**SCHEME OF WORK FOR NUMBERS MIDDLE CLASS TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |
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| **WK** | **PD** | **THEME** | **SUB-THEME** | **CONTENT** | **COMPETENCE** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INSTRUCTIONAL MATERIALS** | **REF** | **RM** |
| **1** | **1 to 5** | **Numbers** | Reciting numbers 0 – 5 | - Reciting number rhymes  One, two, three, four, five Teacher is waiting at the door | Learners should be able to;  - Recite the rhymes related to numbers  - Pronounce the numbers in the rhyme correctly  - Recite numbers 0 – 10 | Discussion  Demonstration  Question and answer | Reciting  Writing  Sorting | Sharing  Cooperation  Reciting  appreciation | Chart for number  Cutouts  Individual number cards |  |  |
| **2** | **1 to 5** |  | Odd man out | - Recite numbers 0 – 10  - Recognize the numbers  0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10  - Find the odd man out  2 2 2  5 5 5  1 1 1 0 | Learners should be able to; find the odd man out | Discussion  Demonstration  Question and answer | Reciting  Writing  Sorting | Sharing  Cooperation  Reciting | Flash cards  BB illustration |  |  |
| **3** |  |  | Matching | - Recite numebrs 0 – 20  0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20  Count and match  4  3  1  Matching numbers 6 – 10  6 8  7 9  8 10  9 6  10 7 | Children should be able to;  - Recite numbers 0 – 10  - Recognize the numbers from 0 – 10  - Matching numbers with the same | Demonstration  Question and Discussion  answer | Reciting numbers 0 – 10  Matching numbers 0 – 5  Matching numbers 6 – 10 | Appreciating  Creative thinking | Individual number cards , books and pencils |  |  |
| **3** |  | **numbers** | Circle the correct number | -Circle the correct number 0-5    Circle the correct number 6-10 | By the end of the lesson  Children should be able to;  Recite numbers 0 -15  Recite rhymes  Match and write the numbers correctly. | Question and answer  discussion | Matching and reciting | Appreciation critical thinking | BB illustrations |  |  |
| **3** |  | **Counting** | Count and match | - Count and match  🚹🚹🚹🚹  ΔΔΔ  ♣♣♣♣♣  - Count and match        - Count and match  V V V V 2  X X X 3  O O 4 | Learners should be able to;  - Recognize the numbers 0 -10  - Count the objects correctly  - Count and match to numbers | Explanation  Discussion  Demonstration  Question and answer | Counting  Matching | Critical thinking  Confidence  Group work | Real objects  Cards  Charts  BB illustrations |  |  |
| **3** |  |  | Count and circle | - Count and circle the correct number  ♣♣♣ 2 1  Δ Δ 0 1  🚹🚹🚹🚹🚹 5 4 2  - Count and write  🕷🕷🕷🕷 = 4  🚔🚔 =  🚺 = | Learners should be able to;  - Recite the numbers 0 – 10  - count and circle  - Count and write | Explanation  Discussion  Demonstration  Question and answer | Counting  Matching | Critical thinking  Confidence  Group work | Real objects  Cards  Charts  BB illustrations |  |  |
| **4** |  |  | Tracing shapes | Trace the given shapes | Children should be able to;  - Recognize the given shapes.  - Trace the shapes | Discussion  Explanation | Recognizing  Tracing |  | Flash cards  Charts  Real objects |  |  |
| **4** |  |  | Matching | Matching the shapes | Children should be able to match with the same | Demonstration  Discussion |  |  | Real objects  Coloured objects  Colours  Books  Pencils  BB illustration |  |  |
| **4** |  |  | Drawing | Draw the shapes | Children should be able to;  - Recognise the different shapes  - Identify the given shapes and draw them |  | Recognizing  Drawing |  | Real objects  Coloured objects  Colours, Books  Pencils  BB illustration |  |  |
| **5** | **1 to 5** | **Numbers** | Writing the number after | Write the number after  1, \_\_\_\_\_\_\_  3, \_\_\_\_\_\_\_ = =  3, 4, \_\_\_\_\_\_\_  Count the beads | Children should be able to;  - Recite the numbers 1 – 20  - Recognise 1 – 10  - count the beads | Explanation  Illustration  Question and answer  Discussion | Counting  Writing | Real objects  BB illustration  Slates  Chalk | Listening  Speaking  Writing |  |  |
| **6** | **1 to 5** |  | Fill in the missing number | Fill in the missing number  1, 2, \_\_\_\_\_ 4, 5  Draw the balls  4 =  2 = | Learners should be able to recite numbers 1 – 20  Draw balls for the given number. | Explanation  Discussion  Question and answer | Counting  Writing | Real objects  BB illustration  Slates  Chalk | Listening  Speaking  Writing |  |  |
