

ENGLISH SCHEME OF WORK FOR TOP CLASS TERM ONE.

WEEK	DAY	LEARNING OUTCOMES	COMPETENCES	SUGGESTED DEVELOPMENTAL ACTIVITIES (CONTENT)	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF .	RE M
1	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"> ❖ 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	<ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> ❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards ❖ Paper work 		
2	1 – 5	- Communicating confidently, effectively and meaningfully	- I can use my language confidently.	<ul style="list-style-type: none"> ❖ Reciting a rhyme about animals ❖ Mentioning animals kept at home ❖ Pronouncing words correctly ❖ Matching words to pictures 	Look and say Phonic method Guided Imitation	<ul style="list-style-type: none"> ❖ Reciting the rhyme ❖ Naming things in the environment ❖ Discovering 	<ul style="list-style-type: none"> ❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations 		

		in spoken and sign language in a wide range of situations.		<ul style="list-style-type: none"> ❖ 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 		<ul style="list-style-type: none"> the first letter sound ❖ Reading and writing the words ❖ Drawing pictures ❖ Finding the missing letter 	<ul style="list-style-type: none"> ❖ Exercise books ❖ Stencil work. ❖ Flash cards 		
3	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"> ❖ Role playing ❖ Pronouncing new words. ❖ Matching pictures ❖ Reading and drawing ❖ Writing words ❖ Discovering the 1st letter sound. ❖ Drawing pictures ❖ Underline, circle, ring, tick, cross a word for a picture ❖ Making phrases 	Look and say Phonic method Guided Imitation	<ul style="list-style-type: none"> ❖ Reciting the rhyme ❖ 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 	LFW Pg 55	
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 	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 	<ul style="list-style-type: none"> ❖ Chart with pictures ❖ Single word cards ❖ Blackboard illustrations ❖ Exercise books ❖ Stencil work. ❖ Flash cards ❖ Paper work 		

				<ul style="list-style-type: none"> sounds ❖ Finding the missing letters ❖ Forming phrases ❖ Writing words correctly 		❖ Finding the missing letter	❖ 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 ❖ Writing words and sentences ❖ Drawing for the sentences ❖ Writing sentences ❖ Completing sentences 	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 ❖ Completing sentences ❖ Drawing pictures for the sentence 	<ul style="list-style-type: none"> ❖ Paper work ❖ Blackboard ❖ Illustration ❖ Exercise books ❖ Flash cards 	Ladybird Book 1 A page 51	
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. 	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 	<ul style="list-style-type: none"> ❖ Blackboard illustrations ❖ Flash cards ❖ Chart ❖ Exercise books ❖ Spell board 	Ladybird book 1A page 51.	

				<ul style="list-style-type: none"> ❖ Completing sentences ❖ Make sentences using words 		<ul style="list-style-type: none"> ❖ Drawing pictures for the sentence 			
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 ❖ Read and draw pictures for the pictures ❖ Use the given words to form sentences ❖ Complete sentences 		<ul style="list-style-type: none"> ❖ Reading the sentences. ❖ Listen and write the sentences. ❖ Write sentences for the given words. 	<ul style="list-style-type: none"> ❖ Chart ❖ Blackboard illustrations ❖ Flash cards ❖ Paper work 	Ladybird BK 3b page 4-50	

SCHEME OF WORK FOR ENGLISH

TOP CLASS TERM II.

WK	DAY	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 that make up words- Use the words in the sentences orally	<p>Introducing has and have as possessive words using real objects</p> <p>He has a She has a Peter has Mummy has The cat has The girl has a</p> <p>Introducing the substitution table</p> <table border="1"><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"> - 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 	Introducing structural pattern with This and That	<ul style="list-style-type: none"> - Demonstrate - Illustration - Explanation 	<ul style="list-style-type: none"> - Constructing sentences using patterns. 	<ul style="list-style-type: none"> - Charts - Stencil work - Flash cards 	Teacher's collection	

			<p>sentences using the patterns</p> <ul style="list-style-type: none"> - Write sentences using the patterns - Draw pictures for the sentences - Write sentences for the picture given using pattern - Complete sentences 	<p>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"> - Writing sentences using patterns - Drawing pictures for the sentences - Writing sentences of the pictures given using the patterns 	<ul style="list-style-type: none"> - Reading cards 	tion	
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 sentence marker - Discovering letters and syllables 	<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	

			<ul style="list-style-type: none">- Make up words in sentences orally- Writing the words correctly- Finding missing letters- Read and draw		<ul style="list-style-type: none">- Read and draw- Completing the story												
6	1 to 5	Grammar	<ul style="list-style-type: none">- Children should be able to;- Pronounce the new words correctly- Construct sentences using new words- Find the missing letters- Write the words with correct spellings- Building up words using single letter cards- Use words in sentences orally.	<p>Introducing new words e.g. Can, jump, into, we, to, go, yes, sweets, home</p> <p>Constructing sentences I can jump We are here</p> <p>Finding missing letters J__mp s__eets, y__s</p> <p>Building up words</p> <table border="1"><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> <p>Completing sentences e.g. I have some.....</p>	i	n	t	o	j	u	m	p	<ul style="list-style-type: none">- Demonstrate- Explanation- Look and say	<ul style="list-style-type: none">- Pronouncing words correctly- Constructing sentences- Finding missing letters- Writing words with correct spellings- Completing sentences- Building up words using single letter cards- Draw pictures for the words and sentences	Chart Cards Flash cards Single sounds Lady bird bk 4a 30 – 48	Teachers' collection	
i	n	t	o														
j	u	m	p														
7			<ul style="list-style-type: none">- Learners should be able to;- Read the words correctly- Construct	<p>Introducing new words say want , no some for this</p> <p>constructing sentences using word e.g. She wants to have tea.</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	Lady bird 4b pg 18 – 26 Single letter cards Stencil work	Teachers' collection									

			sentences using the words - Complete sentences - Find the missing letters - Pronouncing the new words correctly	Completing sentences e.g. He has some.... I want to go.... Finding the missing letters W__ntf__r Co__es__me Wa__t s__y		- Completing sentences - Building up words using single letter cards	Reading cards Lady bird 3A		
8			- Learners should be able to; - Read the words with their correct pronunciation - Construct sentences using the new words - Write words and sentences correctly - Write the words given with their correct spellings - Using new words in sentences orally - Finding the missing letters - Building up words with small single letters	Introducing new words Play , up, down, at, boat, get , on, me, cake, see Use the words in sentences e.g. I can play in the water The cake is on the table Writing words and sentences correctly Find the missing letters Play down cake Pl__ydow__ c__ke Writing words with the correct spelling Layp - play Ownd – down	- Discovery - Explanation - Imitation	- 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	Lady bird 3A - Reading cards - Flash cards - Charts	Teachers' collection	
9			- Children should	Introducing new words please	- Imitation	- Listen and	- Chart	Teach	




			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	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	- Look and say - Demonstrate - Explanation	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	- Stencil work	er's collection	
10			- Children should be able to; - Read the words with correct pronunciation - Construct sentences using the words - Build up words using single letter cards - Write sentences correctly	Introducing new words Police, give, red, was, school, bus Using the words in the sentences He is a policeman I will give you a red pencil Building up words using single letter cards Reading the books and marking the correct punctuation	- Phonic method - Look and say - Demonstrate - Imitation	- Reading words - Write the words correctly - Writing sentences - Fill in the missing words - Drawing pictures - Completing a story - Completing	- Lady bird 2a and 2b - 3a and 3b - Real objects - Single letter cards	Teacher's collection	

			- Complete sentences			sentences - Naming pictures - Building up words - Writing words correctly			
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 the sentences orally - Finding the missing letters - Fill in the given preposition 	<p>Introducing new words e.g. police, give, red, was, school</p> <p>Using the words in sentences e.g.</p> <p>He is a policeman</p> <p>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 		
12			<ul style="list-style-type: none"> - Learners should be able to - Write the word for the pictures - Complete the 	<p>Introducing sentences with pictures e.g.</p> <p>The girl has a</p> <p>The cow is in the house</p> <p>Introducing story with pictures</p>	<ul style="list-style-type: none"> - Explanation - Demonstrate 	<ul style="list-style-type: none"> - Writing words for the pictures - Naming pictures 	-		

			story - Writing correct words	Dan is a He has ato play with		- 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 ye 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.

WK	Day	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 <u>in</u> 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, in front of</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 	<p>Real objects</p> <ul style="list-style-type: none"> - Models - Exercise books - Blackboard - Charts 	Teacher's collection	

				Using new words in sentences																										
2	1 to 5		I can make use of the important places and things responsibly	<div><div>New words</div><div>Introducing the use of <u>want</u> and <u>wants</u></div><div>mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc</div><div>I want</div><div>We want</div><div>They want</div><div>He wants</div><div>She wants</div><div>Jane wants</div><div>Peter wants</div><div>Introducing the substitution table</div><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><div></div><table><tr><td>He</td><td>wants</td><td>to play football</td></tr><tr><td>She</td><td></td><td>skip the rope</td></tr><tr><td>Jane</td><td></td><td>fly a kite</td></tr><tr><td>John</td><td></td><td>eat food</td></tr></table><div></div></div>	I	want	to play	We		eat food	They		drink juice	He	wants	to play football	She		skip the rope	Jane		fly a kite	John		eat food	<div>- Explanation</div> <div>- Demonstrate</div> <div>- Application</div> <div>- Guided discovery</div> <div>- Question and answer</div> <div>- Explanation</div> <div>- illustration</div> <div>- guided discussion</div>	<div>- Pronounce new words</div> <div>- Make new words in sentences</div> <div>- Forming sentences from a substitution table</div> <div>- Finding missing letters</div> <div>- Using words in sentences orally</div> <div>- Completing the sentences</div> <div>- Read and draw</div>	<div>- Flash cards</div> <div>- Chairs</div> <div>- Pencil</div> <div>- Stencil work</div>	Teacher's collection	
I	want	to play																												
We		eat food																												
They		drink juice																												
He	wants	to play football																												
She		skip the rope																												
Jane		fly a kite																												
John		eat food																												
3	1 to 5	Communicating effectively, confidently and meaningfully	I can use my language appropriately	<div>Plurals ending with s</div> <div>e.g.</div> <div>book – books</div> <div>tree – trees</div> <div>use of 'is' and 'are'</div> <div>Plurals ending with "es"</div> <div>Plurals ending with "ves"</div>	<div>Explanation</div> <div>Illustration</div> <div>Writing the words correctly</div>	<div>To write the plurals correctly.</div> <div>Using plurals in sentences</div> <div>Use 'is' and 'are' appropriately</div>	<div>Flash cards</div> <div>Charts</div> <div>Blackboard</div> <div>Work cards</div> <div>Reading cards</div> <div>Exercise books</div>																							

