**SCHEME OF WORK FOR WRITING FOR MIDDLE CLASS TERM I**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | PD | L/Area | L/Outcome | Competence | Content | L/Activities | Skills | L/Aids | Ref |
| 1 | 1 | * Develop and use our language appropriately. | * Writing different kinds of factual and imaginative task, depicting appropriate letter formation. | * I can use my hands and eyes to perform different activities as instructed. | Writing symbols of one round as a ball.  O OO  O - -  O - - | * Writing * Copying * Completing the symbols | * Eye hand coordination * Griping | * Books * Pencils | LF Page 57 |
|  | 2 | * Develop and use our language appropriately. | * Writing different kinds of factual and imaginative task, depicting appropriate letter formation. | * I can coordinate my eyes and hands effectively. | Copying the symbol.  Shading the pattern. | * Writing the symbols * Colouring the pattern. * Completing the symbols. | * Eye and hand coordination | * Books, pencils and colours | LF pg 37 |
| 2 | 1 |  | * Writing different kind of factual and imaginative tasks. * Depicting appropriate letter formation | * I can use my hands and eyes to perform different . activities as instructed | Symbols of writing standing sticks (I) and sleeping stick( ) | * Writing, copying the symbols, writing letter patterns | * Eye and hand coordination | * Pencils, books, pupils’ hands | LF Pg 57 |
|  | 2 |  | * Writing different kind of factual and imaginative tasks. * Depicting appropriate letter formation | * I can use my hands and eyes to perform different . activities as instructed | Writing the pattern of a standing and sleeping stick. | * Writing the pattern and completing the pattern. | * Eye and hand coordination | * Pencils * Books | LF Pg 57 |
| 3 | 1 | * Developing and using my language appropriately | * Writing different kinds of and imaginative tasks depicting appropriate letter formation, creativity and writing skills | * Use my hands and eye to perform different activities as instructed | Writing slanting stick forward and backward  / / /  /  /  \ \ \  \  \ | * Writing the symbols in the air using a hand , fingers * Writing symbols in their books. | * Eye and hand coordination sharing | * Books * Pencils | LF Pg 57 |
|  | 2 | * Developing and using my language appropriately | * Writing different kinds of and imaginative tasks depicting appropriate letter formation, creativity and writing skills | * Use my hands and eye to perform different activities as instructed | Writing the pattern of a slanting stick i.e back and forward sticks.  //  //  \\  \\ | * Completing the pattern * Writing | * Eye and hand coordination | * Books * Pencils | LF Pg 57 |
| 4 | 1 & 2 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills | * Use my eyes and hand to perform different activities as instructed. | Writing curve forward and backward.  C CC  C - -  C - -   * - * - | * Writing symbols using different body parts like hands * Writing them in the ari * Writing them on chalkboard one at a time * Copying and writing them in their books. | * Eye and hand coordination * Sharing * Listening | * Slates * Chalkboard * Books * Pencils |  |
| 5 | 1 & 2 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative letter formation creativity and writing skills | * Use my eyes and hand to perform different activities as instructed. | Writing curve forward and backward.  U UU  U - -  U - -  nnn  n - -  n - - | * Writing symbols in the air * Completing symbols in their books | * Eye and hand coordination * Sharing | * Slates * Chalk * Books and pencils | LF Pg 57 |
| 6 | 1 & 2 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative tasks depicting appropriate letter. * Formation creativity and writing skills | * Use my hands and eyes to perform different activities as instructed . | Completing the pattern  Shading the pattern of a curve  C CCCC  C C  C C  C CCCC  CCCCC  C CCCC | * Completing the pattern of a curve going/facing forward * Shading * Colouring a curve facing forward | * Eye and hand coordination * Shading | * Books * Pencils and colours | LF Pg 57 |
| 7 | 1 & 2 | * Developing and using my language appropriately | * Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills. | * Use my hand and perform different activities as instructed | Completing pattern  Colouring the pattern.  V VVV  V - - -  V - - -  VVVVVVVV  VVVVVVV  VVVVVVV | * Complete the pattern shading * Colouring the pattern | * Eye and hand coordination * Sharing | * Books and pencil | LF Pg 57 |
| 8 | 1 & 2 | * Developing and using language appropriately | * Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | * Use my hands and eyes to perform different activities as instructed. | Writing the symbol on the letter sound “a”  O I O I  O I  O I  a aa  - - -  - - - | * Writing the letter * Copying | * Eye and hand coordination * Listening * Speaking | * Slates * Chalk * Books and pencils |  |
| 9 | 1 & 2 |  |  |  | Writing the symbol on the letter sound “b”  I OI O  I O - -  IO - -  b bb  b - -  b - - | * Writing * Completing * Copying | * Eye and hand coordination * Listening * speaking | * Slates books and pencils | LF Pg 57 |
| 10 | 1 & 2 | * Developing and using language appropriately | * Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | * Use my hands and eyes to perform different activities as instructed. |  |  |  |  |  |

