



### P.1 SCHEME OF WORK FOR TERM III

**THEME:** TRANSPORT AND COMMUNICATION

**SUB THEME:** Types and means of transport

**EXPECTED LEARNING OUTCOME:** The child is able to identify types and means of transport, appreciate the use and compare transport in terms of capacity, speed and fare.

WK	DAY	Theme	Subtheme	LEARNING AREA	CONTENT	COMPETENCE	METHODS	ACTIVITIES	LIFE SKILLS	INSTRUCTIONAL MATERIALS	REF
				LIT II	Definition of transport types of transport road water railway air	drawing and naming the types of transport	brain storming discussion question and answer	drawing and naming the types of transport	creative thinking] decision making	a chart showing types of transport	
				MUSIC		•	•	-	-		

	MON			ART AND CRAFTS	Types of transport	<ul style="list-style-type: none"> <li>Naming the different types of transport</li> <li>Drawing the different types of transport</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Photographs</li> <li>Small group</li> <li>Explanation</li> </ul>	-	-		
				Lit II	Means of road transport e.g. cars, bicycles, means of water transport e.g. ship, ferry, boat etc	<ul style="list-style-type: none"> <li>identifying means of road transport road and water transport</li> </ul>	<ul style="list-style-type: none"> <li>discussion</li> <li>question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Identifying means of transport</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>decision making</li> </ul>	<ul style="list-style-type: none"> <li>A chart showing types of transport.</li> </ul>	
				Lit II	Places we find means of transport bus-bus park, aeroplane – airport, taxi – taxi park	<ul style="list-style-type: none"> <li>Identifying places where we find means of transport</li> </ul>	<ul style="list-style-type: none"> <li>Brain storming</li> <li>discussion</li> </ul>	<ul style="list-style-type: none"> <li>drawing places where we find means of transport.</li> </ul>	<ul style="list-style-type: none"> <li>critical thinking</li> <li>decision making</li> </ul>	<ul style="list-style-type: none"> <li>picture cards</li> </ul>	

				MATHS (mass)	What is weight?,	<ul style="list-style-type: none"> <li>• Things we weigh.</li> <li>• Comparing weight</li> <li>• Different things we use to weigh</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Photographs</li> <li>• Grouping</li> <li>• Interviews</li> <li>• Explanation</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Compare different objects</li> </ul>	<ul style="list-style-type: none"> <li>- Grouping</li> <li>- Counting</li> <li>- Comparing</li> <li>- Naming</li> </ul>	Books tops counters exercise books, text books, prepared work on papers - Real objects	Mk bk.2 pg 7677
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	MON			ENGLISH	<p>Vocabulary Road, railway, air, water, Structures What is this/that This/that is ....</p> <p>Conjunctions using and in relation to</p>	<ul style="list-style-type: none"> <li>• Pronouncing</li> <li>• Spelling</li> <li>• Describing conjunctions</li> <li>• Using some of the examples of conjunction</li> <li>• Constructing sentences using some of the learnt conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Look and say</li> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class</li> <li>• Discussion</li> <li>• Explanation</li> <li>• Brain storming</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Spelling</li> <li>- Describing - Listening</li> <li>- Constructing sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Critical thinking</li> <li>- Creative thinking</li> <li>- Appreciate</li> <li>- Articulation - Awareness</li> </ul>	A chart showing how to use the conjunctions and some of the examples of conjunctions	Essential work bk pg 56
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				MATHS	Addition of weight Word statements Subtraction of weight	<ul style="list-style-type: none"> <li>• Adding</li> <li>• Interpreting</li> <li>• Subtracting</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Adding</li> <li>- Interpreting</li> <li>- Subtracting</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Word interpretation</li> <li>- Effective communication</li> </ul>	-Chalk board illustration -A chart showing some of the word problems in addition of weight	Mk. Prim mtc bk.2 pg 77
				ENGLISH	Vocabulary Car, bus, train, aeroplane, ship, boat Structures What are these? These/those are ....  Joining sentences related and using "and"	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Forming sentences</li> <li>• Joining sentences using and constructing perfect sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Listen , say and use</li> <li>• phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Confidence</li> <li>- Responsibility</li> <li>- Constructing perfect sentences</li> <li>- Joining sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	-Chalk board illustrates - A chart showing use of and.	Eng Aid bk2 pg 31 Oxford bk1 pg 20-21

	TUES			LIT 1	Sound "ght" words and sentences using the given sound	<ul style="list-style-type: none"> <li>• Making words with sound "ght"</li> <li>• Constructing sentences using the words formed</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Making words with sound "ght"</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	- Jig saws - A chart showing sound ght	Teacher's collection Learning reading eng pg 134
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				MUSIC		•	•	-	-		
				ART AND CRAFTS	Thread pulling	<ul style="list-style-type: none"> <li>• Making different designs using the thread</li> <li>• Handling the thread in a proper way</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Drawing</li> <li>• Brain storming</li> <li>• Grouping</li> <li>• Observation</li> </ul>	-	-	Papers Water paint	Teacher's collection
	WED			Lit II	<p>Uses of transport</p> <p>For carrying people</p> <p>For carrying food</p> <p>For carrying animals</p> <p>For carrying water</p>	Identifying uses of transport	- discussion explanation	- drawing things carried by different means of transport	- writing and reading uses of transport	- A chart showing means of transport	

	THUR			Lit II	<p>People who move different means of transport</p> <p>Pilot-aeroplane</p> <p>Captain-ship</p> <p>Bicycle-cyclist</p> <p>Drivers-cars, buses etc.</p>	Describing different people who move different means of transport	Guided discovery	Describing people who move means of transport	Decision making Appreciation	a chart showing people and means of transport	
				MATHS	<p>What is capacity?</p> <p>Things we measure</p> <p>Containers used</p> <p>Comparing capacity of containers</p>	<ul style="list-style-type: none"> <li>Comparing capacity of different containers</li> </ul>		-	<ul style="list-style-type: none"> <li>Cooperation</li> <li>Care</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Problem solving</li> <li>Appreciate</li> </ul>	<p>Real materials used to compare capacity</p> <p>A chart showing some of the things used to compare capacity and how to do it.</p>	<p>Mk bk.1 prim math pg 102</p> <p>Bk.2 mk 148</p>
				ENGLISH	<p>Vocabulary</p> <p>Heavy, light, big, small Structures</p> <p>The .....is</p> <p>Bigger than .....</p> <p>Similes.....</p> <p>As.....as e.g. as green as grass. As cold as ice</p>	<ul style="list-style-type: none"> <li>Reading</li> <li>Spelling</li> <li>Answering questions</li> <li>Describing similes</li> <li>Constructing sentences using the mentioned similes</li> </ul>	<ul style="list-style-type: none"> <li>Look and say</li> <li>Guided discovery</li> <li>Whole class discussion</li> <li>Debate</li> <li>Interview</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Articulation</li> <li>Describing similes</li> <li>Constructing sentences using the mentioned similes</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>		