			privately				and pencils		
4	1 to 5	Exploring and knowing my immediate environment	I can respond to instructions and commands	Verbs (action words) Introducing doing words e.g. 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"> - Explanation - Illustration - Look and say - Demonstrate - Role playing - Filling in the missing letters - Writing the words correctly 	<ul style="list-style-type: none"> - Pronounce the words correctly - Perform actions - Read words - Read sentences - Draw pictures - Write sentences - Singing - Role play 	<ul style="list-style-type: none"> - Charts - Flash cards - Exercise books and pencils 	Teacher's 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 words into small letters and capital letters. - Changing small letter sounds into capital - Changing 	<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	

					capital letter sounds into small.				
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	New words About some Out off please etc. Obeying commands Examples	<ul style="list-style-type: none"> - Discussion - Explanation - Demonstrate - Application of 	<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 	<ul style="list-style-type: none"> - Real objects - cards - Flash cards - Paper work - Exercise books and pencil 	Teachers' collection	








			ently	<p>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>	<p>knowledge</p> <ul style="list-style-type: none"> - Look and say - Guided discovery - Phonic methods 	<p>young ones</p> <ul style="list-style-type: none"> - Completing the table for animal young ones 			
8	1 to 5	Communicating confidently, effectively, and meaningfully	I can use my language confidently	<p>Following pictures sequences Discussion of events Tense to be used 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 	Teachers' collection	
9	1 to 5			<p>Teach children to discover the word for the picture given e.g. Nakato is a  _____ She has a _____ and a _____.</p>	<ul style="list-style-type: none"> - Explanation - Guided discover - Look and say - Demonstrate - Illustration - Individual 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 	<ul style="list-style-type: none"> - Real objects - Illustration - Charts 	Teachers' collection	








				<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>	- Group participation	- Use pronouns correctly			
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	

SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM I.







LEARNING AREA: DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES

W K	PD	LEARNING OUTCOME	COMPETENCIES	CONTENT / SUGGESTED DEVELOPMENT ACTIVITIES	METHODS	ACTIVITIES	INSTRUCTIO NAL MATERIALS	REF	RM
1	1 to 5	Recognizing describing and representing	I can recognize numerals 1 - 10	- Oral counting of objects and pictures 1 up to 10. - Singing number songs	Demonstratio n Explanation	Counting objects Writing	Flash card Chart Real objects		

		numbers and their relationships and solving mathematical problems with competence and confidence		<ul style="list-style-type: none"> - Reciting rhymes - Number games e.g one crocodile....., One yellow duck....., 1, 2, 3 its time to tea etc Write number 0 – 10 in order 	Question and answer	numbers Matching numbers to pictures	Paper work Exercise books BB illustration		
2		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can recognize numerals 1 - 20	<ul style="list-style-type: none"> - More introduction of number - count and write  <ul style="list-style-type: none"> - Identifying numbers 0 – 10 - write numbers in order 0 – 20 - Counting objects and writing numbers 0 – 20.  = 3  = 2  =	Discussion Explanation Question and answer	Oral counting Counting objects and circle Writing numbers Count the pictures Write numbers 0 – 20	Cards Objects Pictures Printed work Charts Exercise books		
3		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can recognize numerals and enumerate them	Application of quantitative e.g. Make 4s $4 \times 2 = 3$ =  $2 \times 3 = 4$ =  Make 2s $0 \times 2 = 1$ =  Draw pictures for the numbers $4 =$ $6 =$		Counting objects Writing numbers Matching numbers Drawing objects of the given numbers Ticking Circling Underline Ring Cross	Flash cards Real objects Paper work Exercise books Pencils BB		
4		Recognizing describing and	I can perform activities involving adding.	Arranging numbers in order 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Demonstration	Counting numbers	Cards Real objects		

		representing numbers and their relationships and solving mathematical problems with competence and confidence		3, 0, 1, 2 = 3, 2, 1, 0 = 1, 4, 2, 3 = Filling in the missing numbers 1 ____ 3 ____ 5 6 ____ 8 ____ 10 0 ____ 2 ____ 4 Write the number after 2 = ____ 4 = ____ 7 = ____	Discussion Explanation Question and answer	Writing numbers Filling in the missing Arranging numbers in order	Exercise books Chart Pencils BB		
5		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can add using objects up to 10.	- Introduction of plus sign and equal sign. - Addition of objects  +  =   +  =  +  = v v + v v v = x x x + x =		Counting objects and writing numbers Drawing pictures Adding pictures	Flash cards Real objects Counters e.g. sticks and bottle tops		
				Addition of objects 6 – 10 \\ + \\ \\ = \\ \\ \\ \\ \\ \\ O O O + O O O = C C C C + C C = 6		Oral work Counting following proper sequence Adding pictures Drawing pictures	Real objects Pencils Blackboard Paper work Exercise books		
6		Recognizing describing and representing numbers and their relationships and solving mathematical	I can add objects with numbers up to 10	- Introducing addition of numbers using pictures. $\Delta \Delta + \Delta \Delta = \Delta \Delta \Delta \Delta$ 2 + 2 = 4 b b b + b b = b b b b b 3 + 2 = 5 $\Delta \Delta + \Delta =$ ____	Explanation Demonstration Discussion Question and answer	Oral work Counting following proper sequence Adding of pictures	Real objects Pencils BB illustrations Paper work Exercise books		















		problems with competence and confidence		$___ + ___ = ___$ Add these $d + d + d = ddd$ $2 + 1 = 3$ $c + c + c =$ $3 + 0 =$		Drawing pictures Count the pictures			
7		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can add things and numbers up to 10.	Addition of numbers with balls o – 10 $2 + 3 =$ $3 + 3 =$ $1 + 1 =$ Addition of numbers $\begin{array}{r} 2 \quad 4 \quad 1 \\ +2 \quad +1 \quad +0 \\ \hline \end{array}$	Explanation Discussion Question and answer	Oral work Counting following proper sequence Adding picture Drawing pictures	Real objects Pencils BB illustrations Paper work Exercise books		
8		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can show relations among things/numbers in a serial order.	Circle the greater number Tick, ring, cross, underline $4 \quad 2$ Finding the less number $7 \quad 10$	Demonstration Explanation Question and answer	Practical work using objects Identify and show the greater / less number	Printed paper work Blackboard		
9		Recognizing describing and representing numbers and their relationships and solving mathematical problems with	I can perform activities involving adding and take away.	Write the number before; $______ 2$ $______ 6$ $______ 3$ $______ 1$ Revision of after	Explanation Discussion Demonstration Question and answer	Writing the number after Writing the number before Identify the number Writing the number	Number Chart Cards Counters Exercise books Pencils		

10		competence and confidence	I can recognize and add numbers.	<p>Write the number after</p> <p>1 ____</p> <p>0 ____</p> <p>5 ____</p> <p>Write the number between</p> <p>3 ____ 5</p> <p>4 ____ 6</p> <p>1 ____ 3</p> <p>Add these</p> <p>3 + 1 =</p> <p>1 + 1 =</p> <p>3 4 0</p> <p><u>+3</u> <u>+1</u> <u>+0</u></p> <p>____</p>		between			
11		Surveying, knowing and distinguishing the attributes of objects.	I can collect objects according to stated features.	<p>Read and match to the shape</p> <p>A rectangle </p> <p>A circle </p> <p>A star </p> <p>A square </p> <p>A triangle </p> <p>An oval </p>	Demonstration Explanation	Matching Drawing Naming Identify the shapes Write names for the shapes			


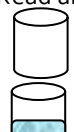
SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM II







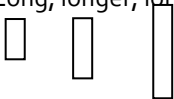


LEARNING AREA: DEVELOPING AND USING MATHEMATICAL CONCEPTS IN MY DAY TODAY EXPERIENCES




W K	PD	LEARNING OUTCOME	COMPETENCE	Content / suggested development al activities	METHODS	ACTIVITIES	INSTRUCTION AL MATERIALS	REF	RM
--------	----	---------------------	------------	--	---------	------------	-----------------------------	-----	----