**SCHEME OF WORK FOR READING MIDDLE CLASS- TERM ONE**

**Learning Area 5:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **Ref** | **Rem** |
| 1 | 1 TO 5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Use single sound flash cards and teach sounds. * Teacher shows the sound of the card and pupils read it, | * Demonstration * discussion | * Reading * matching | * Big card and small cards |  |  |
| 2 | 1 to 2 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Read sound a – c * Recognize d – f  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  |   Copy the same sound.     |  |  |  |  | | --- | --- | --- | --- | | a | a | a | a | |  |  |  |  |  * read sound 1 – f * Recognize g – l * Trace sound b  |  |  |  |  | | --- | --- | --- | --- | | b | b | b | b | |  |  |  |  | | * Tracing * Reciting * Writing | * Writing * Colouring * sounding |  |  |  |
| 2 |  | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Read letter sounds a – i * recognize g – i * Copy the same sound      |  |  |  |  | | --- | --- | --- | --- | | c | c | c | c | |  |  |  |  |  * Reciting sound a – i * Read sound a – f * Recognize g – i * Trace the given sound.      |  |  |  |  | | --- | --- | --- | --- | | d | d | d | d | |  |  |  |  |  * Copy the same sound      |  |  |  |  | | --- | --- | --- | --- | | e | e | e | e | |  |  |  |  | | * Reading * writing * Demonstration * Discussion * Look and say | Reading  Writing  Matching  Colouring  sounding | * Big cards * Small cards * Charts |  |  |
| 3 | 1 to 5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Read sounds a – f * Recognize j – i * Trace the given sound      |  |  |  |  | | --- | --- | --- | --- | | f | f | f | f | |  |  |  |  |  * Copy the same  |  |  |  |  | | --- | --- | --- | --- | | d | d | d | d | |  |  |  |  | | * Reading * writing * Demonstration * Discussion * Look and say | Reading  Writing  Matching  Colouring  sounding | * Big cards * Small cards * Charts |  |  |
|  |  |  |  | * Match the same sounds * a b * e a * b f * a e | * Reading * writing * Demonstration * Discussion * Look and say | Reading  Writing  Matching  Colouring  sounding | * Big cards * Small cards * Charts | Teachers collection |  |
| 4 | 1 to  5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Reciting sound a – i * Recognize the correct sound written | * Discussion * demonstration | * sounding * colouring | * flash cards with sound |  |  |
|  |  | * Circle the given sound.  |  |  |  |  | | --- | --- | --- | --- | | d | z | z | d | | e | x | e | x | | f | y | y | f | | c | c | s | s |  * Recite the sounds a – j |  | * Colouring * Matching * circling | * flash cards with sounds. |  |  |
|  | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. |  |  |  | * cards with sounds |  |  |
|  |  |  |  | * matching the same sounds   f b  c e  e f  b c | * matching | * explanation |  |  |  |
|  |  |  |  | * circle the correct sound for the picture   b c d    t a e | * Ring the correct * tracing |  |  |  |  |
| 5 | 1  to 5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Colour for the sound a – h     b =      c =   * Match to the picture   a    c    f | * Demonstration * Discussion * Look and say * Brain storming | * Colouring * Drawing * crossing * Writing | * cards * charts * real objects |  |  |
| 6 | 1  to  5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Draw the given sound   b - \_\_\_\_\_  h - \_\_\_\_\_  e - \_\_\_\_\_\_  Cross the different sound  b d b b  c a c c  e i e e | * Discussion * demonstration * play way | * copy the same | * BB illustration * flash cards with sound * stencil work * exercise books |  |  |
| 7 | 1  To  5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Write sound for the picture     Tick sound for the picture  p c r    b f h | * Discussion * demonstration * Look and say * Brain storming | * Writing * Ticking * Circling * Shading | * Real objects * Charts * Cards * Books and pencils |  |  |
| 8 | 1  To  5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Teacher will give listen and write on learnt words and sounds   Fill in the given sound “a”  b\_\_t  b\_\_g  t\_\_p  p\_\_n  r\_\_g  Read and draw    \_\_\_\_\_\_\_  Fill in the missing sound  p\_\_t  m\_\_n  b\_\_g  S—m | * Discussion * demonstration * Look and say * Brain storming | * Writing * Listening * Reading * Filling in the missing sound | * Pencils * Flash cards * charts |  |  |
| 9 | 1  10 5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Naming objects     Read and draw  tin \_\_\_\_\_  cup \_\_\_\_  book \_\_\_\_\_  bag \_\_\_\_  pot \_\_\_\_\_  bed \_\_\_\_\_\_  tree \_\_\_\_ | * Question and answer * Discussion * Discovery * Demonstration | * Reading * Naming * Drawing * Colouring * Writing | * Pencils * Flash cards * Real objects |  |  |
| 10 | 1  To  5 | Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations. | I can respond and differentiate between sounds and locate different directions. | * Introducing consonant “h” * Recite sound “a” “h” * Recognise sound “h” * Read sound “h” amd write words with sound “h”  |  |  | | --- | --- | | h | h | | hut | house |   Introducing sound “j”  Recite sound “j”  Read and write “j”  Words with sound “j”   |  |  | | --- | --- | | j | j | | jug | jacket |   Introducing sound “k”  Recite sound “a” - “k”  Recognise “k”  Read sound “k” and words with sound “k”   |  |  | | --- | --- | | k | k | | kite | kettle | | * Explanation * Illustration * Demonstration * Story telling | * Reading * Reciting rhymes * Writing * Sorting | * Flash cards |  |  |

