



RAPHA EXAMINATIONS BOARD




Email: raphaexaminationsboard@gmail.com

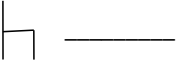
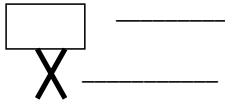








LOCATION: BUZIGA AT KYEYUNE DRIVE-WAY









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




MIDDLE CLASS SCHEME OF WORK TERM 3- 2024 ENGLISH







**TAKING CARE OF MYSELF FOR PROPER GROWTH AND DEVELOPMENT
ENGLISH SCHEME OF WORK FOR BABY CLASS TERM III**





| Wk | Day | Learning out come | Competences | Suggested developmental activities | Methods | Activities | Instructional materials | REF | REM |
|----|--------|--|--|--|--|--|---|-----------|---------------------|
| 1 | 1 To 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | <ul style="list-style-type: none"> - Reciting rhymes - Naming things their class e.g a book, a table, a duster, a pencil etc - Drawing things found in class  _____  _____  _____ | <ul style="list-style-type: none"> - Question and answer. - Discussion - Discovery - Demonstration | <ul style="list-style-type: none"> - reading words correctly - Copying the words. - Joining jigsaws - tearing pictures - cutting pictures - pasting pictures - painting picture | <ul style="list-style-type: none"> - real objects - Pictures - flash cards - scissors - glue - paint - brushes - cereals - newspapers. | LFW pg 19 | Teachers collection |






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|---|--------|--|---|--|--|---|---|-----------|---------------------|
| | | | |   | | - reciting rhymes and role playing | | | |
| 2 | 1 to 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - Reciting rhymes - Matching words to pictures e.g ball  chair  book  <ul style="list-style-type: none"> - Matching to the same words and draw book  bench _____ duster  book _____ bench _____ duster _____ <ul style="list-style-type: none"> - matching to the same words and write pen  chair <u>chair</u> chair  pen <u>pen</u> book  book <u>book</u> | <ul style="list-style-type: none"> - Discussion - Explanation - Illustrations - Demonstration Look and say Illustration Explanation | <ul style="list-style-type: none"> - Reciting rhymes - matching words to pictures. - matching to the same words. - Writing - Drawing - Colouring. | <ul style="list-style-type: none"> - flash cards - books and pencils - colours - paper work | LFM pg 19 | Teachers collection |



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|---|--------|--|---|---|---|--|------|--------|--|--|--------|-------|--|--|-------|-------|---|--|--|--|--|
| | | | | <ul style="list-style-type: none">- Write words as given by the teacher.- Drawing and colouring the pictures of things in a class. | | | | | | | | | | | | | | | | | |
| 3 | 1 To 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none">- Reciting rhymes.- Reading simple words- e.g book, pencil, table, chair etc- Reading and drawing pictures of things found in a class. <table border="1"><tr><td></td><td></td></tr><tr><td>book</td><td>pencil</td></tr><tr><td></td><td></td></tr><tr><td>duster</td><td>table</td></tr><tr><td></td><td></td></tr><tr><td>ruler</td><td>chalk</td></tr></table> <ul style="list-style-type: none">- Matching pictures to words and draw <p>e.g</p> <div></div> <div>chair</div> <div>table</div> <div>book</div> |  | | book | pencil | | | duster | table | | | ruler | chalk | <ul style="list-style-type: none">- Discussion- recitation- Demonstration- Illustration- Explanation- Question and answer- Rote | <ul style="list-style-type: none">- reciting rhymes- reading words- drawing pictures- matching pictures- Naming pictures- Sorting words and pictures. | <ul style="list-style-type: none">- flash cards- small work cards- small word cards- books and pencils- pictures- single words- paper work | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| book | pencil | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| duster | table | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |
| ruler | chalk | | | | | | | | | | | | | | | | | | | | |

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| | | | | <ul style="list-style-type: none"> - Naming the pictures   (blackboard, chair) | | | | | |
| 4 | 1 To 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - reciting rhymes - Reading given words e.g bag, dress, stool - Read and draw Umbrella _____ Fish _____ Leaf _____ <ul style="list-style-type: none"> - match and write the word.  bottle <u>bottle</u>  cup <u>cup</u>  bag <u>bag</u> <ul style="list-style-type: none"> - Circle the correct word. - | <ul style="list-style-type: none"> - discussion - Explanation - Demonstration - Question and answer - Discovery | <ul style="list-style-type: none"> - reciting rhymes - reading words - matching pictures. - Writing words/. - Circling the correct word. | <ul style="list-style-type: none"> - Charts - Flash cards - Pictures - Real objects. - Books and pencils - paper work. | Teachers collection | |

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|---|--------|--|---|---|---|--|---|---------------------|--|
| | | | |  (tin) nit itn  blla allb ball  upc cup puc | | | | | |
| 5 | 1 to 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - reciting rhymes - reading words e.g sun leaf milk underlining the correct word. e.g tree banana leaf - Ticking the correct word.  tin^v int  uns sun - Fill in the missing letter sounds  s _ n | <ul style="list-style-type: none"> - Explanation - Discussion - Demonstration - Question and answer | <ul style="list-style-type: none"> - reciting rhymes - Reading words - underlined words - Ticking the correct words. - Filling in the missing letters | <ul style="list-style-type: none"> - Flash cards - paper work - real objects - Single letter cards. - real objects | | |
| 6 | 1 to 2 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - Role playing (pupils and teachers) - Reading simple words. - Writing words. - | <ul style="list-style-type: none"> - Discussion - Question and answer | <ul style="list-style-type: none"> - Acting as a teacher - reading words. - Listening and writing words. | <ul style="list-style-type: none"> - flash cards - books and pencils | Teachers collection | |