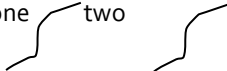

1		Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects and shapes	<p>- Read and draw</p> <p>A circle  A square </p> <p>A star  An oval </p> <p>Rectangle  Triangle </p> <p>Zig zag  Kite </p> <p>Name the shapes</p> <p> </p> <p>Read and match</p> <p>Circle </p> <p>Star </p> <p>Oval </p> <p>Cone </p> <p>Modeling the shapes Pasting shapes with torn papers/ cereals Painting / tearing the shape</p>	<p>Explanation Discussion Demonstration Question and answer</p> <p>Explanation Discussion Demonstration Question and answer</p>	<p>Reading Drawing</p> <p>Naming shapes Identifying</p>	<p>Real objects Cut out of shapes Paper work Exercise books and pencils Blackboard</p> <p>Real objects Cut out of shapes Paper work Exercise books and pencils Blackboard</p>		
2		Surveying, knowing and distinguishing the attributes of objects.	I can identify relationship and differences between different objects and shapes	<p>Find the missing letters of the shape names</p> <p>sq__re</p> <p>cir__le</p> <p>train__le</p> <p>ov__l</p>	<p>Explanation Discussion Demonstration Question and answer</p>	<p>Naming shapes</p>	<p>Real objects Cut outs of shapes Paper work Exercise books</p>		

				re__tangle zi__zag s__ar Making patterns using the shapes Forming objects using the patterns e.g. house, boat, girl, car	Ticking Underlining Circling Crossing		and pencils Blackboard		
3		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can recognize numbers 1-20	- Counting numbers 0 – 30 orally 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30 Copying numbers Find the missing number - Write numbers 0 – 30 0, 1, 2,, 4,, 6,, 8, 9,, 11, 12,, 14, 15,20, 21, 22, ... 24..., 26,28, 29, Finding the next number using what number comes just after 13, ____, 15, ____, 17, ____, etc What number comes before ____21 ____, 29 ____, 14	Explanation Discussion Demonstration Question and answer	Counting numbers Writing numbers Subtract numbers Identifying the numbers Arrange the number	Flash cards Real objects Books and pencils Work cards Blackboards Calendars		
4		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence		Number rhyme / song involving subtraction Take away using objects c c c c c = 3 a a a a a = o o o o o = x x x = Take away involving numbers x x x x x 5 - 1 = 4	Explanation Discussion Demonstration Question and answer	Subtracting objects Subtracting numbers Drawing objects Counting correctly Writing correctly	Flash cards Real objects Books and pencils Work cards Blackboard		

		and confidence		0000 $4-2=2$ VVV $3-0=3$ - Take away $00000=$ $___ - ___ =$ $\text{ } =$ $___ - ___ =$ $3^{000} \quad 2^{00} \quad 5/////$ $\underline{-2} \quad \underline{-0} \quad \underline{-5}$ $___ \quad ___ \quad ___$		Count the objects Draw objects Write the number correctly			
5		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can count, add and takeaway things up to twenty	Reciting a number rhyme involving additon Adding three addend numbers $1+1+1=3$ $4+2+4=$ $3+1+2=$ $6+3+1=$ $4+1+2=$ $5+2+4=$ $3+3+3=$ Adding vertically $\begin{array}{r} 3 \\ 3 \\ +1 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ 2 \\ +6 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ 2 \\ +1 \\ \hline \end{array}$	Explanation Discussion Demonstration Question and answer	Counting Adding numbers Drawing counters e.g. balls Arranging numbers Writing numbers correctly	Flash cards Counters Books Charts Real objects Exercise books and pencils Blackboard		
6		Recognizing describing and representing numbers and their relationships and solving mathematical	I can show relations among things in cereal order	- Use of full, empty, half, more, less  - Read and match  full	Discussion Demonstration Question and answer	Reading words Drawing pictures Filling containers with water Matching	Flash cards Counters Books Charts Real objects Exercise books and pencils Blackboard		

		problems with competence and confidence		<div><div>empty</div><div></div><div>half</div></div> <div><div>Less</div><div><div>B</div><div></div></div><div><div>A</div><div></div></div></div> <div><div>Which tin has less water?</div><div>Tin ____ has less water than tin ____.</div></div> <div><div>K</div><div></div></div> <div><div>F</div><div></div></div> <div><div>Which tin has more milk?</div><div>Tin F has more milk than tin K.</div></div>		correctly Identify tines Comparing Writing words Underline, circle, ring, tick, cross			
		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence		<div><div>Comparing the length of objects</div><div>New words:</div><div>Short, shorter, shortest</div><div></div><div>Long, longer, longest</div><div></div><div><div>N</div><div></div></div><div><div>T</div><div></div></div></div> <div><div>Pencil ____ is shorter than pencil ____.</div><div>B C</div></div>	Explanation Discussion Question and answer Comparison	Finding length of objects using strings in group. Identifying objects Draw objects Writing statements	Real objects Flash cards Black board Illustration Exercise books and pencils		













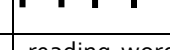
				 Tree ____ is longer than tree _____.					
		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence		<p>- Comparing of heights using different objects . Use of tall, taller, tallest</p> <p>Mary Sarah</p>  Tall taller tallest ____ is taller than _____. - Use of short, shorter, shortest <p>Z B</p>  Tree ____ is shorter than tree _____.	Demonstration Explanation Question and answer	Use of tall, taller and tallest Use of short, shorter and shortest Finding heights of objects using strings Drawing Comparing Identifying Writing Naming	BB illustration String Paper work Pictures Meter rulers Exercise books and pencils		
7		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can tell more equal less quantities	<p>Finding the greater number 8, 3, 4, 7 10, 2, 3, 1 Finding the less number 4, 2, 1, 6 3, 7, 6, 5</p>	Explanation Demonstration Question and answer	<p>Finding the greater number</p> <p>Finding the less number</p>	Cutout of numbers Exercise books and pencils blackboard		
8		Recognizing describing and representing	I can show one to one correspondence	- Introducing number words Zero – ten Zero, one, two, three	Explanation Discussion Question and	Reading words Matching	Real objects Flash cards Black board		

		numbers and their relationships and solving mathematical problems with competence and confidence		<p>- Matching words to figures</p> <table> <tr><td>Zero</td><td>8</td></tr> <tr><td>One</td><td>7</td></tr> <tr><td>Two</td><td>6</td></tr> <tr><td>Three</td><td>5</td></tr> <tr><td>Four</td><td>0</td></tr> <tr><td>Five</td><td>1</td></tr> <tr><td>Six</td><td>2</td></tr> <tr><td>Seven</td><td>3</td></tr> <tr><td>Eight</td><td>4</td></tr> </table> <p>- Read and draw the beads</p> <p>one two</p>  <p>Read and draw pictures</p> <p>one = three cats two balls = four cups = six stones = five brooms = eight chairs = seven apples =</p>	Zero	8	One	7	Two	6	Three	5	Four	0	Five	1	Six	2	Seven	3	Eight	4	answer	<p>words to figures</p> <p>Drawing pictures for the number words</p> <p>Writing for numbers</p> <p>Count and write in words</p>	Illustration Exercise books and pencils		
Zero	8																										
One	7																										
Two	6																										
Three	5																										
Four	0																										
Five	1																										
Six	2																										
Seven	3																										
Eight	4																										
9		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can show one to one correspondence	<p>Count and write numbers in words</p> <p> =balls</p> <p>=trees</p> <p>=sweets</p> <p>=book</p> <p>=baskets</p>	<p>Explanation</p> <p>Discussion</p> <p>Question and answers</p> <p>Demonstration</p>	<p>Reading words</p> <p>Counting objects</p> <p>Drawing pictures</p> <p>Identifying the words</p>	<p>Real objects</p> <p>Flash cards</p> <p>Exercise books and pencils</p> <p>Blackboard</p>																				

10		Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence	I can show one to one correspondence	Addition of number words Three and two is five $3 + 2 = 5$ Six and four is Five and one is Three and nine is Two and two gives Five plus two equals... Two bananas plus one banana equals.....bananas	Explanation Discussion Question and answers	Reading words Counting objects	Real objects Flash cards Exercise books and pencils Blackboard		
----	--	--	--------------------------------------	---	---	-----------------------------------	---	--	--

SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM III.

**LEARNING AREA: DEVELOPING
AND USING MATHEMATICAL
CONCEPTS IN MY DAY TODAY
EXPERIENCES.**

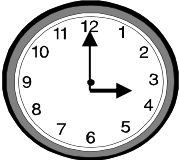


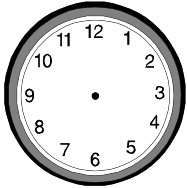
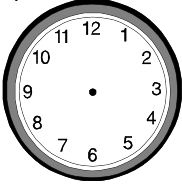
3		Recognizing , describing and representin g numbers and their relating and solving mathematic al problems with competence and confidence	I can show one to one correspondence	<p>Introducing number words zero – ten Zero, one, two, three Writing numbers for the words -Matching word to numbers</p> <p>Zero  One  Three  Two </p> <p>-Read and draw beads</p> <p>Zero =  One = </p> <p>Four =  Three = </p> <p>-Read and draw</p> <p>Two tins = </p> <p>Four cups = </p> <p>Three cats = </p> <p>-Count and write in words = <u>three</u> balls</p> <p> = <u>four</u> sticks  = <u>two</u> chairs</p>	<p>-Explanation</p> <p>-Discussion</p> <p>-Questions and answers</p> <p>Demonstration</p>	<p>-Matching</p> <p>- Drawing</p> <p>-Circling</p> <p>Writing</p> <p>Ticking</p> <p>Underline</p> <p>Ringing</p> <p>Finding</p> <p>Identifying</p>	<p>-Flashcards</p> <p>-Charts</p> <p>-BB</p> <p>Paper work</p> <p>Exercise books</p> <p>and pencils</p>		
4	1 to 5	Recognizing describing and representin g numbers	I can show one to one correspondence	<p>reading word statements with addition</p> <p>Three plus two equals <u>five</u></p> <p>One plus one equals <u>two</u></p>	<p>Explanation</p> <p>Discussion</p> <p>Discovery</p> <p>Practical method</p>	<p>Reading and understanding the statements</p> <p>Understanding the operation</p>	<p>Counters</p> <p>Real objects</p> <p>Blackboard</p> <p>Books and pencils</p>		

		and their relating and solving mathematical problems with competence and confidence		00 0 Two plus one equals <u>three</u> Plus means add Equals means all Put together		used Writing the statements Counting the drawn balls Finding the answers			
5		Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can represent numbers for number words	Identifyign figures for words Drawing balls Counting balls Writing words for the numbers Finding the answers Three plus one equals four $3 + 1 = 4$ One plus one equals two $1 + 1 = 2$ Zero plus one equals one $0 + 1 = 1$	Discussion Explanation Question and answer Interpretation	Reading and comprehending the statements Adding and finding the answers Drawing balls for the number words	Counters Real objects Chalk board		
6		Recognizing describing and representing numbers and their relating and solving mathematical problems with competence	I can show one to one correspondence	Reading and understanding of new words Plus Altogether Colected Joined Put together How many? Reading and interpreting the statements correctly Writing the words correctly Counting and adding numbers to find the answer Daddy has a hen	Explanation Question and answer Discussion Interpreting statements Illustrating the context read with pictorial work	Finding sums using the number words Adding numbers Counting Identifying Drawing	Real objects Counters Blackboard Books and pencils		

		and confidence		Mum has three hens How many hens do they have altogether? $1 + 3 = 4$ They have four hens					
7	1 To 5	Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can tell more and less quantities I can show one to one correspondence	Identifying the less number e.g. Circle/ cross/ tick/ underline the less number 7 3 1 9 6 2 Reading new words to represent (-) Take away, remain broken, fell down, flew, away, left, how many? Read and interpret the short stories. Draw balls and cross the less number Identify numbers for words Musa had 3 cows He gave 2 cows to Ali. How many cows remained? $3 - 2 = 1$ One cow remained.	Explanation Discussion Discovery Practical Question and answer Story telling	Writing numbers Drawing balls for the numbers Circle the less numbers etc. Reading stories Drawing balls Crossing the balls for the less numbers Interpreting the story	Chalk board Counters Books and pencils Number work cards Blackboard Books and pencils Counters Number work cards		

