ❖ Black board ❖ Illustration ❖ Exercise books ❖ Paper work ❖ Reading cards 		
6	1 – 5			<ul style="list-style-type: none"> ❖ Role playing ❖ Mentioning things found within the environment ❖ Pronouncing words correctly ❖ Reading phrases ❖ Introducing new words from lady bird A bk 1 ❖ Forming sentences for pictures 	Look and say Question and answer Phonic method Whole sentence method	<ul style="list-style-type: none"> ❖ Pronouncing new words ❖ Forming phrases ❖ Forming sentences ❖ Writing words and sentences 	<ul style="list-style-type: none"> ❖ Paper work ❖ Blackboard ❖ Illustration ❖ Exercise books ❖ Flash cards 	Ladybird Book 1 A page 51	

				<ul style="list-style-type: none"> ❖ Writing words and sentences ❖ Drawing for the sentences ❖ Writing sentences ❖ Completing sentences 		<ul style="list-style-type: none"> ❖ Completing sentences ❖ Drawing pictures for the sentence 			
7	1 – 5			<ul style="list-style-type: none"> ❖ Revision of previous words ❖ Introduction of new words from lady bird book 2 A and B ❖ Constructing sentences ❖ Reading sentences ❖ Writing sentences for the pictures. ❖ Completing sentences ❖ Make sentences using words 	Look and say Question and answer Phonic method Whole sentence method	<ul style="list-style-type: none"> ❖ Pronouncing new words ❖ Forming sentences ❖ Writing words and sentences ❖ Completing sentences ❖ Drawing pictures for the sentence 	<ul style="list-style-type: none"> ❖ Blackboard illustrations ❖ Flash cards ❖ Chart ❖ Exercise books ❖ Spell board 	Ladybird book 1A page 51.	
8	1 – 5			<ul style="list-style-type: none"> ❖ Introduction of new words ❖ Reading words ❖ Constructing sentences ❖ Identifying sounds ❖ Writing words and sentences ❖ Read and draw ❖ Identifying words ❖ Make sentences using the words ❖ Complete the sentences 		<ul style="list-style-type: none"> ❖ Pronouncing new words. ❖ Forming sentences orally. ❖ Writing words and sentences. ❖ Completing sentences. 	<ul style="list-style-type: none"> ❖ Flash cards ❖ Chart ❖ Blackboard ❖ Illustrations ❖ Exercise books 	Ladybird BK 3a page 4 - 22	
9	1 – 5			<ul style="list-style-type: none"> ❖ Reading words ❖ Writing words and sentences ❖ Constructing sentences ❖ Writing sentences for the words ❖ Read and draw ❖ Write sentences for the pictures ❖ Write the words correctly ❖ Underline, circle, tick, ring the correct word 		<ul style="list-style-type: none"> ❖ Reading the words correctly. ❖ Writing words and sentences . ❖ Read and draw. ❖ Underline the words 	<ul style="list-style-type: none"> ❖ Charts ❖ Blackboard ❖ Illustrations ❖ Flash cards ❖ Paper work 	Ladybird BK3 page 24-48	
10	1 – 5			<ul style="list-style-type: none"> ❖ Reading words ❖ Writing words and sentences ❖ Constructing sentences 		<ul style="list-style-type: none"> ❖ Reading the sentences. ❖ Listen and 	<ul style="list-style-type: none"> ❖ Chart ❖ Blackboard illustrations 	Ladybird BK 3b	

				❖ Read and draw pictures for the pictures ❖ Use the given words to form sentences ❖ Complete sentences		write the sentences. ❖ Write sentences for the given words.	❖ Flash cards ❖ Paper work	page 4-50	
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SCHEME OF WORK FOR ENGLISH TOP CLASS TERM II 2023