| **7** | **1 to 5** | **Counting** | Counting and writing | Count and copy   |  |  |  |  | | --- | --- | --- | --- | | 1🚺 | 2 oo | 3 | 4  x x x x | | 1🚺 | \_\_\_ | \_\_\_ | \_\_\_ | | Children should be able to;  - Count and copy the given numbers and draw the objects on each number | Explanation  Discussion | Counting  Writing | Charts  Flash cards | Listening  Writing  Speaking |  |  |
|  | **1 to 5** |  | Count and write | 🎔🎔🎔🎔 = 4  🏆🏆🏆🏆🏆= 5  🕨🕨🕨 =  🎧🎧 = | Learners should be able to;  - Recognise numbers 1 – 5  - Recite 1 – 5  - Write the numbers correctly | Explanation  Discussion | Counting  Writing | Charts  Flash cards | Listening  Writing  Speaking |  |  |
| **8** |  | **Counting** | Counting and ringing | Count and ring   |  |  | | --- | --- | | O O O O | 3 1 | |  | 1 3 2 | | 🚺🚺🚺🚺🚺 | 3 4 5 | | Children will be able to;  - Recite numbers 1 – 5  - Count and ring the given objects  - Recognise numbers 1 – 5 | Demonstration  Discussion  Question and answer | Counting  Ringing  Writing | Reciting  Identifying  Speaking  Listening | BB illustration  Charts  Flash cards  Chalk |  |  |
|  |  |  | Counting the numbers and draw beads | Count and draw  2 3  4 5 | Learners should be able to;  - Recite numbers 1 – 5 and recognise them.  - Able to count and draw beads of the given number | Demonstration  Discussion  Illustration  Question and answer | Counting  Writing | Identifying  Speaking  Listening | Number cards  BB illustration  Chalk |  |  |
| **9** |  | **Counting** | Counting  Matching | Count and match  5  ♣♣♣♣ 3  X X X X X 4 | Learners will count the objects and match to the same number | Demonstration  Question and answer | Counting  Matching | Listening  Speaking  Recognition | Flash cards  BB illustration  Chalk |  |  |
|  |  | **Counting** | Count and circle the given number | Count and circle the given number   |  |  | | --- | --- | | 2 | 3 0 | | 3 | 4 5 3 | | 4 | 5 4 2 | | Learners will count and circle the given number | Demonstration  Question and answer | Counting  Circling | Recognition  Speaking  Listening | Number cards  Chalk  BB illustration |  |  |
| **9** |  | **Counting** | Counting and writing | Count and write  = 2  =  = | Learners will count and write the drawn beads  Learners should be able to recognise and recite numbers 1 – 5 | Explanation  Discussion  Question and answer | Counting  Writing | Listening  Speaking  Writing | Real objects  BB  Charts  Chalk |  |  |
| **10** |  | **Counting** | Count and write | Count and write the numbers      =        =    =  =  =  = = | Learners should be able to;  -Recite numbers 1 to 20  -Count and write the correct number | Explanation  Discussion | Reciting  Counting  Writing | Sharing  Cooperation | Flash cards  Real objects |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

**MIDDLE CLASS- TERM TWO**

**SCHEME OF WORK FOR READING**

**Learning Area 5:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **Ref** | **Rem** |
| 2 | 1 TO 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing consonant “h”   * Recite sounds “a – h” * recognize sound h * read sound “h” and write words with sound “h”  |  |  |  | | --- | --- | --- | | h | H | h | | hut | Hen | house |   Introducing consonant j   * recite sound “j” * recognize sound “j” * read sound j and write words with sound j  |  |  |  | | --- | --- | --- | | j | J | j | | jug | Jacket | jik |   Introducing consonant “k”   * recite sounds a – k * recognize sound k * read sound k and words with sound k  |  |  |  | | --- | --- | --- | | k | K | k | | kite | Kit | kettle | | * Explanation * Illustration * Demonstration * story telling * look and say | * Reading * writing * sorting * copying * reciting sounds * recognizing the different sounds | * flash card * books * pencils * charts | Teachers collection |  |
| 3 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing consonant “l” * Recite sounds a –m * Read sound “l” * Write sound “l”  |  |  |  | | --- | --- | --- | | l | L | l | | leaf | Leg | lamp |   Introducing sound “m”   * recite sounds a – m * Recognize a – m * read sound “m” * Write sound “m”  |  |  |  | | --- | --- | --- | | m | M | m | | man | Mat | moon |   Introducing consonants n – r   * Recite sounds n – r * Read sound “n”  |  |  |  | | --- | --- | --- | | n | N | n | | neck | Nail | nest | | -Explanation  -Illustration  -Demonstration  Look and say  discussion | -reading  Writing  Copying  Reciting sounds  matching  - | * flash cards * word chart * chalkboard illustration | Teachers collection |  |