8	1 to 5	Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence	I can subtract and tell the difference between numbers	identifying the answers identifying the less number subtracting the less number from the greater number Find the answer $3 + \square = 7$ $7 - 3 = 4$	Explanation Illustration Discussion Discovery Questions and answer	Identifying the greater and less numbers Subtracting the less number from the greater number Drawing balls Crossing balls for the less number Finding the answer to be put in the box	Counters Blackboard Plain papers Pencils Books and pencils Number work cards		
			I can count add and take away things up to 10	Revision of subtraction of numbers both horizontally and vertically $7 - 3$ $\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$	Explanation Illustration Discussion Discovery Questions and answer	Drawing balls Crossing balls for less number Finding the answers	Books and pencils Blackboard Number work cards		
9		Comparing and ordering things according to different attributes	I can show relations among things in serial order	Comparing and sorting objects into two groups basing on a particular criteria big / small tall / short hard/ soft half/ full rough / smooth loud/ soft long/ short wide/ narrow heavy / light etc	Group work Discovery Explanation Illustration Question and answer Practical method Demonstration	Comparing objects in the environment Drawing pictures Filling containers Measuring using different dimensions Sorting Matching	Use of class and environment Containers Ropes and strings Books pencils Papers etc Rulers		

				<p>Arranging several things in order along some dimensions and describing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest</p> <p>Note: You can include any revision of concept that seemed difficult for the pupils</p>		<p>Arranging things in order</p> <p>Describing the relations</p>			
10	1 to 5	Understanding and using the concept of time	I can describe sequence of events by telling the time	<p>Telling the daily routine activities</p> <p>Role playing of daily routine activities</p> <p>Describing things I do before and after an action</p> <p>Reciting rhymes about time</p> <p>Naming days of the week</p> <p>Naming months of the year</p> <p>Observing and talking about the clock face</p> <p>Telling the use of the clock face</p> <p>Telling the use of time, hands of clock face (long and short hand)</p> <p>Showing and telling time on a clock face</p>	<p>Explanation</p> <p>Discussion</p> <p>Question and answer</p> <p>Illustration</p> <p>Demonstration</p> <p>Role play</p>	<p>Reciting rhymes</p> <p>Discussion of proper sequence of activities done for each day, month, year</p> <p>Naming days of the week</p> <p>Naming months of the year</p> <p>Talking about the clock faces</p> <p>Identifying the use of the two hands</p> <p>Showing time of drawn clock faces</p> <p>Writing the time shown on clock faces</p>	<p>A clock face</p> <p>Chalkboard</p> <p>Exercise books</p> <p>Pencils</p>		

				<p>e.g. </p> <p>it is ____ o'clock</p> <p></p> <p>it is ____ o'clock</p> <p></p> <p>It is ____ o'clock drawing clock faces play – lets about time showing time</p> <p></p> <p>It is 4 o'clock</p> <p></p> <p>It is 11 o'clock</p>					
11	1		Have many revision exercises for this week	Play many number games e.g dominoes, jigsaws, lotto etc					

	to 5			<p>Inlcude singing of number songs, reciting of rhymes, constructing , modelling , drawing</p> <p>Shapes</p> <p>Tearing, cutting, threading, building, measuring shouldn't be be neglected</p> <p>Following direction to move or place self within class room e.g. at the back between at the front</p>						
--	---------	--	--	---	--	--	--	--	--	--

SCHEME OF WORK FOR READING FOR TOP CLASS TERM I.

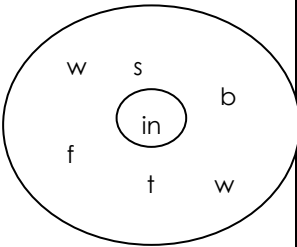
W K	PD	Learning outcome	Competen ces	Competencies	Content / suggested development activities	Methods	Activities	LIFE SKILLS	INSTRUCTION AL MATERIALS	REF	R M
1	1 to 5	- Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations	- Letter sounds	- Pronounces the vowels correctly - Recognize and identify the letter sounds - Match the sounds to the correct pictures - Listen and write the letter sounds correctly - Sorting	- Teaching vowels a e i o u - Using the phonic method - Sorting given sounds - Identifying different sounds - Singing a letter sound song - Writing the letter sound	- Explanation - Demonstration - Groups work - Phonic method - Look and say - Rote method	- Pronouncing letter sounds - Sorting sounds - Matching sound to picture - Drawing pictures for the sound given - Singing	- Appreciation - Sharing - Cooperation - Fluency - Writing	- Real objects - Single letter cards - Charts		
2		- Listening with acuity for information and enjoyment and responding appropriately	- Letter sounds	- Pronounce the given sound correctly - Recognize and identify the letter sound - Match sound to pictures - Using the alphabet song following the pictures given - Draw pictures for the given sound	- Teaching consonants b, d, c, g, m, h, j, k, l, n - Using the phonic method	- Phonic method and look say - Observation - Illustration - Dictation - Write the words correctly	- Pronouncing letter sound - Tick letter sound - Tick a sound for a picture	- Accuracy - Confidence - Fluency - Application of knowledge - Writing	- Teacher's collection		

		ely in a wide range of situations				<ul style="list-style-type: none"> - Listen and write the sentences. - Completing the sentences. - Read the sentences orally 	<ul style="list-style-type: none"> - Sorting sounds - Underline a sound for a picture - Circle a sound for a picture - Matching sound to pictures - Drawing pictures and sounds - Singing the alphabet song - Drawing pictures for a sound - Listen and write the sound 				
3			Letter sound	<ul style="list-style-type: none"> - Pronounce the given letter sound correctly - Recognize and identify the letter sounds - Match sounds to correct pictures 	- Teaching consonants p q r s t u v w x y z using phonic method	<ul style="list-style-type: none"> - Phonic - Observation - Dictation - Illustration - Look and 	<ul style="list-style-type: none"> - Pronouncing letter sounds - Sorting sounds to 	<ul style="list-style-type: none"> - Appreciation - Fluency - Tolerance - Sharing - Endurance 	<ul style="list-style-type: none"> - Letter cards - Bb illustration - Picture cut outs - Real objects 		

				<ul style="list-style-type: none"> - Write the letter sound correctly - Drawing and colouring pictures for the given sounds 		say	<ul style="list-style-type: none"> pictures - Drawing pictures for the sounds - Singing colouring discovering imitating sounds 	<ul style="list-style-type: none"> e - Writing 			
4			Identifying syllables	<ul style="list-style-type: none"> - Identify the given syllables - Match the same syllables - Read and draw pictures for the sentence - Construct - Naming pictures using the words formed from the syllable - Discovering words - Using syllables learnt - Write words and simple sentences using the syllable 	<ul style="list-style-type: none"> - Teaching syllables with sound 'a' ba ga fa ra bat fat gap rat - Forming three words using the syllables - Forming short sentences using the words orally 	<ul style="list-style-type: none"> - Discussion - Look and say - Demonstration - Imitation - Syllabic method - Phonic method 	<ul style="list-style-type: none"> - Reading syllables - Discovering word using syllables - Match the same syllables - Filling in the missing syllable of a given 	<ul style="list-style-type: none"> - Sharing - Socialization - Appreciation - Confidence - Loud reading - Listening - Tolerance - Critical thinking 	<ul style="list-style-type: none"> - Single letters - Cards - Bb - Chart - Flash cards 		

							<ul style="list-style-type: none"> picture - Writing syllable and words - Sorting syllables - Listen and write syllables - Write a syllable for a picture 				
5			Identifying syllables			<ul style="list-style-type: none"> - Syllabic method - Demonstration - Look and say - Phonic method 	<ul style="list-style-type: none"> - Building up syllables - Reading syllables - Writing syllables - Forming words with 'e' sound - Read and draw pictures - Fill in the missing 	<ul style="list-style-type: none"> - Fluency - Patience - Sharing - Application - Confidence - Loud reading - Listening - Tolerance - Critical thinking 	<ul style="list-style-type: none"> - Letters - Cards - Charts - Bb - Illustration - Flash cards 	Teacher's collection	

							sound - Naming pictures constructing sentences using the words				
6		Syllables	<ul style="list-style-type: none"> - Identifying syllables 	<ul style="list-style-type: none"> - Read syllables with sounds - Discovering the syllables in the word - Identify the given syllable - Form words using syllables - Construct simple sentences using the words formed - Read and draw pictures for the sentences constructed 	<ul style="list-style-type: none"> - Introducing syllables with sound 'e' be de ge te re me bed den get then red men, etc - Forming three letter words using the syllables - Forming short sentences using the words orally 	<ul style="list-style-type: none"> - Phonic method - Look and say - Explanation - Imitation - Bb illustration - Ticking, circle, ring, cross, underline the syllables 	<ul style="list-style-type: none"> - Reading syllables - Building up words using the syllable - Writing sentences correctly - Reading sentences loudly - Constructing sentence using the words - Read and draw pictures for sentences words 	<ul style="list-style-type: none"> - Sharing syllables - Building up words using the syllable - Writing sentences correctly - Reading sentences loudly - Constructing sentences 	<ul style="list-style-type: none"> - Sharing - Confidence - Application - Appreciations - Fluency - Critical thinking 	Chart Letter cards Bb illustration Individual reading card	
7				Read syllables Discover words from words from word wheel Write words from word	<ul style="list-style-type: none"> - Revision of syllables and words with sound a and e - Introducing syllables 	<ul style="list-style-type: none"> - Demonstration - Explanation 	<ul style="list-style-type: none"> - Reading syllables - Writing syllables 	<ul style="list-style-type: none"> - Tolerance - Appreciation - Fluency 	Single letter cards	Teacher's collection	