W K	DA Y	LEARNING OUTCOME	COMPETENCE	SUGGESTED DEVELOPMENT ACTIVITIES	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF	RM									
2	1 TO 5	Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.	<ul style="list-style-type: none">- Read and write the words correctly- Write sentences using the possessive word from the substitution table- Drawing pictures for the sentences- Complete sentences for the pictures- Pronouncing the words correctly- Discovering the letter sound and syllables	<p>Introducing has and have as a possessive words using real objects</p> <p>He has a She has a Peter has Mummy has The cat has The girl has a Introducing the substitution table</p> <table><tr><td>Sam</td><td>Has</td><td>A duck</td></tr><tr><td>The Dog</td><td></td><td>Two cows</td></tr><tr><td>Dad</td><td></td><td>An apple</td></tr></table>	Sam	Has	A duck	The Dog		Two cows	Dad		An apple	<ul style="list-style-type: none">- Look and say- Demonstrate- Explanation- Discovery	<ul style="list-style-type: none">- Reading the words- Constructing sentences- Writing sentences- Drawing pictures for the sentences- Finding the correct word- Identifying words- Forming sentences orally- Forming and writing sentences from the table- Drawing pictures for the sentence	<ul style="list-style-type: none">- Chart- Real object- Reading words, and flash cards	Teacher's collection	
Sam	Has	A duck																
The Dog		Two cows																
Dad		An apple																

			<ul style="list-style-type: none"> that make up words - Use the words in the sentences orally - Finding the missing letters - Forming sentences from the substitutional table 						
3	1 to 5		<ul style="list-style-type: none"> - Possessive words correctly - Write sentences using the possessive words from the substitution table - Using words in sentences orally - Build sentences using a sentence maker - Finding the missing letters - Find the missing words 	<ul style="list-style-type: none"> - Introducing have using real objects - I have a - We have a - You have a ... - The girls have a.. - The cats have.... - Introducing the substitution table - Table - I - We - You - They - The girls - The cats 	<ul style="list-style-type: none"> - Explanation - Demonstrate - Discovery 	<ul style="list-style-type: none"> - Reading the words - Constructing sentences using have - Writing sentences - Read and draw pictures - Forming sentences using the possessive word - Complete the story - Complete sentences - Listen and write sentences with have. 	<ul style="list-style-type: none"> - Stencil work - Chart - Real object - Reading cards - Flash cards 	Teacher's collection	

4	1 to 5		<ul style="list-style-type: none"> - Learners should be able to; - Construct sentences using the patterns - Write sentences using the patterns - Draw pictures for the sentences - Write sentences for the picture given using pattern - Complete sentences 	<p>Introducing structural pattern with This and That This is What is this? e.g. this is a ball that is ... e.g. That is a book that is a pencil use of possessive pronouns His, our, her, their, my, your E.g. This is my pen. This is my book Write sentences of the pictures What is this? e.g. That is my dog that is my hut writing sentences for the picture that is my book that is my banana</p>	<ul style="list-style-type: none"> - Demonstrate - Illustration - Explanation 	<ul style="list-style-type: none"> - Constructing sentences using patterns. - Writing sentences using patterns - Drawing pictures for the sentences - Writing sentences of the pictures given using the patterns 	<ul style="list-style-type: none"> - Charts - Stencil work - Flash cards - Reading cards 	Teacher's collection	
5	1 to 5		<ul style="list-style-type: none"> - Children should be able to - Pronounce the words correctly - Construct sentences using the new words - Construct sentences using a 	<p>Introducing new words Pat are water have fund Come it look Constructing sentences using the new words I have a cup Daddy has a big chair Writing sentences using the words Completing sentences Pat has a I have a big</p>	<ul style="list-style-type: none"> - Imitation - Demonstrate - Explanation - Look and say - Constructing sentences using the words - Writing sentences using the word - Completing sentences - Building words using single letter card 	<ul style="list-style-type: none"> - Reading from the chart - Demonstration - Explanation - Looks and say 	<ul style="list-style-type: none"> - Chart - Reading cards - Single letter card - Lady bird Bk 2A 4 – 16 	Teacher's collection	