**MIDDLE CLASS- TERM TWO,SCHEME OF WORK FOR READING**

**Learning Area 5:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **Ref** | **Rem** |
| 2 | 1 TO 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing consonant “h”   * Recite sounds “a – h” * recognize sound h * read sound “h” and write words with sound “h”  |  |  |  | | --- | --- | --- | | h | h | h | | hut | hen | house |   Introducing consonant j   * recite sound “j” * recognize sound “j” * read sound j and write words with sound j  |  |  |  | | --- | --- | --- | | j | j | j | | jug | jacket | jik |   Introducing consonant “k”   * recite sounds a – k * recognize sound k * read sound k and words with sound k  |  |  |  | | --- | --- | --- | | k | k | k | | kite | kit | kettle | | * Explanation * Illustration * Demonstration * story telling * look and say | * Reading * writing * sorting * copying * reciting sounds * recognizing the different sounds | * flash card * books * pencils * charts | Teachers collection |  |
| 3 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing consonant “l” * Recite sounds a –m * Read sound “l” * Write sound “l”  |  |  |  | | --- | --- | --- | | l | l | l | | leaf | leg | lamp |   Introducing sound “m”   * recite sounds a – m * Recognize a – m * read sound “m” * Write sound “m”  |  |  |  | | --- | --- | --- | | m | m | m | | man | mat | moon |   Introducing consonants n – r   * Recite sounds n – r * Read sound “n”  |  |  |  | | --- | --- | --- | | n | n | n | | neck | nail | nest | | -Explanation  -Illustration  -Demonstration  Look and say  discussion | -reading  Writing  Copying  Reciting sounds  matching  - | * flash cards * word chart * chalkboard illustration | Teachers collection |  |
| 4 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing consonant “p” * Recite sound “p” * recognize sound “p” * Read sound “p” * Write sound p and the words.  |  |  |  |  | | --- | --- | --- | --- | | p | p | p | p | | pen | pot | pink | pencil |   Introducing consonant “r”   * Recite sounds n – z * recognize sound r * Read sound r * Write sound r and the words.  |  |  |  | | --- | --- | --- | | r | r | r | | rain | rat | rabbit |   Introducing sound “s”   * Recite sounds n – z * recognize sound “s” * Write sound “s” and words  |  |  |  |  | | --- | --- | --- | --- | | S | S | S | S | | Snake | Sun | Star | stool | | -Illustration  -Explanation  -Demonstration  -look and say  discussion | -Reading  -Writing  Copying  Matching  Crossing  understanding | * flash cards * word chart * chalkboard illustration | Teachers collection |  |
| 5 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing sound “t”   * Recite letters n – z * recognize sound “t” * Read sound “t” * Write sound “t” and the words.  |  |  |  | | --- | --- | --- | | t | t | t | | tap | tree | tin |   Introducing sound “v”   * Recite letter n – z * Recognize sound V * Read sound V * Write sound v and the words.  |  |  |  | | --- | --- | --- | | v | v | v | | van | vest | vim |   Introducing sound “w”   * recite sound n – z * Recognize sound w * Read sound “w” * Write sound w and the words.  |  |  |  | | --- | --- | --- | | w | w | w | | watch | wall | water | | -Explanation  -Illustration  -Demonstration  discussion | -Reading  -Writing  Copying  Listen and write  colouring | * flash cards * word chart * puzzle * jig saws | Teachers collection |  |
| 6 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing sounds “n -z”   * recite sound n – z * Recognize sound y * Read sound “y” * Write sound y and the words.  |  |  |  | | --- | --- | --- | | Y | Y | Y | | Yes | Yellow | yam |   Introducing sound n - z   * recite sound n – z * Recognize sound z * Read sound “z” * Write sound z and the words.  |  |  |  | | --- | --- | --- | | z | z | z | | zip | zebra | zoo |   **Read and match**  h snake  z hut  j pot  m jug  p mat  s zip | -Explanation   * Illustration * Discussion * Look and say | -Reading  -Writing  Copying  Reciting sounds  matching | * flash cards * charts * jig saws * dominos | Teacher’ collection |  |
| 7 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | * Introducing syllables with vowels “a”   ba –g = bag  ba-t \_\_\_\_\_\_  ba-n \_\_\_\_\_\_  ba-r \_\_\_\_  Introducing syllable “ca”  c – a = ca  t = cat  ca r = car  n = can  p = cap  Introducing syllable “da”  d – a = da  m = dam  da rk = dark  n = dan | -Explanation  -Illustration  -Demonstration  -Look and say | -Reading  -Writing | * Chart * Flash cards |  |  |
| 8 | 1 to 5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing syllable “fa”  f – a = fa  t = fat  fa n = fan  r = far  Introducing syllable “ga”  g – a = ga  p = gap  ga m = gam  s = gas  Introducing syllable “ma”  m – a = ma  ma- t = mat  ma – d = mad  ma – p = map | -Explanation  -Illustration  -Demonstration  Look and say | -Reading  -Writing | * chart with syllable * flash cards | Teachers collection |  |
| 9 | 1  to  5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Matching syllables with the words   |  |  | | --- | --- | | ba  ca  da  fa  ga  ha  ma | hat  gas  mad  cat  bag  dam  fan |   Fill in the missing sound   |  |  | | --- | --- | | cat  bag  hat  mat  fan | c\_\_t  b\_\_g  h\_\_t  m\_\_t  f\_\_n | | -Illustration  -Explanation  -Demonstration | -Reading  -matching  -Writing | Syllable chart  Cards | Teacher’s collection |  |
| 10 | 1  To  5 | Listen with acuity form information, enjoyment and responding appropriately in a wide range of situations | I can respond to different sounds and locate different directions | Introducing syllables with vowel “e”  be = be  bed  hen key  bell desk  ben get  d = …………  be n = ……………  ll =…………..  Introducing more syllables of “e”  bend set  sent sell | -Explanation  -Illustration  -Demonstration | -reading  -Writing  copying | * Chart having syllables. * Flash cards | LFW |  |