				<p>wheel</p> <p>Write words from simple sentences correctly</p> <p>Read sentences correctly</p> <p>Drawing pictures for the given sentence</p> <p>Identify formed words (sorting)</p>	<p>with sound l</p> <p>si fi ti vi sit fish tin vim</p>  <p>- Forming simple words using the syllables</p> <p>- Constructing sentences using the given words</p>	<p>- Imitation</p> <p>- Guided discovery</p> <p>- Child to child</p>	<p>- Ticking, Underlining</p> <p>- Circling</p> <p>- Discovery of words using the syllables constructing sentences</p> <p>- Reading sentences from cards</p>	<p>- Sharing</p> <p>- Application</p>			
8			Identifying syllables	<ul style="list-style-type: none"> - Read and write the syllables with the correct sound - Discovering words using the syllables - Read the write sentences using the words formed - Discovering the syllables in words given 	<ul style="list-style-type: none"> - Revision of syllables with sound (i) - Introducing syllables with 'o' e'g' - Po go do bo - Pot dot hop got cot jot 	<ul style="list-style-type: none"> - Explanation - Demonstration - Look and say - Child to child - Guided discovery 	<ul style="list-style-type: none"> - Reading syllables - Writing syllable - Forming words - Constructing sentences - Writing words and sentences 	<ul style="list-style-type: none"> - Fluency - Confidence - Appreciation - Application - Critical thinking 	<ul style="list-style-type: none"> - Chart - Reading cards - Stencil work - Exercise books 		

							<ul style="list-style-type: none">- Reading sentences cards charts- Find the odd man out- Underline, circle, tick, ring, cross the odd man out- Drawing pictures for the sentences				
9			Forming	<ul style="list-style-type: none">- Children should be able to- Read and write syllables correctly- Build up words using the syllables- Read the words formed- Construct sentences using the words formed	<ul style="list-style-type: none">- Revision of syllables with sound 'o'- Introducing syllables with 'u' mu du pu <ul style="list-style-type: none">- Discovering words using syllables- Bull put pull full push true blue- Constructing sentences orally	<ul style="list-style-type: none">- Rote method- Role play- Discussion- Illustration	<ul style="list-style-type: none">- Reading syllables- Writing syllable word and sentences- Forming	<ul style="list-style-type: none">- Appreciation- Tolerance- Sharing- Application of knowledge- Confidence	<ul style="list-style-type: none">- Charts- Bb illustration- Reading cards- Exercise books- Pencils		

				<ul style="list-style-type: none"> - Identifying the odd man out in sounds already learnt - Listen and write the sentences given - Draw pictures to the sentences 			<ul style="list-style-type: none"> - g words using syllables - Drawing pictures for words formed - Filling in missing words - Reading words from the black board - Filling in missing syllables - Reading cards 	- Fluency			
10			- Identifying sounds	<ul style="list-style-type: none"> - Revision of syllables with all vowel sounds - Ba be bi bo bu - Forming words using any of the syllable e.g. - Bato babo balo satu sagala amata 	<ul style="list-style-type: none"> - Read the words formed using all the syllables correctly - Name the given pictures by joining the syllables given - Read sentences using the words 	<ul style="list-style-type: none"> - Explanation - Demonstration - Look and say - Phonic method - Imitation 	<ul style="list-style-type: none"> - Reading the words with sound - Construction sentence 	<ul style="list-style-type: none"> - Fluency - Sharing - Confidence - Tolerance - Listening 	<ul style="list-style-type: none"> - Chart with sound 'u' - Reading charts - Exercise books - Flash cards 	Teacher's collection	

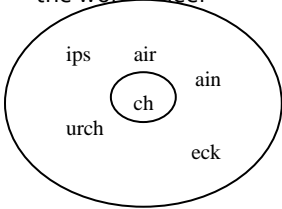
					<ul style="list-style-type: none"> - Write words joining syllables given - Write the sentence using words formed 	<ul style="list-style-type: none"> - Dictation 	<ul style="list-style-type: none"> s using the simple words - Listen and write simple words and sentence s - Tick, underline, cross, ring the words of the sound 				
--	--	--	--	--	--	---	---	--	--	--	--

SCHEME OF WORK FOR READING FOR TOP CLASS TERM II

W K	PD	THEME	Learning outcome	COMPETENCE	Content / suggested development	METHODS	ACTIVITIES	LIFE SKILLS	INSTRUCTIO NAL MATERIALS	REF	R M
1		Letter sound	- identifyin g and reading letter sound	- Children should be able to - Read and write the syllables - Join and read the words correctly - Read and write the sentences correctly - Forming words correctly - Make sentences for the words	- Revision of syllables of o bo co 'o' Ro so no fo jo ho go ho po do mo ko - Joining and reading words bo – x = box ho – t = go – t = no – t = - Reading sentences - Tea is hot. - The box is not good. - Put the box on the table - Forming words	- Imitation - Look and say - Phonic	- Reading syllables - Reading words and sentences - Forming words - Naming pictures - Read and draw for words or sentences - Ring, tick, circle, underline, cross the syllable	- Fluency - Toleranc e - Confiden ce	Reading cars Picture cards		
2		Sounds	- Identifyin g and reading letter sounds	- Children should be able to - Read and write the syllables of u correctly - Join and read the words - Read the sentences correctly - Read and draw pictures for the syllables - Completing sentences	- Revision of syllables u ru bu su mu fu du ju ku pu nu tu vu zu hu cuu - Joining and reading words pu – t = put pu - ll = bu - sh = pu – sh =	- Imitation - Look and say - Phonic method	- Reading syllables - Words and sentences - Making words - Making sentences using the words	- Confiden ce - Toleranc e - Fluency	Reading cards		

				<ul style="list-style-type: none"> - Forming words from the wheel. - Discovering words using syllables learnt. 	ju – g = cu – t hu – t <ul style="list-style-type: none"> - Reading sentences - Jane has a jug - I can cut the tree - Put the jug in a hut 		<ul style="list-style-type: none"> - Completing sentences - Finding the missing words - Forming words - Read and draw 				
3		Letter sound	Identifying letter sounds	<ul style="list-style-type: none"> - Children should be able to - Pronounce the words correctly - Write words and sentences using the words - Finding the missing letter sounds - Form words - Complete sentences - Read and draw - Make sentences for a word - Listen and write words with sound 'oo' 	<ul style="list-style-type: none"> - Introducing words with sound 'oo' (u) book, fool, noon, moon, room, spoon, school, zoo, room, stool - Finding missing letters - b__ok s__on - ro__m - sto__l no__n fo__l - Completing sentences - I have a - He has a 	<ul style="list-style-type: none"> - Imitation - Look and say - Phonic method 	<ul style="list-style-type: none"> - Reading words with correct pronunciation - Writing words and sentences - Filling in the missing letters - Drawing pictures for some words - Completing sentences - Write words correctly - Tick, underline, cross, circle, ring, words with sound 'oo' 	<ul style="list-style-type: none"> - Fluency - Sharing - Tolerance - Appreciation - Confidence 			

4		Letter sound	Identifying letter sounds	<ul style="list-style-type: none"> - Children should be able to - Read the words with correct pronunciation - Write the words correctly - Construct and write sentences with the words learnt - Complete the sentences - Listen and write words with sound ee 	<ul style="list-style-type: none"> - Introducing words with sound 'ee' - Tree bee see free three teen green meet - Constructing sentences - I have a tree - The bee is on the flower - Completing sentences - He has 3tins - This is a 	<ul style="list-style-type: none"> - Demonstrations - Explanation - Look and say - Phonic 	<ul style="list-style-type: none"> - Reading words - Completing sentences - Filling in the missing sounds - Naming pictures - Forming sentences using the words - Identifying / giving words - Underline, circle, ring, tick words with sound ee 	<ul style="list-style-type: none"> - Fluency - Sharing - Confidence 	Chart Stencil work Reading cards Picture cards		
5		Letter sound	Identifying letter sound	<ul style="list-style-type: none"> - Children should be able to - Read the words with their correct pronunciation - Form word with sound 'sh' - Construct sentences using the new words formed - Listen and write the words given with their correct spellings 	<ul style="list-style-type: none"> - Introducing sound 'sh' - She shoes shorts shirt sheet shop - Forming words with 'sh' sound - Constructing sentences - He has a shirt - She has a big shop - Finding the missing letters - sh__p shor__ sh__ep 	<ul style="list-style-type: none"> - Look and say - Phonic - Imitation - Demonstration 	<ul style="list-style-type: none"> - Pronouncing words correctly - Writing words and sentences - Identifying words of 'sh' sound - Drawing pictures for the given words - Finding the 	<ul style="list-style-type: none"> - Application - Fluency - Confidence - Sharing - Appreciation 	Reading cards Charts Stencil work Single letter cards		