			<div>sentence marker</div> <div>- Discovering letters and syllables</div> <div>- Make up words in sentences orally</div> <div>- Writing the words correctly</div> <div>- Finding missing letters</div> <div>- Read and draw</div>		<div>- Read and draw</div> <div>- Completing the story</div>												
6	1 to 5	Grammar	<div>- Children should be able to;</div> <div>- Pronounce the new words correctly</div> <div>- Construct sentences using new words</div> <div>- Find the missing letters</div> <div>- Write the words with correct spellings</div> <div>- Building up words using single letter cards</div> <div>- Use words in</div>	<div>Introducing new words e.g. Can, jump, into, we, to, go, yes, sweets, home</div> <div>Constructing sentences I can jump We are here Finding missing letters J__mp s__eets, y__s</div> <div>Building up words</div> <table><tr><td>i</td><td>n</td><td>t</td><td>o</td></tr><tr><td>j</td><td>u</td><td>m</td><td>p</td></tr></table> <div>Completing sentences e.g. I have some.....</div>	i	n	t	o	j	u	m	p	<div>- Demonstrate</div> <div>- Explanation</div> <div>- Look and say</div>	<div>- Pronouncing words correctly</div> <div>- Constructing sentences</div> <div>- Finding missing letters</div> <div>- Writing words with correct spellings</div> <div>- Completing sentences</div> <div>- Building up words using single letter cards</div> <div>- Draw pictures for the words and sentences</div>	<div>Chart</div> <div>Cards</div> <div>Flash cards</div> <div>Single sounds</div> <div>Lady bird bk 4a 30 – 48</div>	<div>Teachers’ collection</div>	
i	n	t	o														
j	u	m	p														




			sentences orally.						
7			<ul style="list-style-type: none"> - Learners should be able to; - Readn the words correctly - Construct sentences using the words - Complete sentences - Find the missing letters - Pronouncing the new words correctly 	<p>Introducing new words say want , no some for this constructing sentences using word e.g.</p> <p>She wants to have tea.</p> <p>Completing sentences e.g.</p> <p>He has some....</p> <p>I want to go....</p> <p>Finding the missing letters</p> <p>W__ntf__r</p> <p>Co__es__me</p> <p>Wa__t s__y</p>	<p>Imitation</p> <p>Look and say</p> <p>Explanation</p> <p>Demonstration</p>	<ul style="list-style-type: none"> - Reading words - Listen and write words - Constructing sentences - Completing sentences - Building up words using single letter cards 	<p>Lady bird 4b pg 18 – 26</p> <p>Single letter cards</p> <p>Stencil work</p> <p>Reading cards</p> <p>Lady bird 3A</p>	Teachers' collection	
8			<ul style="list-style-type: none"> - Learners should be able to; - Read the words with their correct pronunciation - Construct sentences using the new words - Wirte words and sentences correctly - Write the words given 	<p>Introducing new words</p> <p>Play , up, down, at, boat, get , on, me, cake, see</p> <p>Use the words in sentences e.g. I can play in the water</p> <p>The cake is on the table</p> <p>Writing words and sentences correctly</p> <p>Find the missing letters</p> <p>Play down cake</p> <p>Pl__ydow__ c__ke</p> <p>Writing words with the correct spelling</p> <p>Layp - play</p> <p>Ownd – down</p>	<ul style="list-style-type: none"> - Discovery - Explanation - Imitation 	<ul style="list-style-type: none"> - Listen and write words - Wiring words and sentences - Finding the missing letters - Complete the sentences - Writing words in their correct form - Read and draw - Listening and writing words and sentences - Complete the story 	<p>Lady bird 3A</p> <ul style="list-style-type: none"> - Reading cards - Flash cards - Charts 	Teachers' collection	

			with their correct spellings - Using new words in sentences orally - Finding the missing letters - Building up words with small single letters						
9			- Children should be able to; - Read the words with their correct pronunciation - Construct sentences using the new words - Find the missing letters - Pronounce the new words correctly - Use the words in sentences	Introducing new words please Station Train Rabbits That help constructing sentences using the new words They are at the station That is a class Please go away Finding the missing e.g. Tr__in h__lp Wi__hpl__se St__tion	- Imitation - Look and say - Demonstrate - Explanation	- Listen and write words - Reading words - Forming sentences for the given words - Completing sentences - Writing the words correctly - Filing in the missing letter - Complete the story - Read and draw pictures for both words and sentences	- Chart - Stencil work	Teacher's collection	
10			- Children should be able to;	Introducing new words Police, give, red, was, school, bus	- Phonic method - Look and say - Demonstrate	- Reading words - Write the words correctly	- Lady bird 2a and 2b - 3a and 3b	Teacher's collection	