				LIT I	How I spent my holiday	<ul style="list-style-type: none"> <li>• Describing how they spent their holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral question</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration	Teacher's collection
				MUSIC							
				ART AND CRAFTS							
				Lit II	Examples of road users e.g. pedestrians, Passengers, cyclists, etc.	Identifying and describing road users	brain storming	identifying road users	appreciation care	A chart showing road users	
				MATHS	Measuring capacity using non standard units	<ul style="list-style-type: none"> <li>• Describing the term measuring</li> <li>• Describing non standard units</li> <li>• Measuring capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Describing the term measuring</li> <li>- Describing non standard units</li> <li>- Measure capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Real objects used to measure capacity	Prim mtc bk. 1 pg 101 Prim mtc bk.2

				ENGLISH	Group names e.g. a bar of soap, furniture, fruit, birds, animals, collective nouns e.g. a herd of cattle Tray of eggs, Flock of sheep A team of players A school of fish	<ul style="list-style-type: none"> <li>Identify different group names</li> <li>Constructing sentences using group names</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Identify different group names.</li> <li>Constructing sentences using group names</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	A chart showing use of group names A chart showing collective nouns	<p>Junior Eng bk.2 pg 37</p> <p>Eng Aid bk.2 pg 49</p> <p>Read and write bk.2</p>
	FRID			LIT I	Letter practice Mm Mm Mm Mm Words and sentences	<ul style="list-style-type: none"> <li>Practicing letter Mm Mm Mm Mm</li> <li>Writing words with letter m</li> <li>Make sentence with sound m</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Practicing letter Mm Mm Mm Mm</li> <li>Writing words with letter m.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	Chalkboard illustration Wall charts	Tr's collection
				Lit II	Things we make at home and at school using local materials are called crafts  Example of things we make mats, drums, winnowers , pots etc.	<p>Describing objects we make at home,</p> <p>Matching</p>	role play discussion	Identifying things we make at home and school	Appreciation Critical thinking	Real objects	



				MATHS	Standard units of measuring capacity	<ul style="list-style-type: none"> <li>Describing standard units</li> <li>Measuring capacity</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Small group</li> </ul>	<ul style="list-style-type: none"> <li>Describing standard units</li> <li>- Measuring capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Real objects for measuring capacity e.g. glasses, jerrycans, basins, plates, mugs, cups, bottles	Prim Mtc bk 2 pg 69 Mk bk.2 pg 150
				ENGLISH	Commas use of comas i.e. to separate items in a list to show a pause	<ul style="list-style-type: none"> <li>Describing a coma</li> <li>List the uses of a coma.</li> <li>Use of a comma correctly</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Describing a coma</li> <li>- Listing the uses of a coma</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiation</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	A chart showing use of comas	Pri eng bk 2 Pg 16
	MON			LIT I	Picture interpretation related to transport	<ul style="list-style-type: none"> <li>Interpreting given pictures</li> <li>Constructing appropriate sentences</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Interpreting given pictures</li> <li>- Constructing appropriate sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	A chart showing picture interpretation related to transport	Mon Eng. Course pg. 44-46, thematic lit I pg 100-102 Tr's collection

				ART AND CRAFTS	Means of transport	<ul style="list-style-type: none"> <li>• Drawing the different means of transport</li> <li>• Describing the different means of transport</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Drawing</li> <li>• Model</li> <li>• Brain storming</li> <li>• Grouping</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing different means of transport</li> <li>- Describing the different means of transport</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing Appreciation</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Text books A chart showing the means of transport	Teacher's collection
				Lit II	Materials we use to make crafts and their sources  Seeds – forest  Papyrus – swamp  Clay – swamp  Palm leaves – palm trees	Identifying materials and their sources	role playing discussion	identifying materials and their sources.	Sharing Appreciation	real objects	
				MATHS	Adding in litres	<ul style="list-style-type: none"> <li>• Describing what litres are</li> <li>• Adding in litres</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Describing what litres are</li> <li>- Adding in letters</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	A chart showing addition of litres	Mk. Bk.2 Pg 151

	TUES			ENGLISH	Past tense of irregular verbs e.g. - went Go -went See-saw	<ul style="list-style-type: none"> <li>• Describing what past tense is.</li> <li>• Listing some of the examples of irregular verbs</li> <li>• Using some of the learnt examples of irregular verbs in sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Brain storming</li> <li>• reading</li> </ul>	<ul style="list-style-type: none"> <li>- Describing what past tense is.</li> <li>- Listing some of the example of irregular verbs.</li> <li>- Using some of the learnt example of irregular verbs in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Interview</li> <li>- Whole class discussion</li> <li>- Brain storming</li> <li>- Guided discovery</li> <li>- Small group inquiry</li> </ul>	A chart showing the use of irregular verbs	Junior Eng bk.1 pg 49 Ess eng wk bk 3 pg 20
				LIT I	Cross word puzzles about transport dialogue	<ul style="list-style-type: none"> <li>• Reading the words given.</li> <li>• Identifying words from the puzzle</li> <li>• Using the words from the puzzle to sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the words given</li> <li>- Identifying words from the puzzle</li> <li>- Using the words from the puzzle to construct sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Prepared work on papers Chalkboard illustration	Teacher's Resource bk.
	TUES			ART AND CRAFTS	Banana & stalk printing	<ul style="list-style-type: none"> <li>• Making different designs using banana stalks</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Models</li> <li>• Observation</li> <li>• Whole class discussion</li> <li>• Grouping</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Making different designs using banana stalks</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Papers Pencils Banana stalks Water paints	Teacher's collection