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| 6 | 3 to 5 | Exploring and knowing my immediate environment | <p>I can identify people, animals, plants and other things at the learning centres</p> <ul style="list-style-type: none"> - reading new words a is it A is it - using the new structural pattern formed orally e.g it is a  ball. It is a  book. - Reading the sentence using the pattern learnt. e.g It is a banana. It is a table. - Reading and drawing the pictures. It is a cup.  It is a bed. - Completing the sentences correctly. It is a  It is a It is a | <ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration - Explanation - Rote method | <ul style="list-style-type: none"> - Reading new words - Constructing sentences. - Reading sentences. - Drawing pictures. - Completing sentences. - Making sentence | <ul style="list-style-type: none"> - flash cards - charts - paper work - books and pencils - work cards - reading cards | | |
| 7 | 1 to 5 | Exploring and knowing my immediate environment | <p>I can identify people, animals, plants and other things at the learning centres</p> <ul style="list-style-type: none"> - Reciting rhymes - Reading words. That is Is that - using the new structural pattern formed orally. | <ul style="list-style-type: none"> - Discussion - Explanation - Discovery - Question and answer - Demonstration | <ul style="list-style-type: none"> - Reciting rhymes - Reading words. - Constructing sentences. - Writing sentences | <ul style="list-style-type: none"> - Flash cards - real objects - pictures - books and pencils | | |

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|---|--------------|--|---|--|---|--|--|--|--|
| | | | | <p>E.g That is a  house</p> <p>That is a  chair.</p> <ul style="list-style-type: none"> - Copying the sentences. - Reading and drawing. <p>That is a girl</p> <p>That is a boy.</p> <ul style="list-style-type: none"> - Completing the sentences correctly. <p>That is a  _____</p> <p>That is a  _____</p> <p>That is a  _____</p> | | <ul style="list-style-type: none"> - Reading sentences and drawing pictures. - Completing sentences. | <ul style="list-style-type: none"> - paper work - charts - reading cards. | | |
| 8 | 1 To 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - Role play - reading new words <p>This this</p> <ul style="list-style-type: none"> - constructing sentences using the new structural pattern. <p>e.g This is a</p> <ul style="list-style-type: none"> - Reading the sentences <p>e.g This is a broom.</p> | <ul style="list-style-type: none"> - Discussion - Discovery - Explanation - Demonstration | <ul style="list-style-type: none"> - Acting as a teacher. - Reading words - Constructing sentences - Making sentences - Reading sentences | <ul style="list-style-type: none"> - chart - flash card - real objects - pictures - reading cards - paper work | | |

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|---|--------|--|---|--|--|--|--|--|--|
| | | | | <ul style="list-style-type: none"> - Reading and drawing the pictures. <p>This is a pen. This is a leaf.</p> <ul style="list-style-type: none"> - Completing the sentences correctly <p>This is a</p> <p>This is a </p> <p>This is a </p> <p>This is a</p> | | - complete sentences | | | |
| 9 | 1 To 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | <ul style="list-style-type: none"> - Role playing - Reading new words <p>Here, a, is, Is, A, here, The, and , the</p> <ul style="list-style-type: none"> - Forming the new structural pattern using <p>Here is a Or Here is the</p> <ul style="list-style-type: none"> - Reading the sentences from the reading cards. - Reading and drawing - Completing the sentences correctly. <p>Here is the</p> <p>Here is a</p> | <ul style="list-style-type: none"> - Demonstration - Discussion - Explanation - Question and answer. | <ul style="list-style-type: none"> - Role playing - Reading words. - Constructing sentences - Reading sentences - Drawing pictures - Completing sentences. | <ul style="list-style-type: none"> - Real objects - pictures - flash cards - charts - reading cards - paper work - work cards | | |

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|----|--------|--|--|--|--|---|--|--|--|
| 10 | 1 To 5 | Exploring and knowing my immediate environment | I can report about important places in the environment | <ol style="list-style-type: none"> 1. Singing a song about the market. 2. Naming people, animals, feeds and vehicles seen in the picture. 3. matching words to pictures. 4. Reading new introduced words. I can see Can I See big small 5. Constructing sentences using the new words about the market. -Forming a new structural pattern using I can see 6. Writing sentences about the market using the structural pattern. 7. Drawing pictures showing people at the market. | <ul style="list-style-type: none"> - Rote - Discussion - Discovery - Observation - Explanation. | <ul style="list-style-type: none"> - singing - naming things - matching words to pictures - Reading new words. - Constructing sentences - Writing sentences. - Drawing pictures. | <ul style="list-style-type: none"> - A big picture of a market. - flash cards - work cards - books and pencils - plain papers - coloured pencils | | |
| 11 | 1. | To have many revision exercises for End of term II tests | | | | | | | |
| | 2. | Week 10's work might be much. You can use some of the time to complete | | | | | | | |