			<ul style="list-style-type: none"> - Read the words with correct pronunciation - Construct sentences using the words - Build up words using single letter cards - Write sentences correctly - Complete sentences 	<p>Using the words in the sentences He is a policeman I will give you a red pencil</p> <p>Building up words using single letter cards</p> <p>Reading the books and marking the correct punctuation</p>	<ul style="list-style-type: none"> - Imitation 	<ul style="list-style-type: none"> - Writing sentences - Fill in the missing words - Drawing pictures - Completing a story - Completing sentences - Naming pictures - Building up words - Writing words correctly 	<ul style="list-style-type: none"> - Real objects - Single letter cards 		
11			<ul style="list-style-type: none"> - Children should be able to - Use on in sentences - Read sentences using the preposition - Write sentences and draw the pictures - Pronouncing new words correctly - Using the prepositions in 	<p>Introducing new words e.g. police, give, red, was, school</p> <p>Using the words in sentences e.g. He is a policeman I will give you a red pencil</p> <p>Building up words using single letter cards</p> <p>On, near, under, over</p> <p>The fish is in the water</p> <p>The spoon is in the cup</p>	<ul style="list-style-type: none"> - Demonstrate - Discussion - Imitation 	<ul style="list-style-type: none"> - Constructing sentences - Writing - Drawing pictures for the sentences - Listen and write sentences - Read and draw pictures for the sentences - Write sentences for the given preposition 	<ul style="list-style-type: none"> - Stencil work - Reading cards - Charts 		

			the sentences orally - Finding the missing letters - Fill in the given preposition						
12			- Learners should be able to - Write the word for the pictures - Complete the story - Writing correct words	Introducing sentences with pictures e.g. The girl has a The cow is in the house Introducing story with pictures Dan is a He has ato play with	- Explanation - Demonstrate	- Writing words for the pictures - Naming pictures - Reading words - Drawing words - Drawing pictures - Completing sentences / story - Fill in the correct words	-		
			- Learners should be able to - Use two words correctly - Write sentences using the two words - To give correct answer for the question	Introducing of new words yes and no Use of yes e.g. Is this a pencil? Is this a book? Yet it is a book.	- Demonstrate	- Constructing sentences - Complete the sentences - Write sentences for a picture - Answer correctly	- Stencil work		
			- Pronouncing the new words correctly - Reading sentences using the correct punctuation - Write sentences using the familiar words	Writing sentences using yes Introducing no in sentences Is this a boy? No it is not a boy It is a girl Is this a table? No it is not a table It is a tree Introducing true or untrue sentences Daddy is a man. True Reading and writing sentences	- Explanation - Imitation - Discovery	- Writing sentences - Using yes and no - Completing the sentences - Writing sentences using - Answer correctly - Complete the sentences - Write the correct answer	- Real objects - Charts		




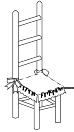

SCHEME OF WORK FOR ENGLISH TOP CLASS TERM III 2023

W K	Da y	Learning outcome	Competence	Suggested activities	developmental	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF	RM
1	1 TO 5	Knowing how to keep and care for my environment	I can use my language confidently.	<p>Revision of on, under and in_in sentences e.g. the pencil is in the tin.</p>  <p>The cup is on the table</p>  <p>Writing sentences for pictures</p>  <p>_____</p> <p>_____</p> <p>Teaching the new prepositions near, over , under , between, behind, infront of Using new words in sentences</p>		<ul style="list-style-type: none"> - Explanation - Demonstrate - Application - Look and say - Guided discovery 	<ul style="list-style-type: none"> - Pronounce new words - Construct sentences - Writing sentences - Drawing pictures - Reading - Substitutional table - Using words in sentences orally - Answer correctly - Make sentences for the pictures - Use the words in the sentences 	<ul style="list-style-type: none"> - Real objects - Models - Exercise books - Blackboard - Charts 	Teacher's collection	

