ENGLISH SCHEME OF WORK

FOR TOP CLASS TERM ONE.

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| **WEEK** | **DAY** | **LEARNING OUTCOMES** | **COMPETENCES** | **SUGGESTED DEVELOPMENTAL**  **ACTIVITIES (CONTENT)** | **METHODS** | **ACTIVITIES** | **INSTRUCTION AL MATERIALS** | **REF**  **.** | **RE M** |
| 1 | 1-5 | - Communicati ng confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | - I can use my language confidently. | * 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 | * 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 | * Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work |  |  |
| 2 | 1 – 5 | - Communicati ng confidently, effectively and  meaningfully | - I can use my language confidently. | * Reciting a rhyme about animals * Mentioning animals kept at home * Pronouncing words correctly * Matching words to pictures | Look and say Phonic method Guided Imitation | * Reciting the rhyme * Naming   things in the environment   * Discovering | * Chart with pictures * Single word cards * Blackboard illustrations |  |  |

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|  |  | in spoken and sign language in a wide range of situations. |  | * 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 |  | the first letter sound   * Reading and writing the words * Drawing   pictures   * Finding the missing letter | * Exercise books * Stencil   work.   * Flash cards |  |  |
| 3 | 1 – 5 | - Communicati ng confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | - I can use my language confidently. | * 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 | * Reciting the rhyme * Naming things in the environment * Discovering the first letter sound * Reading and writing the words * Drawing pictures * Finding the missing letter | * .Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work | LFW Pg 55 |  |
| 4 | 1 – 5 | - Communicati ng confidently, effectively and meaningfully in spoken and sign language in a wide range  of situations. | - I can use my language confidently. | * 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 | * Naming things in the environment * Discovering the first letter sound * Reading and writing the words * Drawing pictures | * Chart with pictures * Single word cards * Blackboard illustrations * Exercise books * Stencil work. * Flash cards * Paper work |  |  |

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|  |  |  |  | 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 understandin g | - I can read simple words and phrases | * Reading words * Forming phrases * Drawing pictures * Writing phrases * Completing phrases * Write phrases for the pictures | Illustrations Demonstrations Look and say | * Reading words * Reading phrases * Drawing pictures for phrases * Writing phrases for the pictures | * Flash cards * Black board * Illustration * Exercise books * Paper work * Reading cards |  |  |
| 6 | 1 – 5 |  |  | * 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 | * Pronouncing new words * Forming phrases * Forming sentences * Writing words and sentences * Completing sentences * Drawing pictures for the sentence | * Paper work * Blackboard * Illustration * Exercise books * Flash cards | Ladyb ird Book  1 A  page 51 |  |
| 7 | 1 – 5 |  |  | * 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 | * Pronouncing new words * Forming sentences * Writing words and sentences * Completing sentences | * Blackboard illustrations * Flash cards * Chart * Exercise books * Spell board | Ladyb ird book 1A  page 51. |  |

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|  |  |  |  | * Completing sentences * Make sentences using   words |  | * Drawing pictures for   the sentence |  |  |  |
| 8 | 1 – 5 |  |  | * 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 |  | * Pronouncin g new   words.   * Forming   sentences orally.   * Writing   words and sentences.   * Completing sentences. | * Flash cards * Chart * Blackboard * Illustrations * Exercise books | Ladyb ird BK 3a page 4 - 22 |  |
| 9 | 1 – 5 |  |  | * 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 |  | * Reading   the words correctly.   * Writing   words and sentences .   * Read and draw. * Underline the words | * Charts * Blackboard * Illustrations * Flash cards * Paper work | Ladyb ird BK3  page 24-48 |  |
| 10 | 1 – 5 |  |  | * Reading words * Writing words and sentences * Constructing sentences * Read and draw pictures for the pictures * Use the given words to form sentences * Complete sentences |  | * Reading the sentences. * Listen and write the sentences. * Write   sentences for the  given words. | * Chart * Blackboard illustrations * Flash cards * Paper work | Ladyb ird BK 3b page 4-50 |  |

SCHEME OF WORK FOR ENGLISH

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| Sam | Has | A duck |
| The |  | Two cows |
| Dog |  | An apple |
| Dad |  |  |

TOP CLASS TERM II.

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| **WK** | **DAY** | **LEARNING**  **OUTCOME** | **COMPETENCE** | **SUGGESTED DEVELOPMENT**  **ACTIVITIES** | **METHODS** | **ACTIVITIES** | **INSTRUCTION**  **AL MATERIALS** | **REF** | **RM** |
| **2** | **1 TO**  **5** | Communic ating confidently  ,  effectively and meaningful ly in  spoken and sign language in a wide  range of situations. | * Read and write the words correclty * Write sentences using the possessive word from the substitution table * Drawing pictures for the sentences * Complete sentences for the pictures * Pronouncing the words corectly * Dicovering the letter sound and syllables that make up words * Use the words in the sentences   orally | Introducing has and have as a possessive words using real objects  He has a ……….  She has a …………..  Peter has ……….  Mummy has ………..  The cat has ………………..  The girl has a …………  Introducing the substitution table | * Look and say * Demonstrate * Explanation * Discovery | * 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 t   he sentence | * Chart * Real object * Reading words, and flash cards | Teach er’s collec tion |  |

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|  |  |  | * Finding the missing letters * Forming sentences from the substitutional   table |  |  |  |  |  |  |
| **3** | **1 to 5** |  | * Possessive words correclty * 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 | * 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 | -Explanation  -Demonstrate  -Discovery | * 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. | * Stencil work * Chart * Real object * Reading cards * Flash cards | Teach er’s collec tion |  |
| **4** | **1 to 5** |  | * Learners should be able to; * Construct | Introducing structural pattern with  This and That | * Demonstrate * Illustration * Explanation | - Constructing sentences using patterns. | * Charts * Stencil work * Flash cards | Teach  er’s  collec |  |