	WED			Lit II	<p>Importance of things we make</p> <ul style="list-style-type: none"> <li>- for domestic use</li> <li>- for playing with</li> <li>- for selling and get money</li> <li>- for decoration</li> <li>- for wearing</li> <li>- for teaching and learning</li> </ul>	- identifying uses of things in the environment	- guided discovery	- Drawing and naming uses of things we make.	- Responsibility decision making	- A chart showing uses of things we make.	
				MATHS	<p>Word statement involving addition in litres</p>	•	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the given word problem with understanding</li> <li>- Solving the given problem</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>A chart showing some of the prepared work about addition in word problems</p>	Teacher's collection
				ENGLISH	<p>Conjunction using because</p>	• Join the sentences using because	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Constructing sentences</li> <li>- Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> </ul>	<p>Chalk board illustration</p>	<p>Standard eng aid bk 2 pg 32</p> <p>Lets learn eng pp's wk bk pg 87-88</p>

	WED			LIT I	Comprehension passage about means of transport and where they are found e.g. Bus – bus park Ships – port Taxi – taxi park Hanger – aircraft Garage – cars		<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering and question</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Prepared work on papers	Teacher's collection
		<b>THEME 10: THINGS WE MAKE</b> <b>Expected learning outcome:</b> The child is able to identify, appreciate and express oneself aesthetically and imaginatively. <b>SUB THEME:</b> Things we make at home and at school									
				Lit II	Ways of making crafts	Modeling, knitting, weaving	<ul style="list-style-type: none"> <li>- Identifying ways of making crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying ways of making crafts</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> </ul>	
				MATHS	Subtraction in litres	<ul style="list-style-type: none"> <li>• Subtracting given numbers</li> <li>• Counting</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interviews</li> <li>• Drawing</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Subtracting in litres</li> <li>- Doing written exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Appreciation</li> <li>- Counting</li> <li>- Cooperation</li> </ul>	A chart showing how to subtract litres  Chalkboard illustration	Mk. Bk2 Prim Mtc pg.....

				ENGLISH	<p>Vocabulary Ropes, doll, mat, port, ball, basket Structure Where is the .... It is .....</p> <p>Double words (compound words) sentences using "but"</p> <p>Milk+man=milkman Flower+girl=flowergirl</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Using the words</li> <li>• Describing compound words</li> <li>• Making sentences using the given compound words.</li> </ul>	<ul style="list-style-type: none"> <li>• Look and say</li> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading - Spelling</li> <li>- Using the words</li> <li>- Describing compound words.</li> <li>- Making sentences using the given compound words</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>Chalkboard illustration Chart showing compound words</p>	<p>Read and write pg 7475</p> <p>Std aid eng bk 2 pg 23</p>
	THUR			LIT I	<p>Sound "oo" words and sentences using the given sound</p>	<ul style="list-style-type: none"> <li>• Making words with sound oo.</li> <li>• Reading the formed words</li> <li>• Making sentences using the formed words</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Making words with sound wh</li> <li>- Reading the formed words</li> <li>- Making sentences using the formed words</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>A chart showing some of the words with sound oo</p>	
				Lit II	<p>What is environment</p> <p>Environment is things around us.</p> <p>Components of the environment people lakes stones land, rivers, sail, animals, roads.</p>	<p>Defining environment</p> <p>Mentioning components of the environment</p>	<p>guided discovery discussion</p>	<p>drawing and naming things in the environment</p>	<p>critical thinking decision making</p>	<p>a chart showing components of the environment</p>	

				MATHS	Word problems involving subtraction in litres	<ul style="list-style-type: none"> <li>• Reading the given word problems</li> <li>• Solving the given word problems</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the given word problem</li> <li>- Solving the given word problem</li> </ul>	<ul style="list-style-type: none"> <li>- Solving problems</li> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration Text books A chart showing some of the problems involving subtraction in litres	
	FRID			ENGLISH	<p>Vocabulary Banana fibre , string, paper etc Structures What do you use to make .....? I use .....to make.</p> <p>Other plurals e.g. tooth – teeth Mouse – mice Goose – geese</p>	<ul style="list-style-type: none"> <li>• Pronouncing</li> <li>• Spelling</li> <li>• Answering questions</li> <li>• Identifying other plurals</li> <li>• Reading and writing given plurals</li> <li>• Changing given plurals</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and, say and use</li> <li>• Question and answer</li> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Identifying other plurals</li> <li>- Reading and writing given plurals</li> <li>- Changing given plural</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	A chart showing other plurals	Eng. Aid pg 32–33 Pri eng bk 2 pg 18
				LIT I	Comprehension passage about the things we make school and at home	<ul style="list-style-type: none"> <li>• Reading the given comprehension passage.</li> <li>• Identifying things we need at home</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written question</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Prepared work on sheets of paper  Chalkboard illustration	Tr's own collection

				<p>Lit II</p> <p>Non living things</p> <p>Non living things are things which do not have life.</p> <p>Example of non living things</p> <p>Tables</p> <p>Blackboard</p> <p>Pens</p> <p>Chairs</p> <p>Stones</p> <p>Boxes</p> <p>Beds</p> <p>Pencils</p> <p>Books</p>	<p>Defining non living things</p> <p>Mentoring examples of non living things</p>	<p>guided discovery</p> <p>discussion</p> <p>question and answer</p>	<p>defining non living things</p> <p>identifying examples of non living things</p>	<p>decision making</p>	<p>real objects.</p>	
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				MATHS	Mixed exercise addition and subtraction in litres	<ul style="list-style-type: none"> <li>• Adding in litres</li> <li>• Subtracting in litres</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class</li> <li>• Discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Adding in litres</li> <li>- Subtracting in litres</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration  A chart showing some of the mixed exercise	Teacher's collection
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	MON			ENGLISH	different words but same meaning e.g. weep – cry Commence – start Synonyms	<ul style="list-style-type: none"> <li>• Identifying different words with same meaning</li> <li>• Writing the words</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Doing a written exercise</li> <li>- Answering oral question</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration Chart showing synonyms	Junior Eng. Bk.1 pg 63 Ess eng bk 3 Pg 54  Let's learn eng bk 1 pg 73
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3				LIT	Guided composition about things we make and their uses	<ul style="list-style-type: none"> <li>• Reading the given composition</li> <li>• Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written question</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration  Guided composition on sheets of paper	Teacher's collection
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	MON			ART AND CRAFTS	Things we make	<ul style="list-style-type: none"> <li>• Making things we use at home e.g. mats, dolls, balls, ropes etc</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Drawing</li> <li>• Models</li> <li>• Brain storming</li> <li>• Grouping</li> <li>• Observation</li> </ul>	-	-		
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				Lit II	<p>Characteristics of non living things</p> <ul style="list-style-type: none"> <li>- they do not grow</li> <li>- they do not breath</li> <li>- they do not feed</li> <li>- they do not reproduce</li> </ul>	<p>Identifying characteristics of living things</p>	<ul style="list-style-type: none"> <li>- discussion</li> <li>- question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- identifying things non living things do / not do</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking decision making</li> </ul>	<ul style="list-style-type: none"> <li>- real objects.</li> </ul>	
	TUES			MATHS	<p>Topic questions on capacity</p>	<ul style="list-style-type: none"> <li>• Reading topical questions</li> <li>• Answering topical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Answering written question</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>Chalk board illustration</p> <p>Prepared work on sheets of papers</p>	<p>Teachers collection</p>
				LIT I	<p>Spelling and dictation words and sentences</p>	<ul style="list-style-type: none"> <li>• Reading the given words</li> <li>• Talking dictation</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the given words</li> <li>- Talking dictation</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>A chart showing some of the words</p>	<p>Teachers collection</p>