**MIDDLE CLASS- TERM THREE ,SCHEME OF WORK FOR READING**

**Learning Area 5:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **Ref** | **Rem** |
| 1 |  | Writing different kinds of factual of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills. | I can use my hands and eyes to perform different activities as instructed. | Introducing the letter sounds using the phonic method.  **a, b, c, d, e, f, ----**  Circle the given sounds.  c F  e d f c  c b  Match sounds to pictures  c  f  g  Match sounds to words  m sun  t boy  b mat  s tin  Joining puzzles of pictures and words learnt. | * Phonic method * Discovery * Discussion * Demonstration * Question and answer * Look and say * illustration | * Reciting a rhyme * Reading letter sounds * Circling the sounds. * matching sound to pictures. * Matching sounds to words. * Joining puzzles to form a picture. | * single letter sounds. * Work cards * pictures * real objects * flash cards * puzzles or dominoes * paper work | LFW pg 56 |  |
| 2. | 1  to 5 | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letter shapes | * Reciting a rhyme * Reading the letter sounds.   **f g h i j**   * Matching sounds to words   f jug  g insect  h fan  i goat  j hill   * Identifying the first letter sound for the word.   bed \_b\_\_\_ sun \_\_\_\_  mat \_\_\_\_ hut \_\_\_\_  tree \_\_\_ duck \_\_\_   * Cicling the first letter sound for given words  |  |  |  |  | | --- | --- | --- | --- | | bag | c | b | t | | mat | m | c | d | | tin | o | s | t | | * Phonic * look and say * Question and answer * Discovery * Discussion * Demonstration * Story telling | * Reciting a rhyme * Reading the letter sounds using the correct pronunciation. * Matching sounds to words. * Sorting letter sounds. * Circle the first letter sound. * Underlining the first letter sounds. * Writing letter sounds. | * Single letter sound. * Flash cards * paper work * Work cards. |  |  |
| 3 | 1  To  5 | Reading to enjoy, acquire knowledge and understanding | I can recognize and interpret pictures and letter shapes | * singing a song about letters. * Sounds to make a two letter word   a –t = at  a – n = \_\_\_\_\_\_\_\_  a – s = \_\_\_\_\_\_\_\_  i – s = \_\_\_\_\_\_\_\_  i – f = \_\_\_\_\_\_\_\_  o – n = \_\_\_\_\_\_\_\_  i – t = \_\_\_\_\_\_\_\_  a – m = \_\_\_\_\_\_\_\_  u – p = \_\_\_\_\_\_\_\_   * Listening to the correct pronounciation of the new built words * Reading the words correctly. * Writing the words correctly. * Listen and write   at an it  on in  is am   * Building he words using small letters.   b\_\_t = bat   * Identifying the first initial sound. * Using the words in short sentences * It is a tin   Suggest development activties   * matching to the same words   at on  an if  it an  if at  on an  etc | * Look and say * Phonic * Discovery * Explanation * Illustration * Demonstration | * Singing * Reading the letter sounds. * Joining the sounds to make a word. * Listening and saying the words. * Reading the words correctly. * Building the words. * Constructing the sentences. * Writing the words and sentences. * Sorting the letter sound. * matching to the same words. | * Single letter cards. * Flash cards. * B/board * Books and pencils * slates * papers. |  |  |
| 4 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write letters words and sentences | * singing a song about syllables * Reading sounds joined to form syllables e.g   ba ca da  fa ga na  etc   * Forming words using syllables with a final consonant.   n \_\_\_\_  fa  t \_\_\_\_\_\_  n \_\_\_\_  ma  t \_\_\_\_\_\_  d \_\_\_\_  ha s \_\_\_\_\_\_  t \_\_\_\_\_\_  n \_\_\_\_  pa m \_\_\_\_\_  t \_\_\_\_\_\_  d \_\_\_\_\_\_  t \_\_\_\_\_  ba g \_\_\_\_\_  d \_\_\_\_\_   * Constructing short sentences using the words formed orally and the writing them.   e.g   * Pat has a cat. * Dad has a car. * It is a fat cat.   Suggested developmental activities  Read, draw and write   |  |  | | --- | --- | |  |  | | fan | bat | |  |  | | star | bag | |  |  | | hat | car | |  |  | |  | banana |  |  |  | | --- | --- | |  |  | | mat | cat | |  |  | | fan | rat | |  |  | | * Discussion * Discovery * Demonstration * Question and answer * Explanation * Story telling | * Singing a song * Reading letter sounds. * Forming syllables * Forming words using syllables. * Constructing sentences using the words. * Reading sentences. * Writing sentences | * Single letter sounds. * Flash cards. * Single syllable cards. * paper work * books and pencils. | LFW  Pg 56 |  |
| 5 | 1  to  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write letters words and sentences | * Singing a song about syllables. * Reading syllables with vowel “e”   e.g  ke me ne  re we tell  etc   * identifying the syllables as given. * Writing the syllables * Forming words using the syllables.   g \_\_\_\_\_\_  b \_\_\_\_\_\_  be d \_\_\_\_\_\_  st \_\_\_\_\_\_\_  g \_\_\_\_\_\_  le t \_\_\_\_\_\_  ss \_\_\_\_\_\_  g \_\_\_\_\_\_  ll \_\_\_\_\_\_  we st \_\_\_\_\_\_  nt \_\_\_\_\_\_\_  Suggested developmental activties   * Constructing short sentneces using the words orally. * Reading the sentences. * Writing short sentences.   e.g  Here is a peg.  I have two legs.  My bed is here.   |  |  | | --- | --- | |  |  | | bed | ten | |  |  | | bell | seven | |  |  | | hen | pencil | |  |  | | zebra | dress | | * Rote method * Discussion * Discovery * Explanation * Question and answer * Demonstration | * Singing * Reading syllables * identifying syllables * Sorting syllables * Writing syllables * Forming words. * Constructing sentences * Reading sentences. * Writing sentences. * Drawing pictures | * syllable cards * paper work * b/board * books and pencils * reading cards * Single words cards. |  |  |
| 6 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write letters words and sentences | * Role playing about Jack and Jill * Reading syllables with vowel “i”   e.g  bi fi hi  ti ri mi etc   * Sorting syllables from others. * Writing syllables. * Forming words using the syllables.   ll \_\_\_\_\_\_  s \_\_\_\_\_\_  hi t \_\_\_\_\_\_  d \_\_\_\_\_\_\_  n \_\_\_\_\_\_  ll \_\_\_\_\_\_  wi sh \_\_\_\_\_\_  g \_\_\_\_\_\_\_ etc   * Constructing simple sentences using the words formed.   Jill has a big pig.  It is a hill.  This is a dust bin.   * Reading and drawing  |  |  | | --- | --- | |  |  | | fish | tin | |  |  | | dish | six | |  |  | | zip | hill |  * Name the picture  |  |  | | --- | --- | |  |  | |  |  | | 6 |  | |  |  | |  |  | |  |  | | * Role playing * Phonic * Look and say * Whole sentence. * Discovery * Explanation * Demonstration * Question and answer. | * Role playing. * Reading syllables. * Forming syllables. * Sorting syllables. * Writing syllables. * Forming words. * Constructing sentences. * Reading sentences. * Writing sentences. * Drawing pictures. * Naming the pictures. | * Puppets * Single cards. * B/board * Books and pencils * Reading cards. * Single word cards. * paper work. |  |  |
| 7 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write letters words and sentences | * Reciting an alpbabet rhyme. * Reading syllables with vowel “o”   e.g  bo, do, go  co, to, po etc   * Sorting syllables * Writing syllables with vowel O * Forming words using the syllables.   x \_\_\_\_\_\_  bo y \_\_\_\_\_\_  dy \_\_\_\_\_\_\_  r \_\_\_\_\_\_  x\_\_\_\_\_\_  fo il \_\_\_\_\_\_  rm \_\_\_\_\_\_\_   * constructing simple sentences using the words formed. * Tom is on a mat. * I have a box. * The pot is hot. * Read and drawing  |  |  | | --- | --- | |  |  | | dog | box | |  |  | | dot | pot | |  |  | | coat | fork |  * Read, draw and write  |  |  | | --- | --- | |  |  | | tomato | nose | |  |  | | hoe | fork | | * Rote * Phonic * Look and say * Discovery * Explanation * Demonstration | * singing * reading syllables * forming syllables * sorting syllables * Writing syllables * Forming words. * Constructing sentences |  |  |  |
| 8 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write letters words and sentences | * Reciting a rhyme * Reading syllables with vowel sound “u” e.g   mu tu fu  gu su du etc   * Identifying and sorting syllables * Writing syllables * Forming words with the syllable learnt   Put pull  Push bush  Bull ruler   * Writing the words * Constructing simple sentences using the words. * Musa has a bull. * Here is the ruler. * The boy can push a car. * Put the books in the box   -etc | * Rote * Phonic * Look and say * Discovery * Explanation * Demonstration | * Reciting the rhyme * Reading syllables words and simple sentences. * Writing syllables words and sentences. | * Chart with a rhyme * Single syllable cards * Reading cards. * paper work * Books and pencils * flash cards |  |  |
| 9 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can read, write syllables, words and sentences. | * Role playing a game involving syllables. * reading syllables with all the vowel sounds. * Following the sequence. * Sorting and identifying the syllables. * Matching the same syllables.   e.g  ba go  me du  fi ba  go me  du fi   * Underlining the initial (first) syllable with vowel i , using the words learnt etc   fish gap will hen  pull set top sit   * Building simple vernacular words using the syllables.   e.g  a-ma-ta = amata  taa-ta = taata  sa-ga-la = \_\_\_\_\_\_\_  o-mu-kee-ka = \_\_\_\_\_  maa-ma = \_\_\_\_\_\_ | * Role play * Discovery * Explanation * Demonstration * Discussion | * Playing a game * reading * Following the sequence. * Sorting syllables * matching syllables * Underlining the first syllables following the vowel sound given. | * cards. * chart * work cards * paper work * books and pencils |  |  |
| 10 | 1  To  5 | Writing different kinds of factual and imaginative tasks, depicting appropriate letter formation, creativity and writing skills | I can tell and write the next syllable, make patterns following the sequence. | * Reciting a rhyme * Find the missing syllables.   Ba \_\_ bi \_\_\_ bu  Ta \_\_\_ ti \_\_\_ tu  \_\_ me \_\_ mo \_\_  \_\_\_ se \_\_\_ so \_\_\_   * Completing he pattern   Δ⭘Δ⭘ \_\_ \_\_ \_\_ \_\_  caca \_\_ \_\_\_ \_\_\_ \_\_  ha ha \_\_\_ \_\_ \_\_\_ \_\_  bo bo \_\_ \_\_ \_\_ \_\_   * Finding the missing parts. | * Rote * Discovery * Discussion * Explanation * Illustration * Demonstration | * reciting a rhyme * Reading * Finding the missing syllables * Writing syllables * Completing the patterns * Find the missing parts * Drawing | * Chart * paper work * jigsaws * books and pencils |  |  |

