

# BEST BRAIN EXAMINATIONS KONSORTIUM

2022 Academic  
Season

*Scheme of learning for*  
**THIRD TERM 2022**  
*September–December 2022*

The Exams Masters!

The Exams Leaders!

The Exams Experts!

The Exams Wizards!

The Exams Gurus!

The Exams Whiz Kids!

**KINDERGARTEN 2**  
(KG 2)

**MOTTO: EXCELLENCE**



Based On New Curriculum

# STRATEGIC SCHEME OF LEARNING

## **IMPORTANT INFORMATION**

- The schedule for the **Third Term** Examinations is: **MONDAY 5<sup>TH</sup> – FRIDAY 9<sup>TH</sup> DECEMBER, 2022**
- Submission of enrolments and final registration closes on: **4<sup>TH</sup> NOVEMBER, 2022**
- **Full payment of the total bill** for the examinations must be made **at the time of registration.**
- Registration is **invalid until full payment is made.**
- Examination materials **shall not be delivered without full payment.**

# KINDERGARTEN TWO— THIRD TERM

## STRAND 6: ALL AROUND US

WEEK	LEARNING AREA	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLARS
1	OUR WORLD AND OUR PEOPLE	Sub Strand 1: Living And Non-Living Things	K2.6.1.1 Demonstrate understanding of why some things are referred to as living and non- living things.	<b>K2.6.1.1.1</b> Talk about different types of living and non-living things around us <ul style="list-style-type: none"> <li>- Take learners around the compound and let them identify and name the things they see</li> <li>- With the support of the poster, have learners classify things they have seen under living and nonliving things</li> </ul>
	LANGUAGE AND LITERACY			<b>K2.6.1.1.2.</b> Participate actively in the shared reading of the big book which relates to the theme, and share more lessons learnt on the theme of the week. <b>K2.6.1.1.3</b> Keep record of sight words and new content vocabulary learnt from the reading text on the theme. <ul style="list-style-type: none"> <li>- List key words of the theme on the marker /chalk board and have learners learn the correct pronunciation of words.</li> <li>- Teach the meaning of the words using contextual clues including pictures</li> <li>- Show the words on cards and have learners study the spelling. and use the words to create their own sentences</li> <li>- Guide learners to copy the words in their books</li> </ul> <b>K2.6.1.1.4</b> Recognize at least 75% of letter sounds in words <ul style="list-style-type: none"> <li>- Play Alphabet Relay with learners.</li> </ul> <b>K2.6.1.1.5.</b> Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books
	NUMERACY			<b>K2.6.1.1.7</b> Tell the position and motion of objects in space. Using words such as below, to the right, behind etc. <ul style="list-style-type: none"> <li>- Introduce them to vocabularies such as: in front of, behind, on the third row, and other words that show position.</li> </ul>
	CREATIVE ARTS			<b>K2.6.1.1.6</b> Identify, draw and colour two items each under living and non-living things.

2	OUR WORLD AND OUR PEOPLE	Sub Strand: Living Things – Animals ( <i>Domestic And Wild</i> )	K2.6.2.1 Demonstrate understanding of the importance of domestic and wild animals.	<p><b>K2.6.2.1.1</b> Talk about different types of animals that live at home and in the bush and how human being care for domestic animals.</p> <ul style="list-style-type: none"> <li>- <i>Let learners talk about animals found in the home and those that are not at home</i></li> <li>- <i>Discuss with learners how and why domestic animals should be catered/cared for</i></li> </ul>
	LANGUAGE AND LITERACY			<p><b>K2.6.2.1.2</b> Listen to a shared reading on a traditional story on how some animals became domestic animals.</p> <ul style="list-style-type: none"> <li>- <i>Learners think-pair share and then brainstorm as a whole class the differences between domestic and wild animals</i></li> <li>- <i>Ask learners to think about why a wild animal would want to become a domestic animal.</i></li> </ul> <p><b>K2.6.2.1.3</b> Create an informational text on different types of animals using a variety of new vocabulary learnt from the conversational poster on domestic animals.</p> <ul style="list-style-type: none"> <li>- <i>Animals that lay eggs – hen, duck.</i></li> <li>- <i>Animals that do not lay eggs-goat, dog</i></li> <li>- <i>Animals that have fur – rabbit, goat, dog, cat</i></li> <li>- <i>Animals that have feathers – hen, duck, parrot</i></li> </ul> <p><b>K2.6.2.1.4</b> Tap and clap and count the syllables of the names of animals and lines of the song.</p> <p><b>K2.6.2.1.5</b> Identify the letter-sound learnt for the week in words related to the theme and write the letter and key word boldly and legibly in their books.</p> <ul style="list-style-type: none"> <li>- <i>Teach learners to Blend individual letter sound to form one syllabic words.</i></li> </ul>
	NUMERACY			<p><b>K2. 6.2.1.7</b> Compare the size and height of different animals using the phrases, bigger than, taller than.</p>
	CREATIVE ARTS			<p><b>K2.6.2.1.6</b> Observe, identify and talk about images, items and performances in artworks of everyday life</p> <ul style="list-style-type: none"> <li>- <i>Let learners observe pictures of some animals, and talk about their characteristics, colours and size. Learners cut and paste animals in the two categories: domestic and wild animals</i></li> </ul>