				ART AND CRAFTS	Leaf printing	<ul style="list-style-type: none"> <li>• Pasting different shapes of leaves</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Drawing</li> <li>• Models</li> <li>• Brain storming</li> <li>• Grouping</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Pasting different shapes of leaves</li> </ul>		Leaves Water paint Papers pencils	Teacher's collection
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				Lit II	<p>Living things</p> <p>Living things are things that have life. Examples of living things plants, insects, birds, animals.</p>	Defining living things	<ul style="list-style-type: none"> <li>- discussion</li> <li>- guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Defining living things</li> <li>- Naming examples of living things</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- decision making</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing examples of living things</li> </ul>	
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				MATHS	<p>Addition with regrouping Addition of digit one number to 2 digit number</p>	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Adding given tasks with carrying</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Answer oral and written question</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>Chalkboard illustration</p> <p>A chart showing addition with carrying</p>	Mk bk.2 pg 108 primary Mtc for ug. Bk.2 pg 2930
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	WED			ENGLISH	Analogue e.g. cat is to kitten as calf is to cow Teacher is to pupils as doctor is to patient	<ul style="list-style-type: none"> <li>• Describing analogies</li> <li>• Listing down some of the analogies</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Describing analogies</li> <li>- Listing down some of the analogies</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Chalkboard illustration  A chart showing some of the analogies	Junior Eng. Bk.2 pg 67
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				LIT I	Letter practice Rr Words and sentences	<ul style="list-style-type: none"> <li>Practicing letter Rr</li> <li>Practicing to write words with letter Rr.</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Practicing letter Rr</li> <li>Practicing to write words with letter Rr</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	Chalkboard illustration  Prepared work on sheets of papers (tracing prepared work)	Teacher's own collection on Learner's reading eng pg68
	WED			ART AND CRAFTS	Modeling things we use at home	<ul style="list-style-type: none"> <li>Modeling things like pots, plates, cups</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Models</li> <li>Grouping</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Modeling things like pots, plates, cups</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	Clay models like pots, plates, cups i.e. real materials	Teacher's collection
	THUR			Lit II	Main groups of living things plants and animals  Examples of plants bean plant, banana plant, Maize pawpaw plant mango plant, orange plant pumpkin plants etc.	<ul style="list-style-type: none"> <li>Naming groups of living things</li> <li>Identifying examples of plants</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>Drawing and naming plants</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Decision making</li> </ul>	Real plants A chart showing plants.	

				MATHS	Adding two digit numbers to digit numbers with regrouping	<ul style="list-style-type: none"> <li>• Adding two digit numbers to two digits numbers with regrouping</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Models</li> <li>• Grouping</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Adding two digit numbers to two digits numbers with regrouping</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Text books  Chalkboard illustration	Mk.prim mtc bk.2 pg 29  Prim sch mtc bk2 pg 29
				ENGLISH	Homophones same sound different meaning e.g. See-sea Pool-pull Here-hear	<ul style="list-style-type: none"> <li>• Describing homophones</li> <li>• Identifying examples of homophones</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Describing homophones</li> <li>- Identifying example of homophones</li> <li>- Doing a written and oral activity</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Chalkboard illustration  A chart showing some of the examples of homophones	Eng Aid 3 pg 66  Jun. Eng 2 pg 21, 51, 79
	THUR			LIT I	Substitution table related to things we make	<ul style="list-style-type: none"> <li>• Making sentences from the substitution table</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Making sentences from the substitution table (orally or in written form)</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Chalkboard illustration Real objects	Teacher's own collection

	FRID			Lit II	Flowering plants Flowering plants are plants that bear flowers  Examples Beans, pumpkins, maize, soya beans	Identifying examples of flowering plants	Guided discovery Discussion	Defining flowering plants Identifying examples of flowering plants	Critical thinking Discussion	A chart showing flowering plant	
				ART AND CRAFTS		•	•	-	-		
	MON			Lit II	Uses of things we make  Decoration e.g. table mats, table clothes for teaching and learning	<ul style="list-style-type: none"> <li>Identifying things we use for decoration</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> <li>Reading</li> <li>Whole class discussion</li> <li>Recitation</li> <li>Debate</li> <li>Interview</li> <li>Mapping</li> </ul>	<ul style="list-style-type: none"> <li>Identifying things we use for decoration</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	Chalkboard illustration  Real objects	Teacher's own collection



				MATHS	Uganda shillings money denominations coins and notes	<ul style="list-style-type: none"> <li>• Describing the Uganda shillings money.</li> <li>• Identifying and observing the features on Ugandan money.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Observing Uganda shillings</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Real objects coins and notes	<p>Mk.bk2 pg.122</p> <p>Understanding MtC bk1 7476</p> <p>Mk bk1 pg.94</p>
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	MON			LIT I	Descriptive composition about things we make, the materials used and their uses	<ul style="list-style-type: none"> <li>• Reading the given descriptive composition</li> <li>• Answering written questions</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Prepared work on papers	Teacher's own collection
				English	Use of a question mark	<ul style="list-style-type: none"> <li>• Describe a question mark</li> <li>• use of question mark</li> </ul>	<ul style="list-style-type: none"> <li>• whole class discussion</li> <li>• brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- use of a question mark</li> <li>- describe a question mark</li> </ul>	<ul style="list-style-type: none"> <li>- negotiation</li> <li>- creative thinking</li> </ul>	Chalkboard illustration	<p>Ess eng wk bk 3 Pg 5 Pri eng bk 2 pg16</p>