**SCHEME OF WORK FOR NUMBERS FOR MIDDLE CLASS- TERM ONE**

**Learning Area 4:**

**Developing And Using Mathematical Concepts In My Day To Day Experiences:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 | 1  to  5 | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes. | * Reciting a number rhyme. * Matching similar objects. * Sorting by type e.gbeads from beans and bottle tops etc. * Teaching numbers through a rhyme, “one for sorrow, two for joy” * Finding objects according to a specific colour.  |  | | --- | | My red things |  * Copying numbers 0 – 5. | * Rote * Play way * Discovery * Discussion * Explanation * Illustration * Demonstration | * Reciting rhyme * matching objects * Sorting * Counting numbers. * Identifying objects that have the same colours. * Copying numbers 0 – 5. * Matching the same numbers 0 – 5. | * Chart * real objects * pictures * containers * Disposable plates. * paper work | LFW 41 |  |
| 2 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can tell similarities and differences among things and numbers. | * reciting a number rhyme. * Counting numbers up to 10. * Talking about differences, similarities and quantities. * Showing the quantity of zero. * Zero means nothing * ideas leading to zero. * How many teachers have 3 heads? * Copying number zero  |  |  |  |  |  | | --- | --- | --- | --- | --- | | 0 | 0 | 0 | 0 | 0 | |  |  |  |  |  |  * coping number 1   e.g   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 🏵 | 1 | 1 | 1 | 1 | | 1 |  |  |  |  | | 1 |  |  |  |  |  * copying number 2 * copying number 3 - 5 | * Rote * play way * Discussion * Demonstration * Explanation | * Reciting the rhyme * Counting the numbers. * Copying the numbers. | * Chart * Flash cards * paper work * books and pencils * real objects * counter. | LFW pg 45. |  |
| 3 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can tell similarities and differences among things and numbers. | * reciting number rhymes. * identifying numbers * Sorting numbers from others. * Talking about differences, similarities and quantities of numbers. * Telling situations have bring out the concept of zero. * Copying number 4.   e.g 0000 = 4  4 \_\_\_ \_\_\_ \_\_\_  4 \_\_\_ \_\_\_ \_\_\_   * Copying number 5 * copying number 6 * copying number 7 | * recitation * Play way * Discussion * Explanation * Demonstration * Illustration | * Miming the rhyme. * Sorting numbers from others. * Copying, drawing and writing numbers, circling, crossing, underline correctly. * Drawing balls for numbers 0 – 5. * Circle the same number or given number. | * Flash cards * single number cards. * paper work * books and pencils. | FLW pg 45  Teachers collection. |  |
| 4 | 3 – 5 |  |  | * copying numbers   ♈♈♈♈♈♈♈♈  8 8 8  8 \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  8 \_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_  8\_\_ \_\_\_ \_\_\_ \_\_\_ \_\_\_   * Copying number 9 * Copying number 10 | * Question and answer correctly. | * copying the numbers correctly. * Match and write. * Count and match. | * charts * Exercise books and pencils. |  |  |
| 5 | 1 to 3 | Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can tell similarities and differences among things and numbers. | * Reciting the Indian numbers rhyme. * Identifying and sorting of numbers 1 – 10 * matching numbers to the pictures.   e.g   |  |  | | --- | --- | | 000  00 | 2 | | 0000  0000 | 5 | | 0 0 | 8 |  * Match to the same numbers.   e.g   |  |  | | --- | --- | | 3  5  2  6  7  1 | 7  1  3  5  2  6 |   Cross the different number.  7 7 7 1  6 1 1 1 | * Play way * Question and answer. * Explanation * Demonstration. | * Role playing * Sorting numbers. * Matching numbers to pictures. * Match to the same numbers. * Shade for the number or colour for the numbers. * Cross the different number. | * Single number cards. * Flash cards. * paper works * Dominoes * Exercise books and pencils. |  |  |
| 6 | 1  To  3 | Recognizing, describing and representing numbers and their relationships and solving mathematical problems with competence and confidence. | I can tell similarities and differences among things and numbers. | * Reciting the rhyme of finger names,   Baby small x 2  Where are you?  Here am x 2  How do you do  Robby Ring -----------  Tall man -------------  Peter point -------------  Tommy thumb -------  Fingers all x 2  Where are you.  Here we are x 2  How do you do.   * Replace with numbers from 1 – 10. * Colouring balls for the numbers.   e.g  3 = 0 0 0 0 0 0 0  5= 0 0 0 0 0 0   * Drawing balls for the number.   e.g  2 = 0 0  7 = 0 0 0 0 0 0 0 | * Play way * Explanation * Question and answer * Demonstration | * Role playing * Reciting numbers * Colouring balls for the numbers. * Drawing balls to the numbers. | * Flash cards. * paper work * Number cards * Exercise books and pencils. |  |  |
| 7 | 1  To  2 | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes. | * Identifying objects that are in a form of a circle. * Sorting objects which are circular from the others. * Sorting circle shapes from other shapes. * Pasting circles using torn papers. * Joining circles to form a cat.   Using cut outs | * Discovery * Discussion * Demonstration * Illustrations * Question and answer. | * Mentioning things in a form of a circle. * Sorting circular objects from others. * Pasting circles. * Joining shapes. | * Real objects * Different shapes. * Glue, torn paper. * Cut out of circles. |  |  |
| 8 | 1  to  5 | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes. | * Tearing a circle with free hands. * Naming the shapes given orally. * Copying the given shapes. * Drawing and copying the word for the given shape. * Joining shapes to form a boat etc. | * Demonstration * Illustration * Discovery * Explanation * Experimentation | * Tearing out a circle. * Writing the names of the shapes. * Drawing and colouring shapes with different colours. * Joining the shapes to form an object. * Writing * Drawing * naming | * Papers. * Books and pencils. * paper work * colours * shapes * glue. |  |  |
| 9 | 1  to  5 | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes. | * Reciting a rhyme of five little monkeys. * Matching the same shapes. * Reading the new words small and big. * Identifying objects which are big and small. * Recognising the shapes according to size and colour them as instructed. | * Rote * Demonstration * Explanation * Discovery | * Reciting a rhyme. * Matching same shapes. * Reading new words. * naming shapes * colouring shapes. | * chart * cut out shapes * flash cards * real objects |  |  |
| 10 | 4  To  5 |  |  | * Comparing objects to find which one is longer and shorter. * Learning the new words from different situations.   Long longer  Short shorter   * naming objcts * Drawing objects * Colouring objects using one situation at a time.   e.g colour only the short things. | * Play way * Rote * Explanation * Demonstration * Questions and answer | * Acting the rhyme * Comparison of different objects. * Reading new words. * Comparing objects. * Naming objects. * Drawing pictures. * Colouring objects. | * Real objects * Flash cards. * paper work * Exercise books and pencils. * coloured pencils. |  |  |
| 11 | 1 to 5 | Surveying, knowing and distinguishing the attributes of objects | I can identify relationship and differences between different objects and shapes. | * naming obejcts of different shapes. * matching objects according to shapes, sizes and types. * Cutting and pasting to form shapes. * Play with water, sand and soil. * Tracing and colouring shapes and numbers. * Completing the missing parts of a picture. * Finding the path to match similar picture/shape. * Revision of numbers 1 to 10. | * Play way * Explanation * Demonstration * Question and answer. | * Naming objects * matching objects * cutting * pasting * playing with water, sand * Tracing and colouring. * Completing the patterns of missing parts. * Find the path. | * papers * slates * paper work * scissors * cereals * glue * containers * exercise books and pencils. |  |  |