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|  |  |  | sentences using the patterns   * Write sentences using the patterns * Draw pictures for the sentences * Write sentences for the picture given using pattern * Complete sentences | 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 |  | * Writing sentences using patterns * Drawing pictures for the sentences * Writing sentences of the pictures given using the patterns | - Reading cards | tion |  |
| **5** | **1 to 5** |  | * Children should be able to * Pronounce the words corectly * Construct sentences using the new words * Construct sentences using a sentence marker * Discovering letters and syllables | 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 ………. | * Imitation * Demonstrate * Explanation * Look and say * Constructing sentences using the words * Writing sentences using the word * Completing sentences * Building words using single   letter card | * Reading from the chart * Demonstratio n * Explanation * Looks and say | * Chart * Reading cards * Single letter card * Lady bird Bk 2A 4 – 16 | Teach er’s collec tion |  |

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|  |  |  | * Make up words in sentences orally * Writing the words correctly * Finding missing letters * Read and draw |  | * Read and draw * Completing the story |  |  |  |  |
| **6** | **1 to 5** | **Grammar** | * Children should be able to; * Pronounce the new words correctly * Construct sentences using new words * Find the missing letters * Write the words wit correct spellings * Building up words using single letter cards * Use words in   sentences orally. | Introducing new words e.g. Can, jump, into, we, to, go, yes, sweets, home Constructing sentences  I can jump We are here  Finding missing letters J mp s eets, y s Building up words  Completing sentences e.g.  I have some….. | * Demonstrate * Explanation * Look and say | * 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 | Teach ers’ collec tion |  |
| **7** |  |  | * Learners should be able to; * Readn the words correctly * Construct | Introducing new words say want , no some for this constructing sentences using word e.g.  She wants to have tea. | Imitation Look and say Explanation  Demonstration | * Reading words * Listen and write words * Constructing   sentences | Lady bird 4b pg 18 – 26  Single letter cards  Stencil work | Teach ers’ collec tion |  |

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|  |  |  | 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 pronounciation * Construct sentences using the new words * Wirte words and sentences correclty * 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 | Teach ers’ collec tion |  |
| **9** |  |  | - Children should | Introducing new words please | - Imitation | - Listen and | - Chart | Teach |  |

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|  |  |  | be able to;   * Read the words with their correct pronounciation * 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 collec tion |  |
| **10** |  |  | * Children should be able to; * Read the words with correct pronounciation * 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 | Teach er’s collec tion |  |

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|  |  |  | - Complete sentences |  |  | sentences   * Naming pictures * Building up words * Writing words   correctly |  |  |  |
| **11** |  |  | * Children should be able to * Use on in sentences * Read sentences using the   preposition   * Write sentences and draw the pictures * Pronoucing new words correctly * Using the prepositions in the sentences orally * Finding the misisng letters * Fill in the given   preposition | Introducing new words e.g. police, give, red, was, school Using the words in sentences e.g.  He is a policeman  I will give you a red pencil Building up words using single letter cards  On, near, under, over The fish is in the water The spoon is in the cup | * Demonstrate * Discussion * Imitation | * 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 | * Stencil work * Reading cards * Charts |  |  |
| **12** |  |  | * Learners should be able to * Write the word for the pictures * Complete the | Introducing sentences with pictures e.g.  The girl has a …..  The cow is in the house Introducing story with pictures | * Explanation * Demonstrate | * Writing words for the pictures * Naming   pictures | - |  |  |

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|  |  |  | story  - Writing correct words | Dan is a ……  He has a …..to 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 * Wirte 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.

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| **WK** | **Day** | **Learning outcome** | **Comp etenc**  **e** | **Suggested developmental activities** | **METHODS** | **ACTIVITIES** | **INSTRUCTION AL MATERIALS** | **REF** | **RM** |
| **1** | **1 TO 5** | Knowing how to keep and care for my environment | I can use my langu age confid ently. | Revision of on, under and in in sentences  e.g.  the pencil is in the tin.  The cup is on the table  Writing sentences for pictures    Teaching the new prepositions near, over , under , between,  behind, infront of | * Explanation * Demonstrat e * Application * Look and say * Guided discovery | * 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 | Real objects   * Models * Exercise books * Blackboard * Charts | Teach er’s collec tion |  |

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|  |  |  |  | Using new words in sentences | | |  |  |  |  |  |
| **2** | **1 to 5** |  | I can make use of the impor tant places and things respo nsibly | New words  Introducing the use of want and wants  mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc  I want ……………..  We want ………………  They want …………….  He wants ………………  She wants ……………..  Jane wants …………..  Peter wants …………..  Introducing the substitution table | | | * Explanation * Demonstrat e * Application * Guided discovery * Question and answer * Explanation * illustration * guided discussion | * Pronounce new words * Make new words in sentences * Forming sentences from a substitution table * Finding missing letters * Using words in sentences orally * Completing the sentences * Read and draw | * Flash cards * Chairs * Pencil * Stencil work | Teach er’s collec tion |  |
| I  We They | want | to play eat food drink juice |
|  | | |
| He She Jane John | wants | to play football skip the rope fly a kite  eat food |
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| **3** | **1 to 5** | Communicatin g effectively, confidently and meaningfully | I can use my langu ge appro | Plurals ending with s e.g.  book – books tree – trees  use of ‘is’ and ‘are’  Plurals ending with “es” Plurals ending with “ves” | | | Explanation Illustration Writing the words correctly | To write the plurals correctly. Using plurals in sentences  Use ‘is’ and ‘are’ appropriately | Flash cards Charts Blackboard Work cards Reading cards Exercise books |  |  |