3	OUR WORLD AND OUR PEOPLE	Sub Strand 3: Water	K2.6.3.1 Demonstrate understanding that water is an important natural resource that helps all living things, human, plants and animals	K2.6.3.1.1 Discuss where we get water from, its importance to living things and how to care for water sources
	LANGUAGE AND LITERACY			<p><b>K2.6.3.1. 2</b> Participate actively in the shared reading of the big book which relates to the theme, answer inferential questions, and demonstrate how sentences are written with spaces between the words</p> <p><b>K2.6.3.1.3</b> Use a variety of new vocabulary learnt about the sources and importance of water to all living things to create a text for reading using LEA</p> <ul style="list-style-type: none"> <li>- <i>Good Water is clear and colourless.</i></li> <li>- <i>Animals drink water to live.</i></li> <li>- <i>Plants need water to grow</i></li> </ul> <p><b>K2.6.3.1.4.</b> Blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books.</p> <ul style="list-style-type: none"> <li>- <i>Rapidly revise the letter sounds learnt so far.</i></li> <li>- <i>Teach learners to blend individual letter sound to form one syllabic words. Practice creating many mono-syllabic words putting together consonant and vowel sounds. E.g. Ma, va, ba. •</i></li> <li>- <i>Use the Pupils blending process.</i></li> <li>- <i>Learners make their own simple words and copy them into their books</i></li> </ul>
	NUMERACY			<p><b>K2.6.3.1.7</b> Measure, estimate and compare the capacity of different containers of water</p> <ul style="list-style-type: none"> <li>- <i>Have learners use the different litres of existing water bottles and check which weight is heavier or less heavy</i></li> <li>- <i>Measure water with different sizes of bottles and compare volumes of different sizes of containers of water</i></li> </ul>
	CREATIVE ARTS			K2.6.3.1.5 Draw and colour different sources of water

4	OUR WORLD AND OUR PEOPLE	Sub Strand 4: Air	K2.6.4.1 Demonstrate understanding that air is all around us and it is an important and beneficial natural resource for all living things.	<p><b>K2.6.4.1.1</b> Share their ideas with teacher and peers about the presence and importance of air to human being, animals and plants as they listen to a read aloud using an informational text. e.g. we breathe, air makes things burn</p> <ul style="list-style-type: none"> <li>- <i>Take learners for a Nature Walk and challenge them to look at the movement of leaves and for other evidence of Air around us.</i></li> <li>- <i>Learners perform different experiments to show presence and importance of air around us and talk about their experiences 1. Fill bottles with water and observe the bubbles, 2. Observe balloons fly, observe trees 3. Prepare and send kites into the air etc.</i></li> </ul>
	LANGUAGE AND LITERACY			<p><b>K2.6.4.1.2</b> Use a variety of new vocabulary learnt about importance of air to create an informational text for reading using LEA</p> <p><b>K2.6.4.1.3</b> Participate actively in the teacher-read-aloud of the text on Air, share lessons learnt on the theme of the week and demonstrate that words have spaces in a sentence.</p> <p><b>K2.6.4.1.4</b> Recognise and read 25% of sight words instantly and automatically</p> <p><b>K2.6.4.1.5</b> Blend the letter-sounds learnt so far into syllables, read and write the syllables boldly and legibly in their books.</p> <ul style="list-style-type: none"> <li>- <i>Rapidly revise the letter sounds learnt so far</i></li> <li>- <i>Teach learners to blend individual letter sound to form one syllabic words. E.g., go, do, to, ba.</i></li> <li>- <i>Give individual sounds to learners and let them practise creating many mono-syllabic words putting together consonant and vowel sounds</i></li> </ul>
	NUMERACY			<p><b>K2.6.4.1.7</b> Classify objects in the environment according to those that have weight and heavy and those without weight and less heavy, count the number of objects in each category up to 20</p>
	CREATIVE ARTS			<p><b>K2.6.4.1.6</b> Prepare and fly kites and other paper aeroplanes outside the classroom.</p> <ul style="list-style-type: none"> <li>- <i>Learners use the paper and other tools to make kites and paper aeroplanes and other objects to play with to show that air is around us</i></li> </ul>