| 4 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing consonant “p” * Recite sound “p” * recognize sound “p” * Read sound “p” * Write sound p and the words.  |  |  |  |  | | --- | --- | --- | --- | | p | p | P | p | | pen | pot | Pink | pencil |   Introducing consonant “r”   * Recite sounds n – z * recognize sound r * Read sound r * Write sound r and the words.  |  |  |  | | --- | --- | --- | | r | R | r | | rain | Rat | rabbit |   Introducing sound “s”   * Recite sounds n – z * recognize sound “s” * Write sound “s” and words  |  |  |  |  | | --- | --- | --- | --- | | S | S | S | S | | Snake | Sun | Star | stool | | -Illustration  -Explanation  -Demonstration  -look and say  discussion | -Reading  -Writing  Copying  Matching  Crossing  understanding | * flash cards * word chart * chalkboard illustration | Teachers collection |  |
| 5 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing sound “t”   * Recite letters n – z * recognize sound “t” * Read sound “t” * Write sound “t” and the words.  |  |  |  | | --- | --- | --- | | t | T | t | | tap | Tree | tin |   Introducing sound “v”   * Recite letter n – z * Recognize sound V * Read sound V * Write sound v and the words.  |  |  |  | | --- | --- | --- | | v | V | v | | van | Vest | vim |   Introducing sound “w”   * recite sound n – z * Recognize sound w * Read sound “w” * Write sound w and the words.  |  |  |  | | --- | --- | --- | | w | W | w | | watch | Wall | water | | -Explanation  -Illustration  -Demonstration  discussion | -Reading  -Writing  Copying  Listen and write  colouring | * flash cards * word chart * puzzle * jig saws | Teachers collection |  |
| 6 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing sounds “n -z”   * recite sound n – z * Recognize sound y * Read sound “y” * Write sound y and the words.  |  |  |  | | --- | --- | --- | | Y | Y | Y | | Yes | Yellow | yam |   Introducing sound n - z   * recite sound n – z * Recognize sound z * Read sound “z” * Write sound z and the words.  |  |  |  | | --- | --- | --- | | z | Z | z | | zip | Zebra | zoo |   **Read and match**  h snake  z hut  j pot  m jug  p mat  s zip | -Explanation   * Illustration * Discussion * Look and say | -Reading  -Writing  Copying  Reciting sounds  matching | * flash cards * charts * jig saws * dominos | Teacher’ collection |  |
| 7 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing syllables with vowels “a”   ba –g = bag  ba-t \_\_\_\_\_\_  ba-n \_\_\_\_\_\_  ba-r \_\_\_\_  Introducing syllable “ca”  c – a = ca  t = cat  ca r = car  n = can  p = cap  Introducing syllable “da”  d – a = da  m = dam  da rk = dark  n = dan | -Explanation  -Illustration  -Demonstration  -Look and say | -Reading  -Writing | * Chart * Flash cards |  |  |
| 8 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing syllable “fa”  f – a = fa  t = fat  fa n = fan  r = far  Introducing syllable “ga”  g – a = ga  p = gap  ga m = gam  s = gas  Introducing syllable “ma”  m – a = ma  ma- t = mat  ma – d = mad  ma – p = map | -Explanation  -Illustration  -Demonstration  Look and say | -Reading  -Writing | * chart with syllable * flash cards | Teachers collection |  |
| 9 | 1  to  5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Matching syllables with the words   |  |  | | --- | --- | | ba  ca  da  fa  ga  ha  ma | hat  gas  mad  cat  bag  dam  fan |   Fill in the missing sound   |  |  | | --- | --- | | cat  bag  hat  mat  fan | c\_\_t  b\_\_g  h\_\_t  m\_\_t  f\_\_n | | -Illustration  -Explanation  -Demonstration | -Reading  -matching  -Writing | Syllable chart  Cards | Teacher’s collection |  |
| 10 | 1  To  5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing syllables with vowel “e”  be = be  bed  hen key  bell desk  ben get  d = …………  be n = ……………  ll =…………..  Introducing more syllables of “e”  bend set  sent sell | -Explanation  -Illustration  -Demonstration | -reading  -Writing  copying | * Chart having syllables. * Flash cards | LFW |  |