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|  |  |  | priatel  y |  |  |  | and pencils |  |  |
| **4** | **1 to 5** | Exploring and knowing my immediate environment | I can respo nd to instru ctions and comm ands | 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 | * Explanation * Illustration * Look and say * Demonstrat e * Role playing * Filling in the missing letters * Writing the words   correctly | * Pronounce the words correctly * Perform actions * Read words * Read sentences * Draw pictures * Write sentences * Singing * Role play | * Charts * Flash cards * Exercise books and pencils | Teach er’s collec tion |  |
| **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 | * Guided discussion * Explanation * Look and say   Activities   * Changing words into small letters and capital letters. * Changing small letter sounds   into capital   * Changing | * 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   - | * Lady bird book * Pencils * Flash cards | Teach er’s collec tion |  |

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|  |  |  |  |  | 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 perfor m differ ent activit ies as instru cted.  I can use my langu age confid  ently | 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 | * Guided discussion * Look and say * Question and answer * Illustration | * Naming different colours * Pronounce colours * Spell words * Shade the shapes * Fill in the missing letters * Sing the song | * Crayons * Pieces of paper * Chalk of different colours * Exercise books * Pencils | Teach er’s collec tion |  |
| **7** |  | Communicatin g confidently, effectively and meaningfully | I can use my langu age confid | New words About some  Out off please etc.  Obeying commands Examples | * Discussion * Explanation * Demonstrat e * Application of | * Writing sentences for the given words * Writing words correctly * Filling in the missing letters * Completing the sentences * Obeying commands * Drawing animals with their | * Real objects * cards * Flash cards * Paper work * Exercise books and pencil | Teach ers’ collec tion |  |

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|  |  |  | ently | Stand up  Say the word come Go and sit  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) | knowledge   * Look and say * Guided discovery * Phonic methods | young ones  - Completing the table for animal young ones |  |  |  |
| **8** | **1 to 5** | Communicatin g confidently, effectively, and meaningfully | I can use my langu age confid ently | Following pictures sequences Discussion of events  Tense to be used Writing sentences | * Guided discussion * Explanation * Observatio n * Role play * Question and answer | * Talking about the pictures * Reading sentences to form a story * Using the structural pattern correctly * Writing sentences for pictures * Imaginative drawing * Complete sentences | * Pictures * Flannel board * Masks * Illustration * Flash cards * Exercise books and pencils | Teach ers’ collec tion |  |
| **9** | **1 to 5** |  |  | Teach children to discover the word for the picture given e.g.  Nakato is a  She has a and a  . | * Explanation * Guided discover * Look and say * Demonstrate * Illustration * Individual participation | * Completing the story with correct words * Draw the pictures * Naming the pictures * Reading with correct punctuation * Reading intonation * Writing sentences | * Real objects * Illustration * Charts | Teach ers’ collec tion |  |



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|  |  |  |  | She sits on a in the  .  Reading lady bird book 5 and 6 a ) individually   1. groups 2. loud reading | - Group participation | - Use pronouns correctly |  |  |  |
| **10** | **1 to 5** |  |  | 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.  Question  I) Who are in the story?   1. They have a ……. and ….at   home.   1. What do we get from a hen? 2. Draw Peter and Jane at home. | * Discussion * Explanation * Guided discovery * Illustration * Question and answer | * Reading the story * Answering questions orally and written * Drawing pictures to interpret the story | * Story book/cards * Flash cards * BB illustration * Exercise books and pencils | Teach er’s collec tion |  |
| **11** |  |  |  | Revision exercises in the following areas:-  -Prepositions  -Finding what is missing  -constructing sentences using the words given  -Completing sentences  -Puzzles  Substitutional tables using the structural patterns learnt | * Explanation * Discussion * Questions and answer * Application of knowledge | * Using prepositions * Finding missing letters and words * Writing sentences * Completing sentences * Filling in the puzzle boxes * Making sentences from the tables | * Paper work * Cards * Charts * Reading cards | Teach er’s collec tion |  |

SCHEME OF WORK FOR

NUMBERS FOR TOP CLASS TERM I.

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

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| **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 |  |  |

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|  |  | numbers and their relationships and solving mathematical problems with competence and  confidence |  | * 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 | * More introduction of number * count and write      * 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 2 3 =  2 3 4 =  Make 2s 0 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 activites  involving adding. | Arraging numbers in order  0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 | Demonstratio  n | Counting  numbers | Cards  Real objects |  |  |



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|  |  | 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.    +   =      2 + 2 = 4  b b b + b b = b b b b b 3 + 2 = 5    +  = | Explanation Demonstratio n  Discussion Question and answer | Oral work Counting following proper sequence Adding of pictures | Real objects Pencils  BB  illustrations Paper work Exercise books |  |  |



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|  |  | 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 0 –  10  2 + 3 =  3 + 3 =  1 + 1 =  Addition of numbers 2 4 1  +2 + 1 + 0 | 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 2  Finding the less number 7 10 | Demonstratio n  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 a ctivities involving adding and take away. | Write the number before;  2  6  3  1  Revision of after | Explanation Discussion Demonstratio n  Question and answer | Writing the number after Writing the number before Identify the number Writing the  number | Number Chart Cards Counters  Exercise books Pencils |  |  |