5	OUR WORLD AND OUR PEOPLE	Sub Strand 5: Plants -1	K2.6.5.1 Demonstrate understanding of the knowledge that there are different parts of plants and are important sources of food and medicine for other living things	<p><b>K2.6.5.1.1.</b> Talk freely about different parts of a plants and their uses</p> <ul style="list-style-type: none"> <li>- Learners observe the pictures of different types of plant and identify their different parts, the root, stem and leaves and fruit, and discuss the different parts of plants and food we get from them.</li> <li>- Learners exhibit different parts of plants that we use as food and medicines</li> </ul>
	LANGUAGE AND LITERACY			<p><b>K2.6.5.1.2</b> Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA</p> <ul style="list-style-type: none"> <li>- With leading questions, have them create and dictate simple sentences orally and the teacher writes the story for them. Add few more contents and copy onto a big sheet and use that as a reading text</li> </ul> <p><b>K2.6.5.1.3</b> Participate actively in the teacher-read-aloud of the LEA text which relates to the theme, and share lessons learnt from the text.</p> <ul style="list-style-type: none"> <li>- Learners first say what they know about plants(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the parts of a plant and their uses after the reading</li> </ul> <p><b>K2.6.5.1.4</b> Recognise and read 25% of sight words instantly and automatically</p> <p><b>K2.6.5.1.5.</b> Blend the letter-sound learnt so far into syllables, read and write the syllables boldly and legibly in their books.</p> <ul style="list-style-type: none"> <li>- Teach learners to blend monosyllabic words to form two syllabic words. e.g. Ko-fi letter sound to form two syllabic words. E.g., gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) A-ma.</li> </ul>
	NUMERACY			<p><b>K2.6.5.1.7</b> Classify different food items into the parts of the plant from which we get it from.</p> <ul style="list-style-type: none"> <li>- Provide a variety of food items and have the learners sort and classify them into five categories=food from the root, stem, leaves, fruits, or seed. Count the number of objects in each category up to 20. E.g. guide learners to count the number of food item and pick a numeral card which matches the number quantity</li> </ul>
	CREATIVE ARTS			<p><b>K2.6.5.1.6</b> Draw and label the parts of a plant</p>