2	1 to 5		I can make use of the important places and things responsibly	<p>New words</p> <p>Introducing the use of <u>want</u> and <u>wants</u></p> <p>mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc</p> <p>I want</p> <p>We want</p> <p>They want</p> <p>He wants</p> <p>She wants</p> <p>Jane wants</p> <p>Peter wants</p> <p>Introducing the substitution table</p> <table><tr><td>I</td><td>want</td><td>to play</td></tr><tr><td>We</td><td></td><td>eat food</td></tr><tr><td>They</td><td></td><td>drink juice</td></tr></table> <table><tr><td>He</td><td>wants</td><td>to play football</td></tr><tr><td>She</td><td></td><td>skip the rope fly</td></tr><tr><td>Jane</td><td></td><td>a kite</td></tr><tr><td>John</td><td></td><td>eat food</td></tr></table>	I	want	to play	We		eat food	They		drink juice	He	wants	to play football	She		skip the rope fly	Jane		a kite	John		eat food	<ul style="list-style-type: none">- Explanation- Demonstrate- Application- Guided discovery- Question and answer- Explanation- illustration- guided discussion	<ul style="list-style-type: none">- Pronounce new words- Make new words in sentences- Forming sentences from a substitution table- Finding missing letters- Using words in sentences orally- Completing the sentences- Read and draw	<ul style="list-style-type: none">- Flash cards- Chairs- Pencil- Stencil work	Teacher's collection	
I	want	to play																												
We		eat food																												
They		drink juice																												
He	wants	to play football																												
She		skip the rope fly																												
Jane		a kite																												
John		eat food																												
3	1 to 5	Communicating effectively, confidently and meaningfully	I can use my language appropriately	<p>Plurals ending with s</p> <p>e.g.</p> <p>book – books</p> <p>tree – trees</p> <p>use of 'is' and 'are'</p> <p>Plurals ending with "es"</p> <p>Plurals ending with "ves"</p>	<p>Explanation</p> <p>Illustration</p> <p>Writing the words correctly</p>	<p>To write the plurals correctly.</p> <p>Using plurals in sentences</p> <p>Use 'is' and 'are' appropriately</p>	<p>Flash cards</p> <p>Charts</p> <p>Blackboard</p> <p>Work cards</p> <p>Reading cards</p> <p>Exercise books and pencils</p>																							
4	1 to	Exploring and knowing	I can respond to instructions and	<p>Verbs (action words)</p> <p>Introducing doing words e.g.</p>	<ul style="list-style-type: none">- Explanation- Illustration	<ul style="list-style-type: none">- Pronounce the words	<ul style="list-style-type: none">- Charts- Flash cards	Teacher's																						

	5	my immediate environment	commands	stand draw jump cry eat walk fly sleep verb ending with 'ing' verbs ending with double letters verbs ending with e crossed Reciting a rhyme about verbs	<ul style="list-style-type: none"> - Look and say correctly - Demonstrate - Role playing actions - Filling in the missing letters - Reading the words correctly - Writing the words correctly 	<ul style="list-style-type: none"> - Perform actions - Read words - Read sentences - Draw pictures - Write sentences - Singing - Role play 	- Exercise books and pencils	collection	
5	1 to 5	Writing different kinds of letter formation	I can write letters and words	Revision of new words horse station police stop street farm etc Introducing capital and small letters Writing in small letters Writing in capital letters Letter before e.g. c Letter after e.g. f Arranging letters in order	<ul style="list-style-type: none"> - Guided discussion - Explanation - Look and say <u>Activities</u> <ul style="list-style-type: none"> - Changing small letters into capital letters. - Changing capital letter sounds into small - Changing words from small to capital. 	<ul style="list-style-type: none"> - Pronounce the words - Use words in sentences - Read sentences - Complete sentences - Writing the words correctly - Fill in the missing letters - Circle, underline, ring, tick the correct word - Arranging letters in order - 	<ul style="list-style-type: none"> - Lady bird book - Pencils - Flash cards 	Teacher's collection	