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| **10** |  | competence and confidence | I can recognize and add numbers. | Write the number after 1  0  5  Write the number between 3 5  4 6  1 3  Add these 3 + 1 =  1 + 1 =  3 4 0  + 3 + 1 + 0 |  | between |  |  |  |
| **11** |  | Surveying, knowing and distinguishing  the attributes of objects. | I can collect objects according to stated features. | Read and match to the shape A rectangle  A circle  A star  A square  A triangle  An oval | Demonstratio n  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

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

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





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|  |  |  |  | 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, ,  1 5, ,  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 =   =  Take away involving numbers    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 |  |  |

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|  |  | and confidence |  | O O O O 4 – 2 = 2 V V V  3 – 0 = 3  - Take away O O O O O =  - =  =  - =  3 OOO 2OO 5 /////  - 2 - 0 - 5 |  | 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  3 5 4  3 2 2  +1 + 6 + 1 | 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 |  |  |



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|  |  | problems with competence and confidence |  | empty  half  Less  **B A**  Which tin has less water?  Tin has less water than tin .  **K F**    Which tin has more milk?  Tin F has more milk than tin K. |  | 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 |  | Comparing the length of objects New words:  Short, shorter, shortest  Long, longer, longest    **N T**    Pencil is shorter than pencil  .  **B C** | 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 |  |  |



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|  |  |  |  | Tree is longer than tree  . |  |  |  |  |  |
|  |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  | * Comparing of heights using different objects .   Use of tall, taller, tallest  **Mary Sarah**     Tall taller tallest  is taller than .   * Use of short, shorter, shortest   **Z B**    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 | Finding the greater number 8, 3, 4, 7  10, 2, 3, 1  Finding the less number 4, 2, 1, 6  3, 7, 6, 5 | Explanation Demonstration Question and answer | Finding the greater number  Finding the less number | 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 |  |  |

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

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| **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 |  |  |

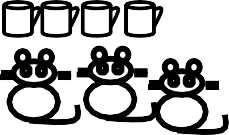
SCHEME OF WORK FOR

NUMBERS FOR TOP CLASS TERM III.

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

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| **W K** | **PD** | **THEME LEARNING**  **OUT COME** | **COMPETENCE** | **SUGGESTED DEVELOPMENTAL**  **ACTIVITIES** | **METHODS** | **ACTIVITIES** | **INSTRUCTIONA L MATERIALS** | **REF** | **RM** |
| **1** | **1** | Recognizing | I can count , add and | Revision of addition of numbers both horizontally and vertically Addition of 3 addends  6 + 1 + 0 =  2 + 1 + 1 =  4 + 0 + 2 =  4 6 2  1 1 1  +2 +0 +1    Revision of subtraction of numbers both horizontally and vertically  4 - 1 =  3 – 0 =  7 – 4 =  5 4 6  - 2 - 0 - 2 | -Explanation | - counting |  |  |  |
|  | **to** | Describing | take away things up | -Illustration | numbers |  |
|  | **5** | and | to 10 | - Question and answer | - Writing | Counters |
|  |  | representin |  |  | numbers |  |
|  |  | g numbers |  |  | - Finding correct |  |
|  |  | and their |  |  | answers by | -Chalkboard |
|  |  | relating and |  |  | adding and |  |
|  |  | solving |  |  | subtracting | - Books |
|  |  | mathematic |  |  | - Addition |  |
|  |  | al problems |  | Finding less |  | -Pencils |
|  |  | with |  |  |  |  |
|  |  | competence |  |  | Subtracting | - Charts |
|  |  | and |  |  |  |  |
|  |  | confidence |  |  |  | -Flashcards |
| **2** |  | Recognizing | I can tell more, equal | Identifying the operation used to find the correct answer.  Circle the greater numbers Ring the less numbers  Finding the answer using balls 800000000 200  4 7  10 2  -Ring the less number 4 ○2  ○1 6  ○3 9 | -Explanation | Writing numbers | Objects |  |  |
|  | , describing | and less quantities | -Discussion | Finding the less | Work cards |
|  | and |  | - discovery | numbers | Counters |
|  | representin |  | -Question and Answer | Ring the greater |  |
|  | g numbers |  |  | number |  |
|  | and their |  |  | Finding the |  |
|  | relating and |  |  | answer |  |
|  | solving |  |  | Showing the |  |
|  | mathematic |  |  | operation used |  |
|  | al problems |  |  | Counting |  |
|  | with |  |  | Using ticking, |  |
|  | competence |  |  | circling, ringing, |  |
|  | and |  |  | underlining, |  |
|  | confidence |  |  | crossing |  |

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| **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 | Introducing number words zero – ten  Zero, one, two, three  Writing numbers for the words  -Matching word to numbers Zero 2  One 3  Three 0  Two 1  -Read and draw beads Zero = One =  Four = Three =  -Read and draw Two tins =  Four cups = Three cats =  -Count and write in words  = three balls  = four sticks  = two chairs | -Explanation  -Discussion  -Questions and answers Demonstration | -Matching  - Drawing  -Circling Writing Ticking Underline Ringing Finding Identifying | -Flashcards  -Charts  -BB  Paper work Exercise books and pencils |  |  |
| **4** | **1**  **to 5** | Recognizing describing and representin  g numbers | I can show one to one correspondence | reading word statements with addition  Three plus two equals five    One plus one equals two | Explanation Discussion Discovery Practical method | Reading and understanding the statements Understanding  the operation | Counters Real objects Blackboard  Books and pencils |  |  |





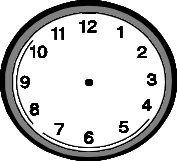
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|  |  | and their relating and solving mathematic al problems with competence and  confidence |  | Two plus one equals three Plus means add  Equals means all Put together |  | used Writing the statements  Counting the drawn balls Finding the answers |  |  |  |
| **5** |  | Recognizing describing and representin g numbers and their relating and solving mathematic al 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 representin g numbers and their relating and solving mathematic al 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 |  |  |