**MIDDLE CLASS- TERM TWO,SCHEME OF WORK FOR NUMBERS**

**Learning Area 4:**

**Developing and Using Mathematical Concepts In My Day To Day Experiences:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Oral counting of objects, pictures up to 10. * Singing number songs * reciting rhymes * number games e.g one crocodile------- * One yellow duck ----- * 1, 2, 3, its time for tea etc. * Introducing number symbols 1, 2, ---- | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * counting objects * writing numbers * matching numbers to pictures * Drawing objects of the given numbers. | * Flash cards * real objects * paper work * exercise books * blackboard * slates |  |  |
| 2 |  | Recognizing, describing and representing numbers and their relationships &solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * More introduction of number symbols. * Sorting objects * identifying numbers 1 to 10 * Counting objects and writing numbers 1 – 10.   e.g  🖉🖉 = 2  🕮🕮🕮= 3 | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * oral counting * Counting objects * Writing numbers * Drawing pictures. | * Cards * Objects * Pictures * printed work * charts * Exercise books |  |  |
| 3 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Application of quantitative   e.g  4 = ✰✰✰✰  2 = ✰✰   * Introducing figures 6 – 10 in the sequence one by one. * Matching figures to pictures. | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * Counting objects * Writing numbers * Matching numbers pictures. * Drawing objects of the given numbers. | * Flash and charts * Real objects * paperwork * Exercise books * blackboard. |  |  |
| 4 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Arranging numbers in order (no sequence) * Introducing the concept of zero. * Filling in the missing numbers. * revision of numbers 1 – 10 | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * Counting numbers * Writing numbers * Filling in the missing numbers * Arranging numbers in order | * cards * real objects * Exercise books * Charts. * Blackboard. |  |  |
| 5 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Introduction of plus sign and equals sign +, = addition of objects 1 – 5 e.g   00 + 00 = 4 | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * Counting objects and writing numbers | * Flash cards * Real objects * Counters e.g sticks and bottle tops |  |  |
|  |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Addition of 6 – 10   E,g  0 0 0 + 0 0 0 = | * Listening * Reading * Writing * Speaking | * Oral work * counting following proper sequence. * Adding of pictures * Drawing pictures | * real objects * pencils * Backboard * paper work * Exercise books |  |  |
| 6 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence  Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers  I can tell similarities and differences among things and numbers | * Introducing addition of numbers using balls.   ☺☺  ☺☺  2 + 2 = 4   * Addition of numbers without pictures e.g   4 + 1 = 5  5  + 2 | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * oral work * Counting following proper sequence * Adding of pictures * Drawing pictures. * oral work * counting following proper sequence * Adding of pictures | * Real objects * pencils * Blackboard * paper work * Exercise books. * Real objects * pencils * blackboard * paper work * Exercise books. |  |  |
| 7 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Introducing the greater number 1 to 10 using objects and pictures e.g 3 2 which number has more objects? * The number which has more objects is greater. * Introducing addition without objects of pictures e.g put the great number in the head i.e 6 + 2 = * Six in my head plus two of my fingers. | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * practical work using objects * identify and show the greater number * Printed work on paper. * Do some exercise in books. * Oral work * group work using cards * Vertical addition e.g 4 + 1 = | * real objects * charts * printed paper work * Backboard * Blackboard * Exercise books * Work written on cards. * Printed work on cards |  |  |
| 8 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Introducing “less” numbers 1 to 10 * Using objects/pictures to find the less numbers e.g. 000 0000000   3 7   * Introducing subtraction using objects and pictures   e.g.  =  = | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * Practical work using bottle tops * Individual work on cards | * real objects * Backboard * Printed work * cards. |  |  |
| 9 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | Introducing the signs of (-) Take away or subtraction  e.g = 3  4 - 1 = 3  5   * 2 | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * practical work using objects * printed work on papers * Work on cards * Exercises in books | * Real objects * Cards * Charts * Blackboard |  |  |
| 10 |  | Recognizing, describing and representing numbers and their relationships & solving mathematical problems with competence and confidence | I can tell similarities and differences among things and numbers | * Naming the given shapes. | * Rote * Play way * Discussion * Explanation * Illustration * demonstration | * Name the shapes * read and draw the shapes | * Card * Charts * real objects * Pictures. |  |  |