				ART AND CRAFTS	Making table mats	• Making mats	•		<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Manilla papers Pair of scissors	Teacher's own collection
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	TUES			Lit II	Parts a flowering plants (flowers, stem, branch, roots, fruits, leaves)	Naming parts of flowering plant	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and naming a flowering plants</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing parts of a flowering plant</li> </ul>	
				MATHS	Features on money	<ul style="list-style-type: none"> <li>• Identifying and observing the features on money</li> <li>• Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and observing the features on money.</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Real money (coins and notes)	<p>Mk. Bk2 pg. 122-123</p> <p>Mk. Bk.1 pg 94</p>
				ENGLISH	<p><b>Vocabulary</b></p> <p>Animals, plants, building, birds</p> <p>Structures What are they?</p> <p>They are .....?</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Look and say</li> <li>• Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Confidence</li> </ul>	Word cards	<p>MK thematic English bk 2 pg 47</p>

				LIT I	Spellings and dictation Words sentences related to the theme (environment)	<ul style="list-style-type: none"> <li>• Reading and studying the learnt words</li> <li>• Taking dictation of the learnt words</li> <li>• Making sentences using the learnt words</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and studying the learnt words.</li> <li>- Taking dictation of the learnt words</li> <li>- Making sentences using the learnt words</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	A chart showing some of the words related to the environment	
	TUES			ART AND CRAFTS	Our environment	<ul style="list-style-type: none"> <li>• Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills.....</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills.....</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Papers Colour Pencils Environment	Teacher's own collection

	WED			Lit II	Uses of plants We get medicine, food, fire wood, building materials, how we care for plants	Identifying uses of plants Caring for plants  Identifying ways of caring for plants	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying things we get from plants</li> </ul>	<ul style="list-style-type: none"> <li>- Decision making</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing real things got from plants</li> </ul>	
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				MATHS	Comparing different money denominations	<ul style="list-style-type: none"> <li>• Comparing different money denominations</li> <li>• Observing the features on different money denominations</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing different money denominations</li> <li>- Observing the features on different money denominations</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Real money	<p>Mk prim Mtc pg 95</p> <p>Mk bk2 pg 123</p>
				ENGLISH	<b>Vocabulary</b> Cow, sheep, rabbit, pig, monkey, lion, zebra, snake <b>Structure</b> It is a .....? Yes, no, it is not	<ul style="list-style-type: none"> <li>• Forming</li> <li>• Reading</li> <li>• Spelling</li> </ul>	Look and say Guided discovery	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Word cards</li> <li>- Sentences</li> </ul>	Thematic Bk 2 Pg 47	
					<b>Vocabulary Things we make eg mats</b>	<ul style="list-style-type: none"> <li>• Name</li> <li>• Drawing</li> </ul>	Observation Brain storming	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming</li> <li>- Matching</li> </ul>	<ul style="list-style-type: none"> <li>- Care</li> <li>- Responsibility</li> </ul>	Real things we make	Eng [practice bk 2 pg 42

	WED			LIT I	Sound "tr" words and sentences using the given sound	<ul style="list-style-type: none"> <li>Forming words using sound tr</li> <li>Reading words formed</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Forming words using sound tr</li> <li>Reading words formed</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Responsibility</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Care</li> </ul>	A chart showing some of the words with sound – tr	Learning reading eng pg
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				English	Gender Feminine (female) Masculine (male)	<ul style="list-style-type: none"> <li>Give the male for the female</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Naming</li> <li>Describing</li> <li>Reading</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Care</li> <li>Responsibility</li> </ul>	A chart showing gender	Jr. eng bk 2 pg 40
				Lit II	<p>Sources of water</p> <p>Lakes wells, springs, streams, swamps,</p> <p>Uses of water</p> <ul style="list-style-type: none"> <li>for washing</li> <li>for bathing</li> <li>for drinking</li> <li>for cooking</li> </ul>	Identifying and naming sources of water	<ul style="list-style-type: none"> <li>discussion</li> <li>question and answer</li> </ul>	<ul style="list-style-type: none"> <li>drawing and naming water sources</li> </ul>	<ul style="list-style-type: none"> <li>self awareness</li> <li>critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>A chart showing sources of water.</li> </ul>	

				MATHS	Adding money	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Adding given</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanatio n</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Adding given</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciatio n</li> <li>- Sharing</li> <li>- Responsibilit y</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communica tion</li> <li>- Care</li> </ul>	Chalkbo ard illustration Real money	<p>Prim mtc 2000 bk1 pg.9698</p> <p>prim mtc 2000 bk2 pg 124</p>
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	THUR			LIT I	Comprehension passage related to the theme (environment)	<ul style="list-style-type: none"> <li>• Reading comprehension passage related to the theme.</li> <li>• Answering oral and written questions about the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Prepared work on sheets of paper	Teacher's own collection
				Lit II	Importance of things in our environment e.g. from plants we get food, timber, medicine etc  From animals we get food, protection transport etc	Identifying uses of different things in the environment	<ul style="list-style-type: none"> <li>- discussion</li> <li>- question and answer</li> <li>- brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- appreciation</li> <li>- caring</li> <li>- responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- writing and reading</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing things got from plants</li> <li>- real objects</li> </ul>	
				MATHS	Word problems involving addition of money	<ul style="list-style-type: none"> <li>• Reading word problems about addition of money.</li> <li>• Answering oral and written questions about addition of money</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Chalkboard illustration	<p>Mk prim Mtc bk2 pg 124</p> <p>Mk bk1 pg 9698</p>



				ENGLISH	<b>Adjectives</b> <b>Comparing adjectives</b>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Adjectives</li> <li>• Use of adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Group method</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing</li> <li>- Answering</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Comparing Adjective</li> </ul>	Std eng aid pg 53
	FRID			LIT I	Fill in composition related to the theme (environment)	<ul style="list-style-type: none"> <li>• Reading the composition about the theme (environment)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Prepared work on sheets of papers</li> <li>- Chalkboard illustration</li> </ul>	Teacher's own collection
				ART AND CRAFTS	Importance of things in our environment	<ul style="list-style-type: none"> <li>• Drawing, shelter, food, medicine, decoration (flowers), protection (fence)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing shelter, food, medicine, decoration (flowers). Protection (fence)</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Pencils</li> <li>- Paper</li> <li>- Colours</li> <li>- Text books</li> </ul>	Teacher's own collection