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|  |  | 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 representin g numbers and their relating and solving mathematic al 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 |  |  |

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| **8** | **1**  **to 5** | Recognizing describing and representin g numbers and their relating and solving mathematic al 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 gtreater number  Find the answer 3 + = 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  7  – 3 | 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 particualr 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 |  |  |

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

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|  |  |  |  | e.g.  it is o’clock  it is o’clock  It is o’clock drawing clock faces play – lets about time showing time    It is 4 o’clock    It is 11 o’clock |  |  |  |  |  |
| **11** | **1** |  | Have many revision  exercises for this week | Play many number games e.g  dominoes, jigsaws, lotto etc |  |  |  |  |  |



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

**SCHEME OF WORK FOR READING**

**FOR TOP CLASS TERM I.**

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| **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 informatio n and enjoyment and respondin g appropriat ely 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 * Demonstrat ion * Groups work * Phonic method * Look and say * Rote method | * Pronoun cing letter sounds * Sorting sounds * Matching sound to picture * Drawing pictures for the sound given * Singing | * Appreciati on * Sharing * Cooperati on * Fluency * Writing | * Real objects * Single letter cards * Charts |  |  |
| **2** |  | - Listening with acuity for informatio n and enjoyment and respondin g  appropriat | - 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 * Observatio n * Illustration * Dictation * Write the words correctly | * Pronoun cing letter sound * Tick letter sound * Tick a sound for   a picture | * Accuracy * Confidenc e * Fluency * Applicatio n of   knowledge   * Writing | - Teacher’s  collection |  |  |

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|  |  | ely in a wide range of situations |  |  |  | * Listen and write the sentences. * Completing the sentences. * Read the sentences orally | * Sorting sounds * Underlin e 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 | * Pronounce the given letter sound correctly * Recognize and identify the letter sounds * Match sounds to   correct pictures | - Teahcing consonants p q r s t u v w x y z using phonic method | * Phonic * Observati on * Dictation * Illustratio n * Look and | * Pronou ncing letter sounds * Sorting sounds   to | * Apprecia tion * Fluency * Toleranc e * Sharing * Enduranc | * Letter cards * Bb illustration * Picture cut outs * Real objects |  |  |

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|  |  |  |  | * Write the letter sound correctly * Drawing and colouring pictures for the given sounds |  | say | pictures   * Drawin g pictures for the sounds * Singing colourin g discove ring imitatin g   sounds | e  - Writing |  |  |  |
| **4** |  |  | Identifying syllables | -   * 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 | * 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 | * Discussion * Look and say * Demonstr ation * Imitation * Syllabic method * Phonic method | * Readin g syllable s * Discove ring word using syllable s * Match the same syllable s * Filling in the missing syllable of a   given | * Sharing * Socializa tion * Apprecia tion * Confiden ce * Loud reading * Listening * Toleranc e * Critical thinking | * Single letters * Cards * Bb * Chart * Flash cards |  |  |

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|  |  |  |  |  |  |  | picture   * Writing syllable and words * Sorting syllable s * Listen and write syllable s * Write a syllable for a   picture |  |  |  |  |
| **5** |  |  | Identifying syllables |  |  | * Syllabic method * Demonstra tion * Look and say * Phonic method | * Building up syllables * Reading syllables * Writing syllables * Forming words   with ‘e’  sound   * Read and draw pictures * Fill in the   missing | * Fluency * Patience * Sharing * Applicatio n * Confidenc e * Loud reading * Listening * Tolerance * Critical thinking | * Letters * Cards * Charts * Bb * Illustration * Flash cards | Teacher’s  collection |  |

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|  |  |  |  |  |  |  | sound  - Naming pictures construc ting sentenc es using the words |  |  |  |  |
| **6** |  | Syllables | - Identifyin g syllables | * 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 | * 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 | * Phonic method * Look and say * Explanation * Imitation * Bb illustration * Ticking, circle, ring, cross, underline the syllables | * Reading syllables * Building up words using the syllable * Writing sentence s correctly * Reading sentence s loudly * Construc ting sentence using the words * Read and draw pictures for sentence   s words | * Sharing syllables * Building up words using the syllable * Writing sentences correctly * Reading sentences loudly * Constructi ng sentences | * Sharing * Confidence * Application * Appreciations * Fluency * Critical thinking | Chart Letter cards Bb  illustratio n Individual reading card |  |
| **7** |  |  |  | Read syllables  Discover words from word s from word wheel Write words from word | * Revision of syllables and words with sound a and e * Introducing syllables | * Demonstra tion * Explanatio   n | * Reading syllables * Writing   syllables | * Tolerance * Appreciat ion * Fluency | Single letter cards | Teacher’s  collection |  |

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|  |  |  |  | wheel  Write words from simple sentences correctly  Read sentences correctly Drawing pictures for the given sentence  Identify formed words (sorting) | with sound I  si fi ti vi sit fish tin vim  w s  b  in  f  t w   * Forming simple words using the syllables * Constructing sentences using the given words | * Imitation * Guided discovery * Child to child | * Ticking, * Underlin ing * Circling * Discover y of words using the syllables construc ting sentenc es * Reading sentenc es from   cards | * Sharing * Applicatio n |  |  |  |
| **8** |  |  | Identifying syllables | -   * 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 | * **Revision of syllables with sound (i)** * **Introducing syllables**   **with ‘o’ e’g’**   * **Po go do bo** * **Pot dot hop got cot jot** | * Explanatio n * Demonstr ation * Look and say * Child to child * Guided discovery | * Readin g syllable s * Writing syllable * Formin g words * Constru cting sentenc es * Writing words and sentenc   es | * Fluency * Confiden ce * Apprecia tion * Applicati on * Critical thinking | * Chart * Reading cards * Stencil work * Exercise books |  |  |