6	1 to 5	Writing different kinds of factual and imaginative tasks depicting creativity	I can use my hands and eyes to perform different activities as instructed. I can use my language confidently	Introducing colours Naming colours e.g blue,. Green, orange, brown, pink, white, black, purple, grey Singing a song about colours Getting a small word from a big word e.g. teacher – tea – her Flower-girl – girl - flow – flower Policeman – man – police – ice – an etc	<ul style="list-style-type: none"> - Guided discussion - Look and say - Question and answer - Illustration 	<ul style="list-style-type: none"> - Naming different colours - Pronounce colours - Spell words - Shade the shapes - Fill in the missing letters - Sing the song 	<ul style="list-style-type: none"> - Crayons - Pieces of paper - Chalk of different colours - Exercise books - Pencils 	Teacher's collection	
7		Communicating confidently, effectively and meaningfully	I can use my language confidently	<p>New words About some Out off please etc</p> <p>Obedying commands Examples Stand up Say the word come Go and sit</p> <p>Acknowledging commands Examples Go to the table and bring the book. Animal young ones e.g. cow – calf hen – chick etc read and write animal young ones matching Animals kept at home. (Domestic animals)</p>	<ul style="list-style-type: none"> - Discussion - Explanation - Demonstrate - Application of knowledge - Look and say - Guided discovery - Phonic methods 	<ul style="list-style-type: none"> - Writing sentences for the given words - Writing words correctly - Filling in the missing letters - Completing the sentences - Obeying commands - Drawing animals with their young ones - Completing the table for animal young ones 	<ul style="list-style-type: none"> - Real objects - cards - Flash cards - Paper work - Exercise books and pencil 	Teacher's collection	

8	1 to 5	Communicating confidently, effectively, and meaningfully	I can use my language confidently	<p>Following pictures sequences</p> <p>Discussion of events</p> <p>Tense to be used</p> <p>Writing sentences</p>	<ul style="list-style-type: none"> - Guided discussion - Explanation - Observation - Role play - Question and answer 	<ul style="list-style-type: none"> - Talking about the pictures - Reading sentences to form a story - Using the structural pattern correctly - Writing sentences for pictures - Imaginative drawing - Complete sentences 	<ul style="list-style-type: none"> - Pictures - Flannel board - Masks - Illustration - Flash cards - Exercise books and pencils 	Teacher's collection	
9	1 to 5			<p>Teach children to discover the word for the picture given e.g.</p> <p>Nakato is a  _____</p> <p>She has a  _____ and a  _____.</p> <p>She sits on a  _____ in the  _____.</p> <p>Reading lady bird book 5 and 6</p> <p>a) individually</p> <p>b) groups</p> <p>c) loud reading</p>	<ul style="list-style-type: none"> - Explanation - Guided discover - Look and say - Demonstrate - Illustration - Individual participation - Group participation 	<ul style="list-style-type: none"> - Completing the story with correct words - Draw the pictures - Naming the pictures - Reading with correct punctuation - Reading intonation - Writing sentences - Use pronouns correctly 	<ul style="list-style-type: none"> - Real objects - Illustration - Charts 	Teacher's collection	

10	1 to 5			<p>Reading the story e.g Peter and Jane are at home. They have a dog and a hen. The dog keeps the home and the hen gives them eggs.</p> <p>Question</p> <p>1) Who are in the story?</p> <p>2) They have a andat home.</p> <p>3) What do we get from a hen?</p> <p>4) Draw Peter and Jane at home.</p>	<ul style="list-style-type: none"> - Discussion - Explanation - Guided discovery - Illustration - Question and answer 	<ul style="list-style-type: none"> - Reading the story - Answering questions orally and written - Drawing pictures to interpret the story 	<ul style="list-style-type: none"> - Story book/cards - Flash cards - BB illustration - Exercise books and pencils 	Teacher's collection	
11				<p>Revision exercises in the following areas:-</p> <ul style="list-style-type: none"> -Prepositions -Finding what is missing -constructing sentences using the words given -Completing sentences -Puzzles <p>Substitutional tables using the structural patterns learnt</p>	<ul style="list-style-type: none"> - Explanation - Discussion - Questions and answer - Application of knowledge 	<ul style="list-style-type: none"> - Using prepositions - Finding missing letters and words - Writing sentences - Completing sentences - Filling in the puzzle boxes - Making sentences from the tables 	<ul style="list-style-type: none"> - Paper work - Cards - Charts - Reading cards 	Teacher's collection	