					<ul style="list-style-type: none">- sh__rt		<ul style="list-style-type: none">missing letters- Naming pictures- Completing the sentences- Listen and write words with sound 'sh'- Underline, circle, tick, cross, words with sound 'sh'				
6				<ul style="list-style-type: none">- Write words and sentences using the words- Form words from the word wheel- Complete the sentences	<ul style="list-style-type: none">- Introducing words with sound 'ch'- Chair chip chop chick chain chips chart children check- Using word in sentences e.g.- Here is a chair- Theya re in a church- Forming words from the word wheel  <p>e.g. chair , church completing sentences</p>		<ul style="list-style-type: none">- Identifying words- Write words- Make sentences- Fill in the missing sounds- Write the words correctly- Read and draw for words and sentences- Listen and write- Naming				

					the children are in the The chicks have some ...		<p>pictures</p> <ul style="list-style-type: none"> - Cross, circle tick, underline, ring words with sound 'ch' 				
7		Letter sound	<ul style="list-style-type: none"> - Identify the letter sound 	<ul style="list-style-type: none"> - Children should be able to - Read the correct sound - Identifying word with sound 'all' - Write the words correctly - Write sentences correctly - Complete the sentences - Fill in the missing words - Find the missing words 	<ul style="list-style-type: none"> - Introducing words with sound 'all' - e.g. tall ball fall call mall hall wall - reading words with the sound - identifying the words - writing words and sentences e.g. - he is a tall boy - the girl can fall on the bed - completing sentences e.g. - the children will call the fat man - theare in the hall. 	<ul style="list-style-type: none"> - Look and say - Phonic method - Demonstration - Discovery - Imitation 	<ul style="list-style-type: none"> - Identifying words with sound 'all' - Forming words with sound 'all' - Reading words and sentences - Writing words and sentences - Completing sentences - Read and draw - Forming sentences using the given words - Underline, tick, circle, cross words with sound 'all' 	<ul style="list-style-type: none"> - Fluency - Cooperation - Sharing - Appreciation 	Stencil work Reading cards		
8		Letter sound	<ul style="list-style-type: none"> - Identify the letter sounds 	<ul style="list-style-type: none"> - Children should be able to - Read the correct sound 	<ul style="list-style-type: none"> - Introducing words with sound 'ea' - e.g. beans leaf fleet 	<ul style="list-style-type: none"> - Phonic method - Look and 	<ul style="list-style-type: none"> - Read and identify the sound 	<ul style="list-style-type: none"> - Fluency - appreciation 	Reading cards		

				<ul style="list-style-type: none"> - Identify words with sound 'ea' - Write sentences correctly - Complete the words and sentences 	steal <ul style="list-style-type: none"> - identify words with sound 'ea' - reading words with the sounds 'ea' - writing words and sentences e.g. - he likes beans - peter has meat - it is a green leaf 	say <ul style="list-style-type: none"> - Imitation 	<ul style="list-style-type: none"> - Reading words and sentences - Writing words and sentences - Form sentences using the given words - Completing sentences - Read and draw - Naming given pictures - Tick, cross, underline, circle, ring the words with sound 'ea' 				
9			<ul style="list-style-type: none"> - Letter sounds 	<ul style="list-style-type: none"> - Pronounce the sound correctly - Identify words with sound 'st' - Read words correctly - Write words correctly - Construct sentences 			<ul style="list-style-type: none"> - Pronouncing sound correctly - Forming with the given sound - Reading words - Form sentence using the given words 				

							<ul style="list-style-type: none"> - Read and draw - Tick, circle, cross, underline words 				
10			<ul style="list-style-type: none"> - Letter sound 	<ul style="list-style-type: none"> - Revision of the learnt sound 'ie' 'oo', 'ee', 'sh', 'ch', 'st' - And formation of words using local language - Spoon wasp spot rasp - Span spill grasp speak la – ba wa – la wa – za ga – ba sa – la la – ga sere fe – ne me – re me – se ge – re be – re zi – ri bi – ri ki – ri ki – ki bi – ki mi – ti go – ba ko – la yo – za wo – za yo – ta so – ta bu – za ku – za lu – ba wu – ta ku – la bu – ka 	<ul style="list-style-type: none"> - Pronounce the learnt sounds correctly - Identify words for the given sounds - Read the sounds correctly - Form / identify words for the given sounds - Write words and sentences for the given sounds 		<ul style="list-style-type: none"> - Read the sounds - Identify words - Read and draw pictures - Construct sentences - Name pictures - Write words correctly - Complete sentences - Circle, tick, cross, ring, underline words with given sound 				

SCHEME OF WORK FOR READING FOR

TOP CLASS TERM

III.

W K	D A Y	Theme Learning out come	COMPETENCE	SUGGESTED DEVELOPMENTAL ACTIVITIES	METHODS	ACTIVITIES	INSTRUCTIONAL MATERIALS	REF	RM
--------	-------------	-------------------------------	------------	--	---------	------------	----------------------------	-----	----

1	1 to 5	<ul style="list-style-type: none"> - Reading to acquire knowledge and understanding 	<ul style="list-style-type: none"> - Pronouncing discovered phonic method of words with the correct sound. - Constructing sentences using the words orally. - Reading the sentences - Writing the sentences - Completing the sentences - Dictation 	<ul style="list-style-type: none"> - Introducing the new sound 'ay' - Words with sound 'ay' <p>may bay lay day pay way gay tray say play</p>	<ul style="list-style-type: none"> - Imitation - Explanation - Look and say - Guided discovery 	<ul style="list-style-type: none"> - Pronounce new words - Construct sentences - Complete the sentences - Read and draw - Reading words - Writing words correctly - Identify the words - Sorting words - Tick, underline, cross, circle the word - Find the missing sound in the word 	<ul style="list-style-type: none"> - Real cards - Blackboard - Pencils - Exercise books - Charts - Real objects - Small single letters - Paper work 		
2		<ul style="list-style-type: none"> - Reading to enjoy, acquire knowledge and understanding 	<ul style="list-style-type: none"> - Pronounce words correctly - Construct sentences orally. - Write words as read by the teacher. - Write sentences using the words - Underline words with the correct sound - Completing the sentences 	<ul style="list-style-type: none"> - Introducing sound 'nd' - Words <p>hand land grand band sand mind find kind bond wind under pond bend lend pend send etc</p>	<ul style="list-style-type: none"> - Phonic - Guided discussion - Explanation - Demonstration - Dictation - Look and say - Illustration 	<ul style="list-style-type: none"> - The words correctly - Perform actions - Read words - Read sentences - Draw pictures - Listening - Writing - Identifying words - Use given words to form sentences - Fill in missing letters - Form words - Complete the puzzle - Complete the story 	<ul style="list-style-type: none"> - Bb illustrating - Real objects - Exercises books - Pencils - Small single letters - Work cards - Paper work 		
3		<ul style="list-style-type: none"> - Reading to acquire knowledge 	<ul style="list-style-type: none"> - Pronounce words correctly - Construct 	<ul style="list-style-type: none"> - Introducing sound 'fl' <p>fly flock flat flue flash flame flow flea flag</p>	<ul style="list-style-type: none"> - Explanation - Dictation - Look and 	<ul style="list-style-type: none"> - Pronounce words - Construct sentences - Write sentences 	<ul style="list-style-type: none"> - Charts - Bb illustration - Real objects 		

		and understanding	sentences using the words orally - Write sentences - Identifying words from the given words - Completing the sentences		say - Demonstration	- Draw pictures - Sorting words with sounds - Reading sounds - Circle, tick, underline, words - Forming sentences using the given words - Answering a guided story	- Exercise books - Pencils - Single small letters		
4		- Reading to acquire knowledge and understanding	- Pronounce words correctly - Construct sentences - Read words and sentences - Write words and sentences	- Introducing sound 'br' words brush broom brash break bring bright breast breath bread brick	- Phonic - Imitation - Explanation - Look and say - Guided discovery	- Pronouncing words - Constructing sentences - Reading sentences with the words - Write sentences - Sorting sounds Listen and write - Identifying words - Naming pictures - Read and draw pictures of some words	- Reading - Bb illustration - Pencils - Exercise books - Real objects - Single small letters - Paper work		
5		- Reading to enjoy, acquire knowledge and understanding	- Recite the rhyme correctly - Identifying words with sound 'sw' - Read words - Construct sentences using the words - Complete the sentences - Building words using small letters cards	- Teach, rhyme swing me over - Introducing 'sw' words swing swarm sweet sweep swim sweater	- Guided discussion - Explanation - Demonstration	- Recite the rhyme - Read words correctly - Construct sentences - Write sentences - Complete sentences - Write words - Make sentences for the given words - Naming pictures for some words - Circle, underline, cross, ring, tick words	- Chart - Flash cards - Exercise books - Pencils - Real objects - Paper work		
6		- Reading to enjoy,	- Read the words correctly	- Introducing sound 'ck' words sick pick stick kick	- Guided discussion	- Reading words correctly - Constructing sentences using	- Chart - Flash cards		

		acquire knowledge and understanding	<ul style="list-style-type: none">- Construct sentences using words orally- Write words and sentences- Complete the sentences- Form words	tick cock shock <ul style="list-style-type: none">- Introducing puzzles through finding the missing letters e.g. <table><tr><td>p</td><td>e</td><td>n</td><td>c</td><td>i</td><td>l</td></tr><tr><td>o</td><td>r</td><td>a</td><td>n</td><td>g</td><td>e</td></tr><tr><td>l</td><td>o</td><td>r</td><td>r</td><td>y</td><td></td></tr><tr><td>i</td><td>n</td><td>k</td><td>p</td><td>o</td><td>t</td></tr><tr><td>c</td><td>a</td><td>r</td><td>r</td><td>o</td><td>t</td></tr><tr><td>e</td><td>m</td><td>p</td><td>t</td><td>y</td><td></td></tr></table>	p	e	n	c	i	l	o	r	a	n	g	e	l	o	r	r	y		i	n	k	p	o	t	c	a	r	r	o	t	e	m	p	t	y		<ul style="list-style-type: none">- Explanation- Demonstration	the words <ul style="list-style-type: none">- Write sentences using the words- Complete the sentences- Form words using the sound- Write words for the sound- Complete the story	<ul style="list-style-type: none">- Exercise books- Pencils- Small single letters- Paper work		
p	e	n	c	i	l																																								
o	r	a	n	g	e																																								
l	o	r	r	y																																									
i	n	k	p	o	t																																								
c	a	r	r	o	t																																								
e	m	p	t	y																																									
7	1 to 5	<ul style="list-style-type: none">- Reading to enjoy, acquire knowledge and understanding	<ul style="list-style-type: none">- Pronounce the new words correctly- Write words- Construct sentences- Draw pictures- Write sentences using the words	<ul style="list-style-type: none">- Introducing sound 'wh' words what which where why when wheel who whom whose wheel	<ul style="list-style-type: none">- Guided discussion- Explanation- Demonstration- Dictation- Look and say- Illustration	<ul style="list-style-type: none">- Pronounces words- Constructing sentences- Writing sentences- Drawing pictures- Using rhymes- Complete the story- Sorting- Sounds- Circle, tick, underline, ring, words with sound 'wh'	<ul style="list-style-type: none">- Charts- Bb illustration- Real objects- Resourceful person- Exercise books- Pencils	Teacher's correction																																					
8	1 to 5	<ul style="list-style-type: none">- Reading to enjoy, acquire knowledge and understanding	<ul style="list-style-type: none">- Label and decorate the work books for the sounds.- Draw pictures- Colour pictures drawn- Write sentences about pictures (cut from	<ul style="list-style-type: none">- Making individual work books using different letter sounds- e.g. letter sound 'a' apple arm ant etc	<ul style="list-style-type: none">- Guided discovery- Explanation	<ul style="list-style-type: none">- Naming and decorating work books- Writing words and sentences to a given sound- Drawing pictures for the possible words- Following teachers instructions- Colouring pictures	<ul style="list-style-type: none">- Paper- Colours- Pencils- Bb illustration- Rubbers	Teacher's correction																																					