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|  |  |  |  |  |  |  | * Readin g sentenc es cards charts * Find the odd man out * Underli ne, circle, tick, ring, cross the odd man out * Drawin g pictures for the sentenc   es |  |  |  |  |
| **9** |  |  | Forming | * Children should be able to * Read and write syllables correctly * Build up words using the syllables * Read the words formed * Construct sentences usign the words   formed | * Revision of syllables   with sound ‘o’   * Introducing syllables   with ‘u’  mu du pu   * Discovering words using syllables * Bull put pull full push true blue * Constructing   sentences orally | * Rote method * Role play * Discussion * Illustratio n | * Readin g syllable s * Writing syllable s word and sentenc es * Formin | * Apprecia tion * Toleranc e * Sharing * Applicati on of knowled ge * Confiden   ce | * Charts * Bb illustration * Reading cards * Exercise books * Pencils |  |  |

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|  |  |  |  | * Identifying the odd man out in sounds already learnt * Listen and write the sentences given * Draw pictures to the sentences |  |  | g words using syllable s   * Drawin g pictures for words formed * Filling in missing words * Readin g words from the black board * Filling in missing syllable s * Readin   g cards | - Fluency |  |  |  |
| **10** |  |  | - Identifyin g sounds | * 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 | * Read the words formed using all the syllables correclty * Name the given pictures by joining the syllables given * Read sentences using   the wors | * Explanation * Demonstra tion * Look and say * Phonic method * Imitation | * Reading the words with sound * Construc tion   sentence | * Fluency * Sharing * Confidenc e * Tolerance * Listening | * Chart with   sound ‘u’   * Reading charts * Exercise books * Flash cards | Teacher’s  collection |  |

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|  |  |  |  |  | * Write words joining syllables given * Write the sentence usign words formed | - Dictation | s using the simple words   * Listen and write simple words and sentence s * Tick, underlin e, cross, ring the words of the   sound |  |  |  |  |

**SCHEME OF WORK**

**FOR READING FOR TOP CLASS TERM II**

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| **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 |  |  |

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|  |  |  |  | * Forming words from the wheel. * Discovering words using syllables learnt. | ju – g = cu – t hu – t   * Reading sentences * Jane has a jug * I can cut the tree * Put the jug in a hut |  | * Completing sentences * Finding the missing words * Forming words * Read and   draw |  |  |  |  |
| **3** |  | **Letter sound** | Identifying letter sounds | * 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’ | * 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 ………… | * Imitation * Look and say * Phonic method | * Reading words with correct pronunciati on * 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’ | * Fluency * Sharing * Toleran ce * Appreci ation * Confide nce |  |  |  |

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| **4** |  | **Letter sound** | Identifying letter sounds | * 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 | * 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 3 tins * This is a ………….. | * Demonstr ations * Explanatio n * Look and say * Phonic | * 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 | * Fluency * Sharing * Confide nce | Chart Stencil work  Reading cards Picture cards |  |  |
| **5** |  | **Letter sound** | Identifying letter sound | * 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 | * 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 | * Look and say * Phonic * Imitation * Demonstr ation | * Pronouncin g words correctly * Writing words and sentences * Identifying words of ‘sh’ sound * Drawing pictures for the given words * Finding the | * Applicat ion * Fluency * Confide nce * Sharing * Appreci ation | * Reading cards * Charts * Stencil work * Single letter cards |  |  |

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|  |  |  |  |  | - sh rt |  | missing letters   * Naming pictures * Completing the sentences * Listen and write words with sound ‘sh’ * Underline, circle, tick, cross, words with   sound ‘sh’ |  |  |  |  |
| **6** |  |  |  | * Write words and sentences using the words * Form words from the word wheel * Complete the sentences | * 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   ips air  ain  ch  urch  eck  e.g. chair , church completing sentences |  | * 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 |  |  |  |  |

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|  |  |  |  |  | the cihldren are in the  ….  The chicks have some … |  | pictures  - Cross, circle tick, underline, ring words with sound ‘ch’ |  |  |  |  |
| **7** |  | **Letter sound** | - Identifyin g letter sound | * 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 | * 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 * the ……are in the hall. | * Look and say * Phonic method * Demonstra tion * Discovery * Imitation | * 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’ | * Fluency * Cooperat ion * Sharing * Appreciat ion | Stencil work Reading cards |  |  |
| **8** |  | **Letter sound** | - Identifyin g letter  sounds | * Children should be able to * Read the correct sound | * Introducing wors with   sound ‘ea’   * e.g. beans leaf fleat | * Phonic method * Look and | - Read and identify the  sound | - Fluency appreciat  ion | Reading cards |  |  |

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|  |  |  |  | * Identify words with   sound ‘ea’   * Write sentences correctly * Complete the words and sentences | steal   * 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  - Imitation | * 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** |  |  | - Letter sounds | * Pronounce the sound correctly * Idnetify words with   sound ‘st’   * Read words correctly * Write words correctly * Construct sentences |  |  | * Pronouncing sound correctly * Forming with the given sound * Reading words * Form sentence using the   given words |  |  |  |  |

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|  |  |  |  |  |  |  | * Read and draw * Tick, circle, cross, underline   words |  |  |  |  |
| **10** |  |  | - Letter sound | * 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 | * 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 |  | * 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.**