				Lit II	<p>Activities which damage our environment</p> <ul style="list-style-type: none"> <li>- cutting trees</li> <li>- poor rubbish disposal</li> <li>- poor farming</li> <li>- brick making</li> <li>- burning bushes</li> </ul>	<p>Naming activities which damage our environment</p>	<ul style="list-style-type: none"> <li>- discussion</li> <li>- explanation</li> <li>- question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Naming different activities that damage the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Effective communication</li> <li>- Responsibility</li> <li>- Sharing</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing people cutting trees, making bricks</li> </ul>	
	MON			MATHS	<p>Subtraction of money</p>	<ul style="list-style-type: none"> <li>• Counting</li> <li>• Reading and answer the given exercise</li> <li>• Regrouping</li> <li>• Observing money</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Counting</li> <li>- Reading and answering the given exercise</li> <li>- Regrouping</li> <li>- Observing money</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	<p>Prepared work on sheets of paper</p> <p>Chalkboard illustration</p>	<p>Mk bk2 pg 127</p>
				LIT I	<p>Picture plant Naming the parts of the plant and giving their uses</p>	<ul style="list-style-type: none"> <li>• Observing a plant identifying different parts of a plant.</li> <li>• Mentioning some of the uses of plants parts.</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	<p>A real plant</p> <p>A chart showing a picture of a plant</p>	<p>Inter scie bk. Pg 2831</p> <p>Rs thematic lit pg 11</p>

				ART AND CRAFTS							
				Lit II	<p><b>Factors that damage our environment</b></p> <p>How to protect the environment e.g.</p> <ul style="list-style-type: none"> <li>- by mulching</li> <li>- by watering plants</li> <li>- by planting trees etc</li> <li>- proper waste disposal</li> <li>- avoid bush burning</li> </ul>	Identifying activities that damage our environment	<ul style="list-style-type: none"> <li>- discussion</li> <li>- question and answer</li> <li>- brainstorming</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Listing</li> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> <li>- assertiveness</li> <li>- Appreciation</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing activities that can spoil our environment</li> </ul>	Mk integrated science bk 2 pg 37
	TUES			MATHS	Word problems involving subtraction of money	<ul style="list-style-type: none"> <li>• Doing written and oral questions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brainstorming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the word problems</li> <li>- Doing a written exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Problem solving</li> <li>- Brainstorming</li> <li>- Grouping</li> <li>- Interview</li> <li>- Whole class discussion</li> </ul>	<p>Chalkboard illustration</p> <p>Text books</p> <p>Prepared work on sheets of paper</p>	Mk bk.2 pg 128

				ENGLISH	Past tense verbs that don't change e.g hurt, shut, burst, read	<ul style="list-style-type: none"> <li>• Reading and writing</li> <li>• Using verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Brain storming</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Critical thinking</li> </ul>	A chart showing verbs that do not change in past tense	
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				LIT II	<p><b>PEACE AND SECURITY</b></p> <p><b>Peace</b></p> <p>Peace is living in harmony without fighting or quarrelling with one another</p> <p><b>Security</b></p> <p>Security is living with protection and freedom</p>	<p>Defining peace</p> <p>Defining security</p>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Defining peace and security</li> <li>- Drawing naming and colouring [pictures about peace and security]</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Self awareness</li> <li>- Reasonability</li> </ul>	<ul style="list-style-type: none"> <li>- Flash cards</li> </ul>	
				ART AND CRAFTS		•	•	-	-		

	WED			Lit II	Uses of different parts of a plant	<ul style="list-style-type: none"> <li>• Identifying uses of different parts on a plant</li> </ul>	<ul style="list-style-type: none"> <li>• Role play</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class</li> <li>• Recitation</li> <li>• Debate</li> <li>• Interview</li> <li>• Mapping</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> <li>- Writing</li> <li>- Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Chalkboard illustration	Fountain bk1 pg 5
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				MATHS	Mixed exercise in addition and subtraction of money	<ul style="list-style-type: none"> <li>• Addition of money</li> <li>• Subtraction of money</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Addition of money</li> <li>- Subtraction of money</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Text books	Tr's own collection
				ENGLISH	REVISION	•	•	-	-		
				LIT I	Sound – th	<ul style="list-style-type: none"> <li>• Pronouncing sound 'th'</li> <li>• Making words using sound 'th'</li> <li>• Fill in words with sound th</li> <li>• Underline words with sound th</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouncing sound 'th'</li> <li>- Making words using sound 'th'</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	A chart showing some of the words with sound – th	Tr's own collection Learning reading eng pg

	WED			ART AND CRAFTS	Modeling things in our environment	<ul style="list-style-type: none"> <li>• Modeling</li> <li>• Mixing clay</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discovery</li> <li>• Demonstration</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Modeling</li> <li>- Mixing clay</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Clay Water	Tr's own collection
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				Lit II	Factors that promote peace and security e.g. love, respect, protection, health	Identifying factors that promote peace and security	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Guided Discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying and naming factors</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing factors that promote peace and security.</li> </ul>	
				MATHS	Shopping	<ul style="list-style-type: none"> <li>• Describing shopping</li> <li>• Carrying out shopping</li> <li>• Counting money</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Describing shopping - Counting money</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Problem solving</li> <li>- Cooperation</li> <li>- Negotiation</li> </ul>	Class shop	Mk. Bk1 pg 9798 bk pg 126

				ENGLISH	<b>Vocabulary</b> <b>Lakes, river, well, tap, Structures</b> <b>Is it a .....?</b> <b>Yes,/ no it is .....</b>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Answering questions</li> </ul>	• Look and say	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Confidence</li> </ul>	A chart	Tr's guide bk 1 pg 97
				LIT I	REVISION	•	•	-	-		
	THUR			ART AND CRAFTS		•	•	-	-		