**SCHEME OF WORK FOR WRITING FOR MIDDLE CLASS TERM II**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | PD | L/Area | L/Outcome | Competence | Content | L/Activities | Skills | L/Aids | Ref |
| 1 | 1to 3 | * Developingand use our language appropriately. | * Writing different kinds of factual and imaginative letter formation, creativity and writing skills | * I can use my hands and eyes to perform different activities as instructed. | Writing grass letters  a c m  a aa  c cc  m mm  Writing words  axe arm  car cow  man moon  Writing patterns  a aaa  C CCCC  n nnn  a | * Writing letters, words and patterns | * Eyes and hands coordination * Sharing and listening | * Slates * Chalkboard * Books and pencils | LFW Pg 57 |
| 2 | 1 to 3 | * Developing and usingmy language appropriately. | * Writing different kinds of factual and imaginative letter formation, creativity and writing skill. | * I cansee my eyes and hands perform …. Different activities as instructed.. | Writing grass letters  Writing words with grass letters  i m n  Words  insect  moon  man  nest  new  Writing patterns  I IIII  nnnnnn  n nnn | * Writing letters, words and patterns. | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalkboard * Books | LFW Pg 57 |
| 3 | 1 to 3 | Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation, creativity activities as instructed. | * I can use my hands. * Performs different activities as instructed | Writing grass letters, words and  Pattern writing  o r s  o oo  on over  r rrr  rat dress  s sss  sun sit  Writing patterns  o ooo  r rrr  I III  s sss | * Writingletters, words and patterns | * Eyes and hands coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils | LFW Pg 57 |
| 4 | 1 to 3 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writingskills. | * I can use my hands and eyes to perform …….. different activities as instructed | Writing grass letters, words and  Pattern writing.  u uu  v vv  w ww  umbvrella  vest  water  I III  vvvvvv  wwww | * Writing letters, words and pattern. | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils | LFW Pg 57 |
| 5 | 1 to 3 | * Developing and using language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills. | * I can use my hands and eyes to perform …….. different activities as instructed | Writing grass letters and words  w x z  w ww  x xxx  Words  wax wax  x-mas x-mas  zip zip  Patterns  X xx  zzz | * Writing letters, words and pattern. | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils |  |
| 6 | 1 to 3 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills. | * I can use my hands and eyes to perform …….. different activities as instructed | Writing sky letters  b d f  b bb  f ff  d dd  Writing words  Box ball  Fish fan  Door duck  Writing patterns  b bb  f ff  d dd | * Writing letters, words and pattern. | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils | LFWPg 57 |
| 7 | 1 to 3 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills. | * I can use my hands and eyes to perform …….. different activities as instructed | Writing sky letters  h k l t  h hhh  k kkk  l ll  Writing words  hut hen  kit kite  ten tree  lamp ladder  h hh  k kk  l ll | * Writing letters * Writing words * Writing patterns | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils | LFW Pg 57 |
| 8 | 1 to 3 | * Developing and using my language appropriately | Writing different kinds of factual and imaginative letter formation creativity and writing skills | * I can use my hands and eyes to perform …….. different activities as instructed | Writing curveground letters.  g j  g gg  j jj  Writing words  Gun girl  Jug jet  Writing patterns  ggg  j jj | * Writing letters, words and patterns | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils | LFWPg 57 |
| 9 | 1 to 3 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills | * I can use my hands and eyes to perform …….. different activities as instructed | Writing ground letters  p y  p pp  y yy  Writing words  pot pat  yam yam  Writing patterns  p pp  y yy | * Writing letters, words and patterns | * Eyes and hand coordination * Sharing * Listening | * Slates * Chalk * Chalkboard * Books * Pencils |  |