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

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| **1** | **1**  **to 5** | - Reading to acquire knowledge and understandi ng | * 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 | * Introducing the new sound   ‘ay’   * Words with sound ‘ay’   may bay  lay day  pay way  gay tray  say play | * Imitation * Explanation * Look and say * Guided discovery | * 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 | * Real cards * Blackboard * Pencils * Exercise books * Charts * Real objects * Small single letters * Paper work |  |  |
| **2** |  | - Reading to enjoy, acquire knowledge and understandi ng | * 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 | * Introducing sound ‘nd’ * Words   hand land grand band sand mind  find kind bond wind  under pond bend lend pend send etc | * Phonic * Guided discussion * Explanation * Demonstrati on * Dictation * Look and say * Illustration | * 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 | * Bb illustrating * Real objects * Exercises books * Pencils * Small single letters * Work cards * Paper work |  |  |
| **3** |  | - Reading to acquire  knowledge | * Pronounce words correctly * Construct | - Introducing sound ‘fl’  fly flock flat flue flash flame flow flea flag | * Explanation * Dictation * Look and | * Pronounce words * Construct sentences * Write sentences | * Charts * Bb illustration * Real objects |  |  |

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|  |  | and understandi ng | sentences using the words orally   * Write sentences * Identifying words from the given words * Completing the   sentences |  | say  - Demonstrati on | * 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 understandi ng | * 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 understandi ng | * 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 * Demonstrati on | * 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 |  |  |

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|  |  | acquire knowledge and understandi ng | * Construct sentences using words orally * Write words and sentences * Complete the sentences * Form words | tick cock shock  - Introducing puzzles through finding the missing letters e.g. | | | | | | | | * Explanation * Demonstra tion | the words   * Write sentences using the words * Complete the sentences * Form words using the sound * Write words for the sound * Complete the story | * Exercise books * Pencils * Small single letters * Paper work |  |  |
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| l | o | r | r | y |  |
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| **7** | **1**  **to 5** | - Reading to enjoy, acquire knowledge and understandi ng | * Pronounce the new words correctly * Write words * Construct sentences * Draw pictures * Write sentences using the words | - Introducing sound ‘wh’ words  what which where why when wheel who whom whose wheel | | | | | | | | * Guided discussion * Explanation * Demonstrati on * Dictation * Look and say * Illustration | * Pronounces words * Constructing sentences * Writing sentences * Drawing pictures * Using rhymes * Complete the story * Sorting * Sounds * Circle, tick, underline, ring,   words with sound ‘wh’ | * Charts * Bb illustration * Real objects * Resourceful person * Exercise books * Pencils | Teac her’s corr ectio n |  |
| **8** | **1**  **to 5** | - Reading to enjoy, acquire knowledge and understandi ng | * Label and   decorate the work books for the sounds.   * Draw pictures * Colour pictures drawn * Write sentences   about pictures (cut from | * Making individual work books using different letter sounds * e.g. letter sound ‘a’   apple arm ant etc | | | | | | | | * Guided discovery * Explanation | * Naming and decorating work books * Writing words and sentences to a given sound * Drawing pictures for the possible words * Following teachers instructions * Colouring pictures | * Paper * Colours * Pencils * Bb illustration * Rubbers | Teac her’s corr ectio n |  |

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|  |  |  | magazines) |  |  |  |  |  |  |
| **9** | 1  to 5 | **Reading to enjoy, acquire knowledge and understandin g** | * Pronouncing words correctly * Constructing sentences using the words orally. * Reading the sentences * Completing the sentences * Dictation | * Introducing sound ‘cl’ * Words with the sound ‘cl’ * Class clap clot clip cloth clan | * Imitation * Explanation * Look and say * Guided discovery | * 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 | * Real cards * Blackboard * Pencils * Exercise books * Charts * Real objects * Single small words |  |  |
| **1**  **0** | **1**  **to 5** |  | * Pronouncing word correctly * Constructing sentences, using the words orally * Reading the sentences * Completing the sentences * Dictation | * Introducing sound ‘tr’ * Words with sound ‘tr’   trap truth track true trick truck tree trip | * Imitation * Explanation * Look and say * Guided discovery | * 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 | * 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**

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| Wk | Da y | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructiona l materials | Ref | REM |
| 1 | 1  To 5 | - Knowing who I am in the  environmen t | - 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 Dramatizatio n | * naming * matching * drawing * shading * modeling * pasting * role playing * jig saws | * picture compositi ons * flash cards * paper work * glue * dough/cla y * cereals * coloured pencils * crayons * art   brushes | - Teache rs resour ce |  |

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|  |  |  |  |  |  |  |  | * 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 Demonstrati on | * drawing * filling in missing parts * singing * demonstrat e * matching * naming * jig saws/ joining * modeling * reciting rhymes * poems * prayer | * jig saws * picture interpreta tion | - 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 Demonstrati on  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  Demonstrati | * modeling * drawing * naming | * jig saws * scrap books | - LFW Pg 20  Teachers |  |

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| to 7 | to 5 | take care of my environmen t | growth and development |  | * 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 | * cutting * pasting * picture description * matching * shading * painting * joining * jig saws | * charts * paper work * dough/cla y * colours * paint * books * paint brushes * scissors * paint | resource |  |
| 8  to 9 | 1  to 5 | - Knowing how to keep and take care of my environmen t | - 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, |  | - | - | - |  |

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|  |  |  |  |  | sheep, rabbit, ducks, etc.   * 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 |  |

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|  | 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.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Da y | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructiona l materials | Ref | REM |
| 1  an d 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 * explanatio n * demonstra tion * role playing * recitation * dramatizin g | Grouping the food  Naming foods and drinks Singing songs Reciting rhymes Praising God for t he gift of food and drinks Telling stories Drawing and colouring  foods and | Real foods and drinks Magazine  Clay/doug h  Papers and colours Glue and cereals | - LFW Pg 36 –  37 | - |