				Lit II	<p>Factors that promote peace and security at school</p> <ul style="list-style-type: none"> <li>- school rules</li> <li>- love one another</li> <li>- obedience</li> <li>- observation of children's rights</li> <li>- sharing</li> <li>- protection</li> <li>- listening to teachers</li> <li>-</li> </ul>	<p>Identifying school rules</p> <p>Identifying children's rights</p>	<ul style="list-style-type: none"> <li>- role play</li> <li>- discussion</li> <li>- creative things</li> </ul>	<ul style="list-style-type: none"> <li>- role play</li> <li>- doing oral and written exercises</li> </ul>	<ul style="list-style-type: none"> <li>- creative thinking</li> <li>- self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing class rules</li> </ul>	
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	FRID			MATHS	Topical questions	<ul style="list-style-type: none"> <li>• Reading and answering the topical questions</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and answering the topical questions</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Responsibility</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Care</li> </ul>	Chalkboard illustration	Tr's own collection
				ENGLISH	<b>Vocabulary</b> Burns , fire, grass, cut, axe, tree Structures What is he/she doing? He/she is .....	<ul style="list-style-type: none"> <li>• Pronouncing</li> <li>• Spelling</li> <li>• Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen, say and use</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Fluency</li> </ul>	Word cards	Tr's guide nk 1 pg 97

				LIT I	Sentences arrangement about peace and security	<ul style="list-style-type: none"> <li>• Re-arranging sentences related to peace and security</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Re-arranging sentences related to peace security</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	Prepared paper work	Tr's collection
				Lit II	How to prevent insecurity Helping others Listening to elders etc	<ul style="list-style-type: none"> <li>• Identifying</li> <li>• Preventing</li> </ul>	<ul style="list-style-type: none"> <li>• Question and answer</li> <li>• Discovery</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Self awareness</li> <li>- Expression</li> </ul>	<ul style="list-style-type: none"> <li>- playing Role</li> <li>- Reading</li> <li>- Writing</li> </ul>	Chalkboard illustrations	
				MATHS	Mathematical statements on addition  Words used; plus, add, altogether. More sum, total	<ul style="list-style-type: none"> <li>• Reading the mathematical statements.</li> <li>• Recognition of the vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Recognition of the vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> <li>- Problem solving</li> </ul>	Chalkboard illustration	Prim sch mtc bk1 pg 30-32  Mk bk2 pg 35

	MON			LIT I	Sound "oa"	<ul style="list-style-type: none"> <li>• Practicing sound oa</li> <li>• Forming words with sound oa</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Practicing letter oa</li> <li>- Forming words with sound oa</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Responsibility</li> <li>- Care</li> </ul>	Chalkboard illustration Real objects (coat, goat)	Learning reading eng pg 65-66
				ART AND CRAFTS							
				Lit II	People who keep peace and security in our community <ul style="list-style-type: none"> <li>- elders</li> <li>- guards</li> <li>- parents</li> <li>- teachers</li> <li>- army</li> <li>- police</li> <li>- LC</li> <li>- LDU</li> <li>- religious leaders</li> </ul>	Naming people who keep peace and security in the community	<ul style="list-style-type: none"> <li>- brain storming</li> <li>- discussion</li> <li>- question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking</li> <li>- responsibility</li> <li>- self expression</li> </ul>	<ul style="list-style-type: none"> <li>- drawing and naming</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing people who keep peace and security in the community</li> </ul>	

	TUES			MATHS	Subtraction of words	<ul style="list-style-type: none"> <li>Subtracting given numbers</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Explanation</li> <li>Grouping</li> <li>Interview</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Subtracting</li> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Problem solving</li> </ul>	Text books Counters	Mk bk1 pg 72 Mk bk2 pg 61
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				MATHS	Mathematical statements multiplication	<ul style="list-style-type: none"> <li>Reading given statements</li> <li>Working out mathematical multiplication statements</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Explanation</li> <li>Grouping</li> <li>Interview</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Reading given statements</li> <li>Working out mathematical multiplication statements</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> <li>Problem solving</li> </ul>	Text books Chalkboard illustration	Mk bk2 pg 44, 47, 48, 51, 52, 55 Pr sach Mtc bk2 pg49
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				LIT I	Re-arranging word to form meaningful sentences	<ul style="list-style-type: none"> <li>Forming meaningful sentences by re-arranging words</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Forming meaningful sentences by re-arranging words</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Creative thinking</li> <li>Critical thinking</li> <li>Effective communication</li> </ul>	Chalkboard illustration	Tr's own collection
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	WED			ART AND CRAFTS							
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				Lit II	<b>Insecurity</b>  Causes of insecurity at home  - stealing - fighting - violence - diseases - poverty	Identifying factors that lead to insecurity in homes	<ul style="list-style-type: none"> <li>- discussion</li> <li>- question and answer</li> <li>- discovery</li> </ul>	<ul style="list-style-type: none"> <li>- drawing people who promote peace and security</li> </ul>	<ul style="list-style-type: none"> <li>- self expression</li> <li>- self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- a chart</li> </ul> Showing causes of insecurity in a home	
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				English	Vocabulary Fire. Fight, play, pray,.. Like hate Structures What do you like? I like /hate.....	<ul style="list-style-type: none"> <li>• Pronouncing</li> <li>• Reading</li> <li>• Using the words</li> </ul>	<ul style="list-style-type: none"> <li>• Look, and say</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Reading</li> <li>- Using the word</li> </ul>	Articulation Critical thinking	Mk thematic eng bk 2 95	
				MATHS	Mathematical statements involving division	<ul style="list-style-type: none"> <li>• Interpreting mathematical statements</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading the given mathematical statements</li> <li>- Doing a written exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Responsibility</li> <li>- Care</li> </ul>	Text books  A chart showing some mathematical statements in division	Prim sch Mtc bk2 pg 6.  Mk bk2 pg 7483

	THUR			LIT I	Picture composition	<ul style="list-style-type: none"> <li>• Interpreting given pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Interpreting given pictures</li> <li>- Doing an oral and written exercise</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<p>A chart showing the picture.</p> <p>Prepared work on sheets of paper (picture composition)</p>	
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				Lit II	People who promote peace and security at school <ul style="list-style-type: none"> <li>- teachers</li> <li>- prefects</li> <li>- guards</li> <li>- cleaners</li> <li>- nurses</li> <li>- friends</li> </ul>	Identifying people who promote peace and security at school	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking</li> <li>- self awareness</li> <li>- self expression</li> </ul>	<ul style="list-style-type: none"> <li>- drawing and naming</li> </ul>	<ul style="list-style-type: none"> <li>- a chart showing people who promote peace at school</li> </ul>	
				English	Vocabulary Guns, spear, knife, needle, stone, sticks Structures Do you have a .....? Yes/no.....	<ul style="list-style-type: none"> <li>• Pronouncing</li> <li>• Reading</li> <li>• Using the words</li> </ul>	<ul style="list-style-type: none"> <li>• Look, and say</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouncing</li> <li>- Reading</li> <li>- Using the word</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Mk thematic eng bk 285</li> </ul>	
				MATHS	Mixed exercise in addition to multiplication and division	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Brain storming</li> <li>• Explanation</li> <li>• Grouping</li> <li>• Interview</li> <li>• Drawing</li> </ul>				Tr's own collection
	THUR			LIT I	Sound "tion"	<ul style="list-style-type: none"> <li>• Whole class discussion</li> <li>• Making words with "tion"</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Making words with sound "tion"</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>- Jigsaws</li> <li>- A chart showing "tion"</li> </ul>	