**SCHEME OF WORK FOR ENGLISH MIDDLE CLASS TERM II**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **SUB-THEME** | **CONTENT** | **COMPETENCE** | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INSTRUCTIONAL MATERIALS** | **REF** | **RM** |
| **2** |  | **OUR SCHOOL** | Things at school | -Reading letter sounds  -Reciting letter sounds  -Copy letter sounds e/g/ d, e. f, g, h.  -Circle the given letter sound  Circle the correct letter sound  ∪ ∩ ⊂  Match and write  e f \_\_\_\_\_\_  g d \_\_\_\_\_\_  b e \_\_\_\_\_\_\_  d b \_\_\_\_\_\_ | Pupils should be able to :-   * Read letter sounds * Recite letter sounds * Copy the letter sounds * Circle the given letter sound * Circle the correct sound * Match and write | * Demonstration * Explanation * Illustration * Question and answer | * Reading * Writing * Matching * Circling | * Cooperation * Creative thinking | * Flash cards * Charts | Teachers’ collection |  |
| **3** |  |  |  | * Reading simple words e.g. cat, cup, tree, tin, egg. Mat. * Copy the words with its picture.   Cat c\_\_\_\_t  Tree tr\_\_\_e | Learners should be able to:-   * Read the words correctly * Copy the words correctly * Fill in missing letter sounds | * Demonstration * Explanation * Illustration * Question and answer | * Reading * Writing * Matching * Circling | * Cooperation * Creative thinking | * Flash cards * Charts | Teachers’ collection |  |
| **4** |  | **Our school** | Things at school | * Read the given words * Read and match pictures to words e.g. * A hen * A ca t * A box * A ball   Read and draw   * A tin * A hut \_\_\_\_\_\_\_\_ * A pencil \_\_\_\_\_\_ * A bed \_\_\_\_\_\_\_\_ | Learners should be able to:-   * Read the words * Match words to pictures * Read and draw | * Explanation * Demonstrate * Illustration | * Reading * Reciting rhymes * Drawing * Naming * Matching | * Cooperation * Critical thinking * Sharing | * Flash cards * Real objects |  |  |
|  |  |  |  | * Naming the given pictures * \_\_\_\_\_\_\_\_\_\_\_\_\_     A bed  \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  Match picture to the words and write  Hut \_\_\_\_\_\_\_\_  Ball \_\_\_\_\_\_\_\_  Box \_\_\_\_\_\_\_\_  Leaf leaf  Match and draw  Moon  \_\_\_\_\_\_\_\_\_\_  Fish \_\_\_\_\_\_\_\_\_  Bag \_\_\_\_\_\_\_\_ | Learners should be able to:-   * Name the pictures * Match and draw * Match and write | * Explanation * Demonstrate * Illustration | * Reading * Reciting rhymes * Drawing * Naming * Matching | * Cooperation * Critical thinking * Sharing | * Flash cards * Real objects |  |  |
| **6** |  | **Our school** | Things at school | * Reciting rhymes * Reading given words   Read and circle the correct word    Cat  cup sun  tin cup  Circle the correct word  nit  pot top | Learners should be able to:-   * Read and circle the correct word. * Circle the correct word | * Explanation rhymes * Illustration | * Reciting rhymes * Reading * Circling | * Sharing * Cooperate * Critical thinking | * Flash cards * Charts | Teacher’s collections |  |
|  |  |  |  | * Reciting letter sounds a – z * Recognizing letters a – j * Fill in the missing letters.   A, b, \_\_, \_\_\_, e  f, \_\_\_, h, \_\_\_, j  b, d, \_\_\_\_f. | Learners should be able to:-   * Recite letter sounds * Recognise letter sounds * Fill in missing letters | * Explanation rhymes * Illustration | * Reciting rhymes * Reading * Circling | * Sharing * Cooperate * Critical thinking | * Flash cards * Charts | Teacher’s collections |  |
| **8** |  | **Our school** | Things at schoo.l | * Reciting rhymes * Reading simple words * Fill in the missing letters   Cup  Tr\_\_\_e  B\_\_\_g T\_\_\_n  P\_\_\_t G\_\_rl    B\_\_x S\_\_n | Learners should be aboe to:-   * Recite rhymes * Read simple words * Fill in the missing letters * Wrte the word correctly | * Explanation * Discussion * Illustration | * Reading * Drawing * Writing * Filling in | * Cooperation * Sharing * Accuracy | * Flash cards * Real objects e.g. books, pencils | Teacher’s collection |  |
| **9** |  |  |  | * Reciting rhymes * Reading simple words * Introduction of “and” e.g   A cat and a c tin  A sun and a moon  A pencil and a book  A stool and a hen | Laerners should be able to :-   * Pronounce the word correctly * Write the words correctly * Read the words and draw the pictures correctly | * Explanation * Discussion * Illustration | * Reading * Drawing * Writing * Filling in | * Cooperation * Sharing * Accuracy | * Flash cards * Real objects e.g. books, pencils | Teacher’s collection |  |
