**DAILY PLANNING FOR ECD – STEP FIVE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **DAY** | **DATE** | **CLASS** | **SNE** | **NO. OF PUPILS**  **BOYS GIRLS** | **CARE GIVER’S NAME** | **ECD CENTRE** |
| Monday | 17/01/2022 | Top (5-6 yrs) |  |  |  | Bulera ECD |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Daily Routine** | **Competences** | **Ref** | **Teacher’s activity** | **Learner’s activity** | **Instructional Materials** | **Remarks** |
| **Morning Circle** (30min) | I can recognize numbers 1 to 20. | LFW Pg 45 | Organizing play area  Leading a greeting song – Good morning children…..  Roll calling names  Reviewing counting by the song ‘Number one where are you?’ | Make a circle.  Greet one another by singing a good morning song.  Respond to their names and pick their name tags.  Sing ‘Number one showing number cards | Number cards 1 to 20.  Name tags |  |
| **Mathematics**  (50 min) | I can recognize numbers 1 to 20. | LFW Pg 45 | **Introduction**  – Guides learners to sing a counting song ‘I can count numbers……’  Distributes materials to groups.  **Group work**  Gp 1: Counting objects in the given containers.  Gp 2: Matching number cards to equivalent number of pictures.  Gp 3: Arranging number cards in serial order.  Gp 4: Drawing pictures and writing their numbers  Gp 5: Sorting bottle tops according to colour and counting them.  **Conclusion/Plenary**  Guides class to sort counters according to colours and they count set. | Singing ‘I can count numbers 1 to 10.  Group leaders receive play materials  Gp 1: Counting objects in each given container  Gp 2: Counting pictures on a card and match with the equivalent number  Gp 3: Arrange number cards in a chronological order  Gp 4: Drawing pictures corresponding to given number  Gp 5: Sorting bottle tops according to colour and counting each set.  Plenary  Use different colours of bottle tops to form sets. They count the number in each set. | Boxes/containers Number cards  Counters – bottle tops, sticks, seeds  Picture cards  Card papers |  |
| **Outdoor activity** (30min) | I can confidently describe activities performed by different body parts | LFW Pg 33 | Sing ‘P.E etusse …..’ as she/he leads the pupils to the play area.  Leads children to make a circle to:  -run on spot  -stretch hands and body  -guides on activities to be done in groups  Gp 1: Kicking a ball  Gp 2: Throwing and catching a ball  Gp 3: Skipping a rope  Monitor and supervise group work  In a circle, gets children to cool down through breathing in and out.  Makes children to collect play materials and leads them to class. | In double files, walk to the play area singing ‘PE etusse…..’  Running on spot  Stretch hand and body  Gp 1: Kicking a ball 5 times each learner  Gp 2: Throws and catches a ball in pairs 5 times  Gp 3: In a group of threes, skip a rope counting up to five.  Stand in a circle to cool down by breathing in and out.  Collect play materials and move with them to class singing ‘Mpunu za nyamiyonga…..’ | Ropes  Whistle  Demarcated play area |  |
| **Snack Time** (30min) | I can confidently describe activities performed by different body parts | LFW Pg 33 | Leads children to identify different parts of the body their uses  Hands-  Eyes-  Mouth-  Nose-  In relation to eating  Helps learners to wash hands  Guides the to pray before eating  Sits and enjoys his/her snack with the class | Tell the use of each identified part of the body  Hands- catch/hold  Eyes- seeing  Nose- smelling  Mouth- eating, speaking.  Wash hands to get ready to eat.  Say prayer and enjoy snack  Wash hands after snack and go to class | Water  Soap  Food for snack |  |
| **Oral Literature** (30min) | I can have fun with spoken language | LFW Pg 56 | Starts a song called ‘Bulyera’  Tells a story on communal harvest of millet  Asks questions on the story he/she told  Asks learners to role play and act the story in groups.  Sings ‘Bulyera’ to end the lesson | Singing the song with the teacher and alone.  Listening to story attentively  Answer questions from the story orally  In groups tens, plan and role play/act the story  Sing the song ‘Bulyera’ from memory. | Pictures of people harvesting millet |  |
| **Free Choice** (30min) | I can explain how people protect and take care of me | LFW Pg15 | Guides learners to make choices by explaining the materials available  Gp 1: Role playing roles of the police and LDUs or nurses  Gp 2: Drawing pictures of people who protect and care of me  Gp 3: Listening and re-telling stories of people who protect and care of me  Gp 4: Modelling people who protect and care of me  Gp 5: Fitting jig saws of people who protect and care of me  Monitor and supervise group work  **Conclusion**  Asking questions on people who protect and care of me | In groups, they:  Gp 1: Role play roles of the police and LDUs  Gp 2: Draw pictures of people who protect and care of me  Gp 3: Telling and re-telling stories of people who protect and care of me  Gp 4: Modelling people who protect and care of me using soil/clay  Gp 5: Fitting jig saws of people who protect and care of me  Answer questions on people who protect and care of me | Toy guns  Toy caps  Toy syringes  Empty drug bottles  Paper, pencils, crayons and erasures  Soil/clay  Water  Jigsaws of police, LDUs, parents and nurses |  |
| **Language Development** (50min) | I can use my language confidently | LFW Pg 55 | Leads learners to sing ‘Kusoma kakirungi’  Gives work in groups on telling and re-telling stories, asking and answering questions  Gp 1: people at home  Gp 2: foods we eat  Gp 3: birds they know  Gp 4: animals they know  Gp 5: insects we eat  Monitor and supervise group work  Asks questions on each group work | Sing ‘Kusoma kakirungi with enjoyment  Tell and re-tell stories, ask and answer questions:  Gp 1: people at home  Gp 2: foods we eat  Gp 3: birds we know  Gp 4: animals we know  Gp 5: insect we eat | Pictures of people , foods, birds, animals and insects |  |
| **Good Bye Circle** (15min) | I can describe ways of guarding against dangerous things | LFW Pg 23 | Reminds children on dangers on the road by asking questions | Answer questions on dangers on the road  Collect their bags and containers | Bags and containers of learners |  |

Drawn by**:**

**MWESIGWA ERINAYO**

**ECD TUTOR BULERA PTC**.