6	OUR WORLD & OUR PEOPLE	Sub Strand 6: Plants – 2	K2.6.6.1 Demonstrate understanding of how plants grow and how they prepare their food.	K2.6.6.1.1 Share ideas about the things (Nutrients) plants need to grow well. - <i>Let learners sing some songs about plant</i> - <i>Observe why some plants grow very well but others not.</i>
	LANGUAGE AND LITERACY			K2.6.6.1.2 Use a variety of new vocabulary learnt about plants to create an informational text for reading using LEA K2.6.6.1.3 Participate actively in the teacher-read-aloud of the big book which relates to the theme, and share lessons learnt from the reading. K2.6.6.4 Blend the letter-sounds learn so far into syllables, read and write the syllables boldly and legibly in their books. - <i>Teach learners to blend monosyllabic words to form two syllabic words such as Ko-fi, gogo, te-do(tedo), to-lo(tolo), ba-ba (baba) Ama.</i>
	NUMERACY			K2.6.6.1.7 Classify different types of food items according to categories and count the number of objects in each category up to 20. - <i>Provide a variety of fruits, vegetables and seeds. Have the learners sort and classify them into their three categories.</i> - <i>Count the number of objects in each category up to 20.</i>
	CREATIVE ARTS			K2.6.6.1.6 Create a leaf album using different types of leaves. - <i>Ask learners to pick different kinds of leaves from the school environment and use glue to paste them on cards to create an album of leaves</i>
7	OUR WORLD AND OUR PEOPLE	Sub Strand 7: Types of Soil and Gardening	K2.6.7.1 Demonstrate understanding of types of soil we find around us and which one helps plant to grow well.	K2.6.7.1.1 Talk about different types of soil we find around us and which one is best used for gardening. - <i>Say a rhyme or sing songs related to the topic.</i> - <i>Talk about the types of soil and what we use them for</i>
	LANGUAGE AND LITERACY			K2.6.7.1.2 Participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer inferential questions on the text. - <i>Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences</i> K2.6.7.1.3 Use a variety of new vocabulary learnt about soil to create an informational text for reading using LEA K2.6.7.1.4 identify the beginning sounds in words and practise creating new words through phoneme substitution. - <i>Give learners a set of words with same beginning letter sounds and ask them to identify the letter sound, e.g. Bag, ball, bat,</i> - <i>Ask them to delete the beginning letter sounds in some common words and replace it with another sound and see the new word they get.</i>
	NUMERACY			K2.6.7.1.6 Prepare beds outside for Gardening by measuring the length and breadth of the land
	CREATIVE ARTS			K2.6.7.1.5 Draw and colour at least four items that are made out of clay soil



8	OUR WORLD AND OUR PEOPLE	Sub Strand 8: Natural and Man-Made (artificial) Sources of Light	K2.6.8.1 Demonstrate understanding of the knowledge that the different types of lights we use during the day or in the night can be classified into natural and manmade and its usefulness	<p><b>K2.6.8.1.1</b> Talk about the natural and artificial sources of light and what each is best used for.</p> <ul style="list-style-type: none"> <li>- Learners say the poem “I see the moon”</li> <li>- Learners talk about the different sources of light using the Conversational poste</li> <li>- Discuss the different types of light we use during the day and in the night.</li> <li>- Have learners brainstorm the sources from which we get these lights.</li> <li>- Scaffold the learners to identify and classify the sources of light as God made or natural and man-made. Have learners give examples of each category.</li> <li>- Recite the rhyme E.g. I can see the sun; it is a natural light. I can see the candle; it is a manmade light.</li> </ul>
	LANGUAGE AND LITERACY			<p><b>K2.6.8.1. 2</b> Participate actively in the teacher-read-aloud of the big book which relates to the theme, count words in a sentence and answer simple questions on the text.</p> <ul style="list-style-type: none"> <li>- Ask factual and inferential questions about the book.</li> <li>- Have the learners relate the story to their lives.</li> <li>- Learners brainstorm some other lights that we cannot catch or touch.</li> <li>- Learners answer more factual and inference questions on the text.</li> <li>- Write some sentences, cut them up and have learners count the words in the cut-up sentences and rearrange them to form sentences.</li> </ul> <p><b>K2.6.8.1.3</b> Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA</p> <p><b>K2.6.8.1.4</b> Recognize instantly at least 75% of letter sounds in names of items in the environment by playing Letter Bingo games</p> <ul style="list-style-type: none"> <li>- Learners sing an alphabet song and point to the letters on the wall.</li> <li>- Play a bingo game with learners finding and ticking beginning letters of words on a chart.</li> </ul> <p><b>K2.6.8.1.5</b> Use individual letter-sounds to form simple mono-syllabic content and sight words.</p>
	NUMERACY			<p><b>K2.6.8.1.7</b> Tell the position and motion of objects in space. Using words such as below, to the right, behind etc.</p>
	CREATIVE ARTS			<p><b>K2.6.8.1.6</b> Identify and describe the elements of art in the environment and create their own artwork</p> <ul style="list-style-type: none"> <li>- Display a variety of pictures and other art work of natural and man-made lights, learners observe them and describe the way they are created.</li> <li>- Learners then draw or use different cards to design their own picture of the various sources of light.</li> </ul>