| **10** |  |  |  | * Introducing new words * “it is ……” * Revision of the learnt words   Sun, box, pencil, tree etc  Read and draw  It is a box \_\_\_\_\_\_\_\_\_\_\_\_  It is a chair \_\_\_\_\_\_\_\_\_\_\_\_  It is a cat \_\_\_\_\_\_\_\_\_\_\_\_\_  It is a ball \_\_\_\_\_\_\_\_\_\_\_\_\_  It is a fish \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Learners should be able to:-   * Read the new words correctly * Read the sentences and draw the pictures properly | * Explanation * Discussion * Illustration | * Reading * Drawing * Writing * Filling in | * Cooperation * Sharing * Accuracy | * Flash cards * Real objects e.g. books, pencils | Teacher’s collection |  |

**SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM II**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Identifying * taking interest and observing people around me. | * Taking care of myself for proper growth and development | * I can observe and talk about people at home and learning centre | * Imitating body movement of people e.g walking like an old person. * identifying body sizes of people e.g big, small, tall, short. * telling news about people, events at home and at the learning centre. * Practicing good health habits. * Obeying and following rules of the group of people we play with | * discussion * demonstration * explanation * role playing * recitation | * imitating * identifying * reciting * singing * playing games | * pictures * film shows | LFW Pg 12 |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning area 2: Interacting with exploring knowing and using my environment** | | | | | | | | | | |
| 3  to  4 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals, plants and other things at the learning centre. | * naming people, animals and plants in the learning centre. * classifying animals according to types e.g wild and domestic animals and birds. * sorting between living and non-living things. e. trees, flowers, grass, food crops, medicinal plants and fruits. * classifying animals according to types e.g talking about their uses to us. * talking about ach of the identified items needed for growth. | * discussion * demonstration * explanation * role playing | * naming people, animals, plants and birds * sorting | * flash cards * plants * charts | lfw pg 19 |  |
| 5  to  6 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals and other things at the learning centre | * painting, making mosaic, drawing, cutting and pasting pictures of animals, plants, insects and birds. * talking about each of the identifies items needed for growth. * tearing * playing games like jig-saws, lotto, domino about animals * discovering animal homes e.g under stones, on trees and walls | * discussion * demonstration * explanation * role playing | * naming plants * playing * pasting * tearing * transplanting | * cut outs * glue * scissors | lfw pg 19 |  |
| 7  to  8 | 1  to  3 | * knowing and appreciating important places in my environment | * taking care of myself for proper growth and development | * i can report about important places in the environment | * visiting these places in the environment * drawing, tracing, completing and colouring the picture. * singing religious and cultural songs * telling stories about the things and places. * asking questions dealing with what, why, how and when about places visited. * role playing doctor, nurse, shopkeeper, priest, teacher, local leaders. | * discussion * demonstration * explanation * role playing * discovery | * visiting places * drawing * tracing * completing | * glue * crayons * chart | lfw pg 20 |  |
| 9  to  10 | 1  to  3 | * experimenting and understanding the concept of movement in the environment | * taking care of myself for proper growth and development | * i can recite the use of wheels to movement | * observing and naming * comparing sizes, colour number and kinds of wheels * talking about their colouring, painting , making collage to make wheels. * making, cutting, s ticking and printing wheels. * construction using wheels, round objects * playing games involving movement * reciting rhymes and singings songs | * discussion * demonstration * explanation | * colouring * painting * cutting * sticking * printing * reciting rhymes * singing songs | * crayons * paint * cutters * scissors | lfw pg 25 |  |