			magazines)						
9	1 to 5	Reading to enjoy, acquire knowledge and understandin g	<ul style="list-style-type: none"> - Pronouncing words correctly - Constructing sentences using the words orally. - Reading the sentences - Completing the sentences - Dictation 	<ul style="list-style-type: none"> - Introducing sound 'cl' - Words with the sound 'cl' - Class clap clot clip cloth clan 	<ul style="list-style-type: none"> - Imitation - Explanation - Look and say - Guided discovery 	<ul style="list-style-type: none"> - Pronounce new words - Construct sentences orally - Complete the sentences - Read and draw - Reading words - Writing the sentences correctly - Writing words correctly - Identifying the words - Sorting words - Tick, underline, cross, circle the word - Find the missing sound in the word 	<ul style="list-style-type: none"> - Real cards - Blackboard - Pencils - Exercise books - Charts - Real objects - Single small words 		
1 o	1 to 5		<ul style="list-style-type: none"> - Pronouncing word correctly - Constructing sentences, using the words orally - Reading the sentences - Completing the sentences - Dictation 	<ul style="list-style-type: none"> - Introducing sound 'tr' - Words with sound 'tr' trap truth track true trick truck tree trip 	<ul style="list-style-type: none"> - Imitation - Explanation - Look and say - Guided discovery 	<ul style="list-style-type: none"> - Pronounce new words - Construct sentences orally - Complete the sentences - Read and draw - Reading words - Writing the sentences correctly - Writing words correctly - Identifying the words - Sorting words - Tick, underline, cross, circle the word - Find the missing sound in the word 	<ul style="list-style-type: none"> - Real cards - Blackboard - Pencils - Exercise books - Charts - Real objects - Single small words - Paper work 		
			Sound	Sound 'tr' Trap train truck tree truth					

SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM I.

Learning area 2: Interacting with exploring, knowing and using my environment

Wk	Day	Learning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1	1 To 5	- Knowing who I am in the environment	- Taking care of myself for proper growth and development	- I can tell my name, age, birthday, names of my parents, describe my environment (home) and where I go to learn.	- Talk about yourself, sex, age. - Mention names of my parents. - Mention where I live. - Mention where I go to learn.	Discussion Picture description Explanation Recitation Imitation Dramatization	- naming - matching - drawing - shading - modeling - pasting - role playing - jig saws	- picture compositions - flash cards - paper work - glue - dough/clay - cereals - coloured pencils - crayons - art brushes	- Teachers resource	

								- paint - food colour		
2 to 3	1 to 5	- Identifying and naming different parts of the body and their uses.	- Taking care of myself for proper growth and development	- I can name my body parts and confidently describe activities performed by different body parts.	- Associating my body parts and their different functions e.g - eye – seeing - , shading tears - nose – smelling - tongue – tasting - ears – hearing - toes/legs – walking - teeth – chewing, biting - fingers – writing, eating	Explanation Discussion Role playing Recitation Demonstration	- drawing - filling in missing parts - singing - demonstrate - matching - naming - jig saws/ joining - modeling - reciting rhymes - poems - prayer	- jig saws - picture interpretation	- LFW Pg 33	
4 to 5	1 to 5	- Caring for our body	- Taking care of myself for proper growth and development	- I can talk about different ways of caring for our body parts	- reciting rhymes about the importance of keeping our body clean. - Talking about the dangers of protecting our bodies. e.g. Not leaning the nose, bathing, brushing the teeth, cutting finger nails short, etc.	Discussion Explanation Role playing Demonstration Singing Reciting a prayer.	- role playing - joining of pictures to form a story sequence. - praising and thanking God for the body gifts. - Playing listening - games	- tooth brush - water - sponge - soap - comb - razor blade - tooth paste	- LFW Pf 28	
6	1	- Knowing how to keep and	- Taking care of myself for proper	- I can locate the place where I live/stay.	- Knowing the name of the home/village.	Discussion Explanation Demonstration	- modeling - drawing - naming	- jig saws - scrap books	- LFW Pg 20 Teachers	

to 7	to 5	take care of my environmen t	growth and development		<ul style="list-style-type: none"> - Location of the home. - Naming things that make up a home e.g kitchen, toilet, bedroom, bathroom, etc - Knowing proper places where to keep pets/ animals at home. - mention family members (nuclear and extended family) - Roles of family members (Simplify the roles) 	on Recitation Singing Story telling	<ul style="list-style-type: none"> - cutting - pasting - picture description - matching - shading - painting - joining - jig saws 	<ul style="list-style-type: none"> - charts - paper work - dough/clay - colours - paint - books - paint brushes - scissors - paint 	resource	
8 to 9	1 to 5	- Knowing how to keep and take care of my environment	- Taking care of myself for proper growth and development	- I can locate the place where I live/stay.	- Other things found in a home e.g. birds and animals kept at home which are eaten e.g. cows, goats, pigs, hens,		-	-	-	

					<p>sheep, rabbit, ducks, etc.</p> <ul style="list-style-type: none"> - Animals which are kept at home and are not eaten, e.g. dog, donkey, horse, camel. - Uses of animals - Cows, goats and sheep give us meat, skin, milk, manure, etc. - Turkeys, hens, ducks give us eggs, chicken - Rabbits give us meat and skin - Dogs keep the homes and are pets - Donkeys, horses and camels transport people, carry luggage and are pets 					
10	1	- Surveying, knowing	- Taking care of myself for	- I can classify things	- Filling in the missing parts.	Explanation Demonstrati	- filling in the missing	- Bottle tops, cut	- LF Pg 42	

	To 5	and distinguishi ng the attributes of objects.	proper growth and development		e.g missing parts of a car, face, pot, house, tree, etc - Completing the pattern .eg	on	parts of the objects. - Completing the given patterns.	outs, counters - paper work		
11		- Revision	-	-	-		-	-	-	

SCHEME OF WORK FOR APTITUDE FOR

TOP CLASS TERM

II

Learning area 1:

Relating with

others in acceptable way.

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	- discussion - explanation - demonstration - role playing - recitation - dramatizing	Grouping the food Naming foods and drinks Singing songs Reciting rhymes Praising God for the gift of food and drinks Telling stories Drawing and colouring foods and	Real foods and drinks Magazine Clay/dough Papers and colours Glue and cereals	- LFW Pg 36 – 37	-

					<p>importance of washing hands before and after eating food.</p> <ul style="list-style-type: none"> - Talking about foods that make up a balanced diet. - Identifying foods which aren't eaten. 		<p>drinks.</p> <p>Helping in preparing food.</p> <p>Advising the parents on good feeding</p> <p>Modeling and pasting</p> <p>Types of foods</p> <p>Making scrap books about food/drinks</p>			
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.	<ul style="list-style-type: none"> - 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, 	<ul style="list-style-type: none"> - discussion - explanation - demonstration 	<p>Naming clothes</p> <p>Drawing and colouring</p> <p>Cutting and sticking</p> <p>Pasting with cereals</p> <p>Displaying cutouts</p> <p>Painting the colours</p>	<p>Paper work</p> <p>Scissors</p> <p>Colours</p> <p>Glue</p> <p>Cereals</p> <p>Paint</p> <p>Brushes</p>	- LFW Pg 10-20	-

					sex					
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,	- discussion - explanation - demonstration - role playing - discovery	Naming important places Drawing pictures Narrating short stories Dramatizing the roles of each Paying visits	Pictures Magazine Scrap books Newspapers Photographs Costumes e.g policeme	- Resour ceful people - LFWW Pg 21	

					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		to any nearby place.	n, doctors,		
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	- discussion - demonstra tion - role playing - explanatio n	Naming dangerous things Talking about precautions Drawing, colouring, modeling		LFW Pg 22 and 38	

					<p>accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc.</p> <ul style="list-style-type: none"> - 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 		<p>Singing Reciting Role playing about dangerous situations Watching film shows Dramatizing/ practicing safety rules.</p>			
--	--	--	--	--	---	--	---	--	--	--

SCHEME OF WORK FOR APTITUDE FOR

TOP CLASS TERM

III.