**MIDDLE CLASS- TERM THREE ,SCHEME OF WORK FOR NUMBERS**

**Learning Area 4:**

**Developing And Using Mathematical Concepts In My Day To Day Experiences:**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning outcome** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competence and confidence. | I can count things and numbers 1 – 20 | * Counting of objects pictures up to 20. * Singing numbers songs * Reciting rhymes * Role play through number games   e.g one crocodile  one yellow duck  1, 2, 3, it time for tea  Etc   * Introducing number symbols * 1, 2, 3, …………..20 | * Listening * Discussion * Demonstration * Explanation * role play | * singing number rhymes * reciting number rhymes. * Role playing * Copying numbers * matching numbers to pictures * Drawing objects of the given | * real objects * counters * flash cards * chart * slates * pencils * books | LFW  44  Teachers resource |  |
| 2 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competence and confidence. | I can count objects, identify numbers and write them correctly | * Introduction of number symbols. * Reciting number rhymes. * Singing number songs. * Identifying numbers 1 – 20 * Counting objects and writing numbers 1 – 20   e.g  🏵🏵 = 2  ✰✰✰✰ = 4 | * Explanation * Demonstration * Role play * illustration | * Oral counting of number 1 – 20. * Reciting a number rhyme * Drawing pictures. * Writing numbers * play number game | * Flash cards * Pictures * chart * printed work * exercise book and pencils | LFW 44  Teachers collection |  |
| 3 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can count things and numbers 1 – 20 | * counting numbers 1 -10 * Matching pictures to figures. * Identifying figures given. * Counting and colouring * Counting and circling, ticking, underlining the correct number. * Applying of quality.   5 = 🖉🖉🖉🖉🖉  7 = | * Explanation * Demonstration * Illustration * Discussion * Play way * Rote | * Counting objects * matching pictures to figures. * Drawing objects for the given numbers. * Colouring pictures for the number. * Writing numbers for the pictures. | * flash cards * charts * real objects * blackboard * work cards * paper work * Exercise | LFW 44  Teacher collection |  |
| 4 | 1  To  50 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can count things and numbers 1 – 20 | * Revision of numbers 1 – 20 * Introducing the concept of zero. * Arranging numbers in order (number 0 - 5 sequence) * Filling in the missing numbers 0 - 10. * Finding what number comes just after another.   e.g 4, \_\_\_, 8, \_\_\_\_ | * Explanation * Demonstration * Illustration * Discovery * Rote * Discussion | * Reciting numbers 1 – 20 * Naming situations that bring out the concept of zero. * Arranging numbers following the sequence. * Filling in exercise. * Find what number come just after another. | * Slates * b/board * paper work * books and pencils |  |  |
| 5 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can tell more, equal and less quantities | * Singing a number song. * Revision of oral counting of numbers 1 -20. * Introduction of plus, and equal signs.   +🡪plus, put together, collect in on basket etc.  = 🡪 equals, all of them, in one group.  (addition of objects 1 – 5)  ⭘⭘ + ⭘⭘ = 4 | * Discussion * Explanation * Discovery * Demonstration * Rote * illustration | * Singing number songs. * Reciting numbers * Writing numbers * Drawing pictures | * Flash cards for number * Books and pencils * work cards | LFW page 45 |  |
| 6 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can tell more, equal and less quantities | * Reciting a number rhyme. * Revision of plus and equal sign. * Adding pictures from 1 – 10 using the plus and equal sign. * Drawing and counting numbers for the answer correctly.   e.g🡫🡫🡫 +🡫🡫 = 5  / / / / / / + / / / / = 10 | * Demonstration * Discovery * Illustration * Explanation * discussion | * reciting number rhyme * Drawing pictures * Counting and adding pictures to get the correct answer. | * B/board * books and pencils * work cards * paper work | LFW page 45 |  |
| 7 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can tell more, equal and less quantities | * Singing of a number song. * Oral counting of pictures. * Introducing addition of numbers using pictures. * Adding and writing of correct answers.   e.g☺☺ +☺☺ = 4  2 + 2 = 4 | * Listening * Demonstrating * Explanation * Illustration | * Singing * oral counting of numbers following proper sequence. * Addition of pictures. | * Chart showing the number. * B/board * paper work * flash cards * work cards | Teachers collection |  |
| 8 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can tell more, equal and less quantities | * Reciting a rhyme * Adding of numbers up to 10 orally. * Introducing numbers without pictures e.g   4 + 1 = 5  4  + 1  Vertically and horizontally | * Explanation * Discussion * Question and answer * Illustration | * Reciting a rhyme * Oral addition of numbers up to 10. * Adding numbers without drawing pictures. | * B/board * Exercise books and pencils. * Work cards * paper work. | Teachers collection |  |
| 9 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can tell more, equal and less quantities | * Showing objects for the number shown. * Circle the number that has many objects.   00000 000000  e.g 5 6 | * Explanation * Discussion * Discovery * Illustration | * Drawing objects for the numbers given. * Finding and circling the number that has many objects. | * Flash cards for big numbers * slates * books and pencils. |  |  |
| 10 | 1  To  5 | Recognizing, describing and representing numbers and their relationships and solving Mathematical problems with competences and confident. | I can show one to one correspondence | * Introducing number names from zero to five. * Matching symbols to number names.   3 six  O two  1 five  2 four  4 zero  5 one  6 three  (b) Writing number names for the numbers.  e.g 1 = one  5 = five  (c) Counting and writing number names  e.g 000 = three  0000 = four | * Explanation * Discussion * Illustration | * Reading the number names. * Matching the number names to figures. | * Flash cards with number names. * B/board * paper work * books and pencils. |  |  |
| 11 |  | * Have many revision exercises for all concepts found difficult in the whole year. * Put in many exercise of pre – number activities * Revision of shapes | | | | | | | |

**SCHEME OF WORK FOR ENGLISH MIDDLE CLASS- TERM ONE .**

**Learning Area 2: Interacting With Exploring, Knowing And Using My Environment.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning out come** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Observing different types of objects/shapes i.e seeds of different types of beans, maize, peas. * Use cup shapes from hard boxes i.e circles, triangles and then sort those of the same shapes. * Teacher game “good morning” * Introduce rhyme “twinkle twinkle little star” | Demonstration  Discussion  Role play  Demonstration | * sorting * greeting * jumping * reciting * clapping * dancing | * real objects like beans, peas, g/nuts |  |  |
| 2 | 1 to | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Naming objects around the class. | * Discussion * Question and answer * Look and say’ * Illustration * demonstration | * naming * colouring * painting * matching * drawing * pasting | * Real objects in class e.g * Books, chair, ruler, pencils |  |  |
|  | 2 |  |  | * Vocabulary | Application |  |  |  |  |
|  | 3 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * New formulae   “Asking game”  Match the same pictures and write  box  \_\_\_\_  \_\_\_\_ | * Discussion * Demonstration * Role play * Look and say | * matching * reciting * speech * Exercises | * real objects * B/B illustrations * paper work |  |  |
| 3 | 1 to 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Game: can see speech exercise * Blowing the whistle” * “let’s go hunting” * “naming objects” * Name these pictures.   \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_ | * Look and say * Role play * discussion | * Naming * colouring * drawing * reciting | * pictures of flash cards * real objects e.g cup, basket, ball |  |  |
| 4 | 1 to 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Identify the same pictures from a variety  |  |  | | --- | --- | |  |  | |  |  | |  |  | | * Discussion * Demonstration * Question and answer | * Picture cards * Real objects e.gballs,box |  |  |  |
| 5 | 1  to  3 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Circle the correct word   cup ucp  int tin  box obx  peg epg | * Question and answer * Discussion * Demonstration * Illustration * Look and say | * Circling * Colouring * Copying * Drawing * Writing * Writing * Ticks * Cross * underline | * picture cards * real objects e.g cup, tin, box, peg |  |  |
|  | 3  to  5 |  |  | * Match the same pictures and draw | * Explanation * Look and say * demonstration | * matching * drawing * colouring | * picture cards * real objects |  |  |
| 6 | 1  to  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Matching things at home   Tin  Pot  Mat  Cup  Chair  bed | * Question and answer * Look and say * Demonstrate * discussion | * matching * drawing * colouring | * flash cards * real objects * charts |  |  |
|  |  |  |  | * Identifying the pictures  |  |  | | --- | --- | |  | 🕮 | | 🏵 | 🖉🏵 | |  |  | |  |  | | * Demonstrate * discussion * discovery * illustration | * identifying * crossing * ticking * colouring | * flash cards * charts |  |  |
|  |  |  |  | * Ring the correct picture  |  |  | | --- | --- | |  |  | |  |  | |  |  | | * Explanation * Discussion * Demonstration |  | * real objects * charts. |  |  |
|  |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Colour the small picture  |  |  | | --- | --- | |  |  | | 🕮 | 🕮🕮 | |  |  | | * Demonstrate * Illustration * Explanation * Role play | * Colouring * Drawing * Underlining * Crossing * Ticking | * Flash cards * Charts * Real objects * Balls * Books * tins |  |  |
| 7 | 1 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Teach the concept of big and small. * Identify the biggest picture. | * Explanation * Demonstrate * Illustration * Role play | * Identifying * Circling * Colouring * Underlining * ticking | * B/B illustrations * Real objects |  |  |
|  |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * What is missing? | * Discussion * Demonstration * Explanation * Look and say * Role play | * Filling the missing parts | * real objects * paper work * pencils * books |  |  |
| 8  -  9 | 1  to  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Read and draw   Book  Cup  tin |  | * crossing the different * reading * writing * drawing | * flash cards |  |  |
| 10 |  |  |  | * Cross out the different word   cow cow cat  cup tin cup | * Discussion * Demonstrate * Explanation * Chalkboard illustration | * Ticking * Underlining | * Chart * Paper work |  |  |