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|  |  |  |  |  | importance of washing hands before and after eating food.   * Talking about foods that make up a balanced diet. * Identifying foods which aren’t eaten. |  | drinks. Helping in preparing food.  Advising the parents on good feeding Modeling  and pasting Types of foods  Making scrap books about  food/drinks |  |  |  |
| 3  an d  4 | 1  to 5 | - Caring for the body | - Taking care of myself for proper growth and development | - I can protect and care for my body. | * Naming clothes we wear * drawing types of clothes. * Explaining the importance of wearing clothes. * Role playing the safety of keeping clothes. * Cutting out types of clothes * Matching clothes to definite parts. * displaying types of clothes according to   colours, sizes, | * discussion * explanatio n * demonstra tion | Naming clothes Drawing and colouring Cutting and sticking Pasting with cereals Displaying cutouts Painting the colours | Paper work Scissors Colours Glue Cereals Paint Brushes | - LFW Pg 10-  20 | - |

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|  |  |  |  |  | sex |  |  |  |  |  |
| 5  An d  6 | 1  To 5 | - exploring and knowing my immediate environmen t | - 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 * demonstra tion * explanatio n * role playing | Naming plants they know Creating a class garden with vegetables Watering the seedlings Transplantin g 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  An d 8 | 1  To 5 | - Knowing and appreciatin g important places in my  environmen t | - 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 * explanatio n * demonstra tion * role playing * discovery | Naming important places Drawing pictures Narrating short stories Dramatizing the roles of each  Paying visits | Pictures Magazine Scrap books Newspap ers Photogra phs Costumes e.g  policeme | -   * Resour ceful people * LFWW Pg 21 |  |

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|  |  |  |  |  | schools.   * talking about their importance * naming people found in each place. * Role playing/dramati zing 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 | - Experiment ing and understandi ng the concept of movement in the environmen t | - 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, | - |  |  | - |  |

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|  |  |  |  |  | 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 |  |

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|  |  |  |  |  | accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc.   * Talking about first aid and what should be done to common accidents. * Drawing and naming dangerous things. * Talking about safety rules. * Watching film   shows /CD’s   * Singing and reciting poems. * Role playin   situations |  | Singing Reciting Role playing about dangerous situations Watching film shows Dramatizing/ practicing satety rules. |  |  |  |

**SCHEME OF**

**WORK FOR APTITUDE FOR**

**TOP CLASS TERM**

**III.**

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Da y | L/earning outcome | Content | Competence | Suggested  development activities | Methods | L/Activities | Instructiona l materials | Ref | REM |
| 1  an d 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 * demonstra tion * explanatio   n | Naming people Naming good and bad | Pictures Film shows | - LFW Pg 14  Resource ful  person | - |

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|  | 5 | people around me. |  | parents, guardians and care givers. | how acceptable behaviours using appropriate language can be done to make   * - 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   - | * role playing * recitation | behaviours Playing games Dramatizing Reciting Singing Picture talk Telling news |  |  |  |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2 | 1  to 5 | - Exploring and knowing my immediate environmen t | - Taking care of myself for proper growth and development | - I can care and value my environment | * The children name the daily practices the perform. * sweeping * mopping * dusting | * discussion * demonstra tion | Sweeping Mopping Dusting Cleaning Drawing and naming | Brooms Water Basin Detergen t Dustbins Papers | - LFW Pg 20 | - |

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|  |  |  |  |  | * 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, appreciatin g, expressing myself through artwork | - Taking care of myself for proper growth and development | - I can draw, model and paste pictures. | * 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 | * Demonstra tion * discussion * explanatio n | Drawing and painting pictures Modeling pictures with clay/dough Pasting pictures | Papers Paint Clay Cereals Glue Painting brushes Water Container s  Banana fibres | - Pg 26 | - |
|  |  | - | - | - |  | - |  |  | - | - |

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

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| 4  an d 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 * explanatio n | Naming things according to | Stones Sand Sugar | - | - |

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|  | To  5 | and feeling to describe things and situations. | growth and development | forms of objects. | * 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**

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

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| An d  7 | To 5 | things according to different attributes | of myself for proper growth and development | relations among things in a serial order. | sorting pupils into two groups based on a particular criteria   * - 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 | * explanatio n * demonstra tion | pupils according to height and weight.   * Arranging things in order * arranging things into 3 groups dimensions and describing relations. | objects | Pg 43 |  |
| 8  an d  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 | * I can describe positions, distances, directions a nd respond to instructions and commands. * I can compare and   order things. | * responding to instructions and commands. * Describing positions using the vocabulary   i.e near, far, in  –out, up and | * Demonstra tion * discussion * explanatio n | * obeying commands * describing positions * playing games * reciting rhymes * measuring | Cards with commands Class/group situation Concrete materials | LFW Pg 46  and 53 | - |

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|  |  |  |  |  | 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 |

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|  |  | 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 |

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|  |  |  | 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 |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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  Ii Ii Ii  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** |



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **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 coordin ation Decisio n 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 Ll Ll Ll  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 coordin ation Decisio n 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 coordin ation Decisio n | Pencils, Book Blackboard illustration Colours |  |



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|  | 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.  n n n | 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 |  |
| 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.  O O O | 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 |  |
| 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  coordin | Pencils, Book  Blackboard |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3 | appropriately | depicting appropriate letter formation, creativity and writing skills | as instructed. | corns  P P P | 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 |  |



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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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.  S S S S | 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 |  |
| 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  t t t | 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 |  |

**END**