9	<b>OUR WORLD AND OUR PEOPLE</b>	<b>Sub Strand 9: Changing Weather Conditions</b>	<b>K2.6.9.1 Demonstrate understanding of positive and negative effects of weather conditions.</b>	<b>K2.6.9.1.1</b> Identify and describe the elements the different weather conditions. <ul style="list-style-type: none"> <li>- <i>Learners learn and say the rhyme “weather the weather...”</i></li> </ul>
	<b>LANGUAGE AND LITERACY</b>			<b>K2.6.9.1.2</b> Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. <ul style="list-style-type: none"> <li>- <i>Learners first say what they know about the weather(K), ask questions on what they want to know, listen to the text and answer their own questions during the reading and share what they have learnt about the weather</i></li> <li>- <i>Learners talk about their experiences, e.g. with floods, the scorching sun, windy weather conditions</i></li> </ul> <b>K2.6.9.1.3</b> Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA <b>K2.6.9.1.4</b> Read level appropriate content sight words and use them to form sentences and also copy them in their books. <ul style="list-style-type: none"> <li>- <i>Show key words of the theme on cards and guide learners to read. them Provide learners with word chart on weather conditions – dry, cold, wet, windy, rainy, cloudy, warm, sunny, sun, water.</i></li> </ul> <b>K2.6.9.1.5</b> Recognize and identify most letter names and their sounds in different names of people from other cultures.
	<b>NUMERACY</b>			<b>K2.6.9.1.7</b> Collect and handle data on learner’s preference of weather conditions. <ul style="list-style-type: none"> <li>- <i>Learners count and represent data in a graphical form and in groups.</i></li> <li>- <i>Use the data to ask questions such e.g. Which group has the most members? Count them. Which group has few members? Is there a group with no one? Etc.</i></li> <li>- <i>Also scaffold learners to develop conceptual understanding of subtraction (0 to 20). Ask if the whole class has 20 members and 10 pupils do not prefer any weather condition, how many will be left to dress up?</i></li> <li>- <i>Guide learners to subtract numbers using countable objects.</i></li> </ul>
	<b>CREATIVE ARTS</b>			<b>K2.6.9.1.5</b> Role play how changing weather conditions affect the clothes we wear <ul style="list-style-type: none"> <li>- <i>Learners enter the classroom and walk by and others guess what the weather condition is. Recite different rhymes related to the weather to end the day.</i></li> </ul>

**STRAND 7: MY GLOBAL COMMUNITY**

10	OUR WORLD AND OUR PEOPLE	Sub Strand: Connecting and Communicating with the Global Community	K2.7.1.1 Demonstrate understanding of the various ways we connect with the global community.	K2.7.1.1.1 Sing or recite poems about the theme and discuss the various ways new connect with the outside world - Learners recite the poem” An areophane is passing” - Using a Globe or a World map, show learners how big the world is - What various modes of transport do people use to connect with the global community? How do people in our country communicate with others? (phones), How do we know about these other people? (TV)
	LANGUAGE AND LITERACY			K2.7.1.1.2 Participate actively in the shared reading of the big book which relates to the theme and answer simple questions on the text. K2.7.1.1.3 Use a variety of new vocabulary learnt about the theme to create an informational text for reading using LEA K2.7.1.1.4 Identify sounds of letters and be able to write them K2.7.1.1.5 Identify letter-sounds in key words about the theme and be able to write them in their books.
	NUMERACY			K2.7.1.1. 8 Developing a conceptual understanding of addition and subtraction in the buying and selling that goes in between different countries. - Set up an international market in the classroom where all kinds of international traders come and shop. - Demonstrate buying and selling, practicing addition and subtraction of money and giving change.
	CREATIVE ARTS			K2.7.1.1 6 Sing songs from different cultures and languages (French songs) and perform actions on them. - Learn and sing French songs and learn the names of the days of the week K2.7.1.1.7 Talk about the colours of the flags of other countries and other art work and music that they have. - Use music and drama to demonstrate how the various countries dance
11	LANGUAGE AND LITERACY	LETTER WORK	Read and write common three-letter words Read and write common four-letter words	
	NUMERACY	NUMBER WORK	Count and write 1-200 Write number names from one to hundred	
12	REVISION			
13	END OF THIRD TERM EXAMINATIONS			