Learning area 1: Relating with others in acceptable way

Wk	Day	L/earning outcome	Content	Competence	Suggested development activities	Methods	L/Activities	Instructional materials	Ref	REM
1 and 2	1 To	- Identifying, taking interest in and observing	- Taking care of myself for proper growth and development	- I can show acceptable behavior to people in my immediate environment e.g	- Naming people we stay with in the environment. - Talking about	- discussion - demonstration - explanation	Naming people Naming good and bad	Pictures Film shows	- LFW Pg 14 Resource ful person	-

	5	people around me.		parents, guardians and care givers.	<p>how acceptable behaviours using appropriate language can be done to make</p> <ul style="list-style-type: none"> - requests - extending sympathy - apologizing - responding to when called - inquiring about things - practicing good health habits - talking turns, obeying and following rules - asking for permission - telling the truth - playing games that show good behavior - 	<ul style="list-style-type: none"> - role playing - recitation 	<p>behaviours</p> <p>Playing games</p> <p>Dramatizing</p> <p>Reciting</p> <p>Singing</p> <p>Picture talk</p> <p>Telling news</p>			
--	---	-------------------	--	-------------------------------------	---	--	--	--	--	--

Learning area 2: Interacting with exploring, knowing and using my environment

2	1 to 5	- Exploring and knowing my immediate environment	- Taking care of myself for proper growth and development	- I can care and value my environment	<p>- The children name the daily practices the perform.</p> <ul style="list-style-type: none"> - sweeping - mopping - dusting 	<ul style="list-style-type: none"> - discussion - demonstration 	<p>Sweeping</p> <p>Mopping</p> <p>Dusting</p> <p>Cleaning</p> <p>Drawing and naming</p>	<p>Brooms</p> <p>Water Basin</p> <p>Detergent</p> <p>Dustbins</p> <p>Papers</p>	- LFW Pg 20	-
---	--------	--	---	---------------------------------------	--	---	---	---	-------------	---

					<ul style="list-style-type: none"> - cleaning te home and the school - Children practice sweeping the rooms and compound. - They practice dusting and arranging things properly - Draw and name the actions. 			Pencils		
3	1 to 5	- Creating, appreciating, expressing myself through artwork	- Taking care of myself for proper growth and development	- I can draw, model and paste pictures.	<ul style="list-style-type: none"> - Drawing and painting freely according to what is given .e. playing in the garden - my home - at the market - my school - my birthday - Modeling with clay - pasting pictures with seeds, banana fibres, papers, etc 	<ul style="list-style-type: none"> - Demonstration - discussion - explanation 	Drawing and painting pictures Modeling pictures with clay/dough Pasting pictures	Papers Paint Clay Cereals Glue Painting brushes Water Containers Banana fibres	- Pg 26	-
		-	-	-		-			-	-

Learning area 3.Taking care of myself for proper growth and development

4 and 5	1	- Using the sense of touching	- Taking care of myself for proper	- I can differentiate between textures, temperatures and	- Naming things which are;	- Discussion - explanation	Naming things according to	Stones Sand Sugar	-	-
---------	---	-------------------------------	------------------------------------	--	----------------------------	-------------------------------	----------------------------	-------------------------	---	---

	To 5	and feeling to describe things and situations.	growth and development	forms of objects.	<ul style="list-style-type: none"> - Soft & hard - smooth & rough - heavy & light - hot and cold - Sorting objects into different forms. - Playing guess games - water play - sand play - playing with different textures e.g soil, flour, etc - talking about many things that the hands can do. - Singing songs about uses of hands. - Thanking God for the gift of hands by praying and singing. 	- demonstra tion	textures, temperatures and their nature forms Sorting objects Playing/ role playing Singing and praying	Flour Cotton Beans Hot water/tea Hot and cold milk water		
--	---------	--	------------------------	-------------------	---	---------------------	--	--	--	--

Learning area 5: Developing and using Mathematical concepts in my day to day experiences

6	1	- Comparing	- Taking care	- I can show	- Comparing and	- discussion	- sorting	Real	LFW	-
---	---	-------------	---------------	--------------	-----------------	--------------	-----------	------	-----	---

And 7	To 5	things according to different attributes	of myself for proper growth and development	relations among things in a serial order.	<p>sorting pupils into two groups based on a particular criteria</p> <ul style="list-style-type: none"> - big - small - tall - short - hard - soft - Arranging several things in order a long dimension and describing relationship - The longest one - the tallest one - The fattest - The shortest - Arranging things into 3 groups dimensions and describing the relations. - big - bigger – biggest - long-longer – longest 	<ul style="list-style-type: none"> - explanation - demonstration 	<p>pupils according to height and weight.</p> <ul style="list-style-type: none"> - Arranging things in order - arranging things into 3 groups dimensions and describing relations. 	objects	Pg 43	
8 and 9	1 To 5	- Using appropriate measuring units, instruments and formulas in a variety of contexts	- Taking care of myself for proper growth and development	<p>- I can describe positions, distances, directions and respond to instructions and commands.</p> <p>- I can compare and order things.</p>	<p>- responding to instructions and commands.</p> <p>- Describing positions using the vocabulary i.e near, far, in –out, up and</p>	<ul style="list-style-type: none"> - Demonstration - discussion - explanation 	<ul style="list-style-type: none"> - obeying commands - describing positions - playing games - reciting rhymes - measuring 	Cards with commands Class/group situation Concrete materials	LFW Pg 46 and 53	-

					down. - Playing games showing positions - reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near) - Working and comparing concrete materials using ;light, heavy, heavier (mass) - Empty , full, less, more (Capacity) - longer, shorter, wider, tall, short (length)		and comparing things			
--	--	--	--	--	--	--	----------------------	--	--	--



SCHEME OF



WORK FOR

WRITING TOP

CLASS TERM I.

Wk	Pd	Learning outcome	Competencies	Content	Learning Activities	Life skills	L/Aids	Ref
1	1	Orientation						
2		Developing and using	Use my hands and eyes to	Writing capital and small letters e.g	Writing capital and small letters.	Listening Speaking	Chalkboard Paper work	Teacher's collection

		my language appropriately	perform different activities as instructed.	Aa Aa Aa Shading the pattern	Writing words starting with sound "a". Shading the pattern	Paper work		
3	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed.	Writing capital and small letter "b" Bb Bb Bb Writing names of people e.g Ben Bob Shading the patterns 	Writing capital and small letters. Writing words starting with letter "b" Names of people, animal or countries Shading the patterns Writing a sentence	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	Teacher's collection
4		Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "c" e.g Cc Cc Cc Words with sound "c" Cat cow cup Shading the pattern 	Writing capital and small letters Writing words with this letter. Names of people, countries and animals Shading the pattern of apples.	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	Teacher's collection
5	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as	Writing capital and small letter "d" e.g Dd Dd Dd	Writing capital and small letters Writing words with this letter. Names of people,	Listening Speaking Writing and shading	Chalkboard Paperwork	Teacher's collection

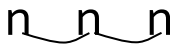

			instructed	Words with sound "c" Dog doll duck Writing a sentence Dan has a duck	countries and animals Shading the patterns.			
6	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "e" e.g Ee Ee Ee Words with sound "e" Egg egg plant Shading the pattern 	Writing capital and small letters Writing words A sentence Shading the pattern of eggs.	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	
7	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "f" e.g Ff Ff Ff Words with sound "f" Fish frog flag Writing a sentence "I have a fish." 	Writing capital and small letters Writing words A sentence Names of people, animals names Shading the pattern of flowers.	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	


8	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "g" e.g Gg Gg Gg Words with sound "g" Girl goat gate Writing a sentence A girl has a bag.	Writing capital letters. Writing words. A sentence Names of children in class e.g Gareth Drawing and shading a pattern	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	
9		Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "h" e.g Hh Hh H Words with sound "h" Names of pupils in class Ian Ibrahim	Writing capital letters. Identifying words Write a sentence Drawing and shading a pattern.	Listening Speaking Writing and shading	Chalkboard Paperwork Books Pencils Colours	
10	1 To 5	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "i" e.g li li li Words with sound "i" House horse Writing a sentence A hen has an egg.	Writing capital letters. Identifying words Write a sentence Drawing and shading a pattern.	Listening Speaking Writing and shading		
11	1	Developing and using my language appropriately	Use my hands and eyes to perform different activities as instructed	Writing capital and small letter "j" e.g Jj Jj Jj Words with sound "j" Jik joke jam Pattern	Writing capital letters. Identifying words Write a sentence Drawing and shading a pattern.	Listening Speaking Writing and shading	Teacher's collection	
12		Developing and using my language appropriately	Revision	All the learnt letters capital and small. Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj	Writing capital letters. Identifying words Write a sentence Drawing Shading a pattern.	Listening Speaking Writing and shading	Teacher's collection	


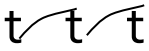
SCHEME OF WORK FOR WRITING TOP CLASS TERM II.

Wk	Pd	Learning	Learning outcome	Competencies	Content	Learning	Life	L/Aids	Ref
----	----	----------	------------------	--------------	---------	----------	------	--------	-----

		area				Activities	skills		
1	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter Kk Kk Kk Kk Kitty kin Kim has a kit k k k k	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	
2	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter l l l l Lillian Lilly I have a lily l l l	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	
3	1 To	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity	Use my hands and eyes to perform different activities as instructed.	Letter m Mm Mm Mm Mum man Mum has my mat. m m m	Writing the letters in the air Writing the letters in books	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	

	3		and writing skills			Writing given patterns. Colouring patterns	making		
4	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter n Nn Nn Nn Nanny Nan My nanny has a nun. 	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	
5	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter "o" Oo Oo Oo Onion oats Opio has old books. 	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	
6	1 To	Developing and using my language	Writing different kind of factual and imaginative tasks	Use my hands and eyes to perform different activities	Letter p Pp Pp Pp Papa Pop	Writing the letters in the air	Eye hand coordination	Pencils, Book Blackboard	

	3	appropriately	depicting appropriate letter formation, creativity and writing skills	as instructed.	corns 	Writing the letters in books Writing given patterns. Colouring patterns	ation Decisio n making	illustration Colours	
7	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter "q" Qq Qq Qq Queen quack It is a quilt	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordin ation Decisio n making	Pencils, Book Blackboard illustration Colours	
8	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter "r" Rr Rr Rr Rolin Robin Roland has a lorry	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordin ation Decisio n making	Pencils, Book Blackboard illustration Colours	

9	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter "s" Ss Ss Ss Cissy Stop Cissy has a pussy cat. 	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	
10	1 To 3	Developing and using my language appropriately	Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills	Use my hands and eyes to perform different activities as instructed.	Letter "t" Tt Tt Tt Tom Tim Titty has a kit 	Writing the letters in the air Writing the letters in books Writing given patterns. Colouring patterns	Eye hand coordination Decision making	Pencils, Book Blackboard illustration Colours	

END