	MON			MATHS	Number families less than 10	<ul style="list-style-type: none"> <li>Numbers less than 10</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Explanation</li> <li>Grouping</li> <li>Interview</li> <li>Drawing</li> </ul>		<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Critical thinking</li> <li>Problem solving</li> </ul>	A chart showing the basic of number families	
				English	Vocabulary Peace, love, safe, share, work, pray Structures What are they doing? They are .....?	<ul style="list-style-type: none"> <li>Pronouncing</li> <li>Reading</li> <li>Using the words</li> </ul>	<ul style="list-style-type: none"> <li>Look, and say</li> </ul>	<ul style="list-style-type: none"> <li>Pronouncing</li> <li>Reading</li> <li>Using the word</li> </ul>	<ul style="list-style-type: none"> <li>Articulation</li> <li>Critical thinking</li> </ul>	Tr's guide bk 1 pg 97	
	TUES			MATHS	Multiplication by 3 Division by 3	<ul style="list-style-type: none"> <li>Multiplying by 3</li> <li>Division by 3</li> </ul>	<ul style="list-style-type: none"> <li>Whole class discussion</li> <li>Brain storming</li> <li>Explanation</li> <li>Grouping</li> <li>Interview</li> <li>Drawing</li> </ul>	<ul style="list-style-type: none"> <li>Doing a written exercise</li> </ul>	<ul style="list-style-type: none"> <li>Creative thinking</li> <li>Critical thinking</li> <li>Problem solving</li> </ul>	A chart showing the basics of number families	
				LIT I	Comprehension about people in our community	<ul style="list-style-type: none"> <li>Reading the given passage</li> <li>Describing different people in our discussion community</li> </ul>	<ul style="list-style-type: none"> <li>Phonetic</li> <li>Reading</li> <li>Oral method</li> <li>Whole class discussion</li> <li>Explanation</li> <li>Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Describing</li> <li>Writing</li> <li>Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation</li> <li>Sharing</li> <li>Creative thinking</li> <li>Critical thinking</li> </ul>	Prepared work on papers	Tr's own collection



				Lit II	<p>How to promote peace and security in our community</p> <ul style="list-style-type: none"> <li>- by solving problems</li> <li>- reporting bad people</li> <li>- providing security</li> <li>- loving and respecting others</li> </ul>	<p>Identifying ways of promoting peace and security</p>	<ul style="list-style-type: none"> <li>- brain storming</li> <li>- question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking</li> <li>- self awareness</li> <li>- self expression</li> </ul>	<ul style="list-style-type: none"> <li>- role playing</li> <li>- reading</li> </ul>		
				English	<p>Vocabulary Policeman /woman Soldier, teacher Structure What can you see? I can see a</p>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Using the words</li> </ul>	<ul style="list-style-type: none"> <li>• Look, and say</li> <li>• Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Forming sentences</li> </ul>	<p>Articulation</p> <ul style="list-style-type: none"> <li>- Critical thinking</li> <li>Awareness</li> <li>Confidence</li> </ul>		<p>Tr's guide bk 1 pg 97 Mk thematic eng practice bk 2 pg 91</p>
	Wed			LIT I	<p>Guided composition about peace and security</p>	<ul style="list-style-type: none"> <li>• Reading the given composition</li> <li>• Answering oral and written questions</li> </ul>	<ul style="list-style-type: none"> <li>• Phonetic</li> <li>• Reading</li> <li>• Oral method</li> <li>• Whole class discussion</li> <li>• Explanation</li> <li>• Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Describing</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciation</li> <li>- Sharing</li> <li>- Creative thinking</li> <li>- Critical thinking</li> <li>- Self esteem</li> </ul>	<p>Chalkboard illustration and guided composition on sheets of papers</p>	<p>Tr's collection</p>

				Lit II	<ul style="list-style-type: none"> <li>- Importance of peace and security</li> <li>- To promote love</li> <li>- To be happy</li> <li>- To care for others</li> </ul>	Mentioning importance of peace and security	<ul style="list-style-type: none"> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and writing</li> </ul>		
				English	Vocabulary Fighting Sharing Playing Structure What are they doing? They are .....?	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Spelling</li> <li>• Using the words</li> </ul>	<ul style="list-style-type: none"> <li>• Look, and say</li> <li>• Answering questions</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Spelling</li> <li>- Forming sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Articulation</li> <li>- Critical thinking</li> <li>- Awareness</li> <li>- Confidence</li> </ul>		Mk thematic eng bk 2 95
				Lit II	<b>Insecurity</b> <ul style="list-style-type: none"> <li>- How to prevent insecurity</li> <li>- Helping others</li> <li>- Listening to elders</li> <li>- Following school rules</li> <li>- Loving one another</li> <li>- Not stealing</li> </ul>	Identifying ways of preventing insecurity	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Discovery</li> <li>- discussion</li> </ul>	<ul style="list-style-type: none"> <li>- critical thinking</li> <li>- self awareness - Expression.</li> </ul>	<ul style="list-style-type: none"> <li>- role playing</li> <li>- reading</li> <li>- writing</li> </ul>	<ul style="list-style-type: none"> <li>- Chalk board illustration</li> </ul>	
				Lit II	<ul style="list-style-type: none"> <li>- <b>Causes of insecurity in our school</b></li> <li>- Beating</li> <li>- Fighting</li> <li>- Teasing</li> <li>- Not respecting</li> <li>- Stealing</li> <li>- Not listening</li> </ul>	Identifying causes of insecurity at school	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- role play</li> <li>- Brain storming</li> <li>- interview</li> </ul>	<ul style="list-style-type: none"> <li>- self awareness</li> <li>- responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- role playing</li> <li>- naming</li> </ul>	<ul style="list-style-type: none"> <li>- well written school rules on a chart</li> </ul>	