**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM II – 2024**

**Learning area 1: Relating with others in acceptable way.**

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| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and 2 | 1  To  5 | * Keeping healthy and practicing good health habits | * Taking care of myself for proper growth and development | * I can identify food that is good for my health. | * Naming foods eaten at home and at school. * identifying good food to be eaten. * Identifying sources of food e.g garden, market, shops, lakes, etc. * Explaining the importance of eating clean fresh foods and safe drinks. * Explaining the importance of washing hands before and after eating food. * Talking about foods that make up a balanced diet. * Identifying foods which aren’t eaten. | * discussion * explanation * demonstration * role playing * recitation * dramatizing | Grouping the food  Naming foods and drinks  Singing songs  Reciting rhymes  Praising God for t he gift of food and drinks  Telling stories  Drawing and colouring foods and drinks.  Helping in preparing food.  Advising the parents on good feeding  Modeling and pasting  Types of foods  Making scrap books about food/drinks | Real foods and drinks  Magazine  Clay/dough  Papers and colours  Glue and cereals | * LFW Pg 36 – 37 |  |
| 3  and  4 | 1  to  5 | * Caring for the body | * Taking care of myself for proper growth and development | * I can protect and care for my body. | * Naming clothes we wear * drawing types of clothes. * Explaining the importance of wearing clothes. * Role playing the safety of keeping clothes. * Cutting out types of clothes * Matching clothes to definite parts. * displaying types of clothes according to colours, sizes, sex | * discussion * explanation * demonstration | Naming clothes  Drawing and colouring  Cutting and sticking  Pasting with cereals  Displaying cutouts  Painting the colours | Paper work  Scissors  Colours  Glue  Cereals  Paint  Brushes | * LFW Pg 10-20 |  |
| 5  And  6 | 1  To  5 | * exploring and knowing my immediate environment | * Taking care of myself for proper growth and development | * I can identify , care,. talk about plants in my environment | * The children to practice planting, caring of seedlings. * Tell uses of plants , food, fruits, flowers, decorations, wood, medicine, shade/shelter, manure, grass, firewood, etc. * Observing and respecting pictorial environmental messages/signs e.g “Keep off grass.” * To have a field trip to watch the nature of plants. | * Discussion * demonstration * explanation * role playing | Naming plants they know  Creating a class garden with vegetables  Watering the seedlings  Transplanting the seedlings to the garden from the nursery beds.  Drawing and naming plants at home and at the learning centre.  Singing and reciting simple compositions about plants. | Hoes  Slashers  Trowels  Seeds  Manure  Strings | * LFW 19-20 |  |
| 7  And 8 | 1  To  5 | * Knowing and appreciating important places in my environment | * Taking care of myself for proper growth and development | * I can make use of the important places and things responsibly. | * Naming important places around home or school e.g police stations, clinic, hospitals, churches, mosques, markets, stadiums, schools. * talking about their importance * naming people found in each place. * Role playing/dramatizing activities done at each place. * Carrying out educational visits to the mentioned places. * Telling stories or news. * Listening to a resourceful person | * discussion * explanation * demonstration * role playing * discovery | Naming important places  Drawing pictures  Narrating short stories  Dramatizing the roles of each  Paying visits to any nearby place. | Pictures  Magazine  Scrap books  Newspapers  Photographs  Costumes e.g policemen, doctors, | * Resourceful people * LFWW Pg 21 |  |
| 9 | 1  To  5 | * Experimenting and understanding the concept of movement in the environment | * Taking care of myself for proper growth and development | * I can compare and contrast different kinds of transport in my environment | * Naming things/means we used for transport. * bicycles, cars, buses, trains, wheel barrows, motorcycles, donkeys, aeroplanes, boats, etc * Talking about different ways of transport. e.g road transport, water transport, air transport, rail transport. * Drawing the means of transport used. * Identifying common means in and out the environment. * Modeling, drawing, colouring everyday means * Singing and reciting rhymes related to transport * talking about the zebra crossing and people who help us. * talking about different kinds of roads. |  |  |  |  |  |
| 10 | 1  To  5 | * Identify dangers and taking precautions of keeping safe and avoiding accidents |  | * I can keep my environment clean and guard against dangerous things. * I am sensitive to dangerous things and can respond to safety rules. | * Talking about dangerous things in our environment e.g sharp objects (Broken things), snake bites, road accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc. * Talking about first aid and what should be done to common accidents. * Drawing and naming dangerous things. * Talking about safety rules. * Watching film shows /CD’s * Singing and reciting poems. * Role playin situations | * discussion * demonstration * role playing * explanation | Naming dangerous things  Talking about precautions  Drawing, colouring, modeling  Singing  Reciting  Role playing about dangerous situations  Watching film shows  Dramatizing/practicing satety rules. |  | LFW Pg 22 and 38 |  |