**MIDDLE CLASS- TERM TWO**

**SCHEME OF WORK FOR ENGLISH**

**Learning Area 2: Interacting With Exploring, Knowing And Using My Environment.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning out come** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Read the given words * Read and match pictures to words e.g      * a hen * a cat * a box * a ball   Read and draw   * a tin \_\_\_\_\_\_\_\_\_ * a hut \_\_\_\_\_\_\_\_\_\_ * a pencil \_\_\_\_\_\_\_\_\_ * a bed \_\_\_\_\_\_\_\_\_\_\_ | Explanation  Demonstration  Illustration | * Reading * reciting | * flash cards * real objects |  |  |
| 2 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | Naming the given pictures  \_\_\_\_\_\_\_\_\_\_\_   * \_\_\_\_\_\_\_\_\_\_\_      * \_\_\_\_\_\_\_\_\_\_\_ * \_\_\_\_\_\_\_\_\_\_   Match picture to the words and write  hut  ball  box    leaf  Match the same and draw  moon leaf  fish bag  bag moon  leaf fish | Explanation  Demonstration  Illustration  Discussion  Role play  Question and answer | * reading * reciting rhymes * Drawing * naming * matching * colouring | * Flash cards * Real objects | Teacher’s collections |  |
| 3 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Reciting rhymes * Reading given words * Read and circle the corect word for the picture.   ball cat  cup sun  tin cup   * Circle the given word * Circle the correct word for the picture   nit tin  Pot top | Explanation rhymes  Illustration  Demonstration  Look and say | * Reciting rhymes * Reading * circling * drawing * writing * shading | * flash cards * charts | Teachers collection s |  |
| 4 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Reading simple words e.g cat, cup, tree, tin, egg, mat * Copy the words with its picture   cat c\_\_t    tree tr\_\_e  Write correctly  abll \_\_\_\_\_  obx \_\_\_\_  Fill in the missing letters | Demonstration  Explanation  Illustration  Question and answer | * Reading * Writing * Filling in * drawing | * flash cards * charts |  |  |
| 5 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | -Reciting rhymes   * Reading simple words * Fill in the missing letters.   cup tr\_\_e  b\_\_g t \_\_n  p \_\_t g \_\_rl  b \_\_x s \_\_n | Explanation  Discussion  Illustration | * Reading * Drawing * Writing * Filling in | * flash cards * real objects e.g books, pencils | Teachers collection |  |
| 6 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Reciting rhymes * reading new words   a and an   * introduction of “and” e.g   a cat and a tin  a sun and a moon  a pencil and a book  a stool and a hen | Explanation  Discussion  Illustration  Demonstration | * Reading * Drawing * Writing * filling in | * flash cards * real objects e.g books, pencils | Teachers collection |  |
| 7 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Introducing new words * Revision of the learnt words.   Sun, box, pencil, tree etc   * Introducing new structural pattern “It is a ……. * Using different objects   It is a box \_\_\_\_\_\_\_\_\_  It is a chair \_\_\_\_\_\_\_\_  It is a cat \_\_\_\_\_\_\_\_\_  It is a ball \_\_\_\_\_\_\_\_\_  It is a fish \_\_\_\_\_\_\_\_  Read sentneces and drawing their picture.  It is a box \_\_\_\_\_\_\_\_\_ | Explanation  Discussion  Illustration  Demonstration | * Reading * Drawing * Writing * filling in | * Flash cards * Real objects e.g books, pencils | Teachers collection |  |
| 8 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | Complete the sentences  It is a \_\_\_\_\_\_\_  It is a \_\_\_\_\_\_\_\_\_ | Explanation  Discussion  Illustration | * Drawing * Writing * Colouring | * Balls * Doll * Flash cards |  |  |
| 9 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | Make sentences using  It is a \_\_\_\_\_\_\_    It is a tree  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_ | Demonstration  Look and say  explanation | * Sentence making * Drawing * Colouring * Writing | * Flash cards * Real objects |  |  |
| 10 |  | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | Put the missing parts | Explanation  Illustration | * Drawing | * Cut outs |  |  |

**MIDDLE CLASS- TERM THREE**

**SCHEME OF WORK FOR ENGLISH**

**Learning Area 2: Interacting With Exploring, Knowing And Using My Environment**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Day** | **Learning out come** | **Competences** | **Suggested developmental activities** | **Methods** | **Activities** | **Instructional materials** | **REF** | **REM** |
| 1 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centre | * Reciting rhymes * Naming things their class e.g a book, a table, a duster, a pencil etc * Drawing things found in class   🕮 \_\_\_\_\_\_\_\_\_  🖉 \_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_ | * Question and answer. * Discussion * Discovery * Demonstration | * reading words correctly * Copying the words. * Joining jigsaws * tearing pictures * cutting pictures * pasting pictures * painting picture * reciting rhymes and role playing | * real objects * Pictures * flash cards * scissors * glue * paint * brushes * cereals * newspapers. | LFW pg 19  Teachers collection |  |
| 2 | 1 to  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Reciting rhymes * Matching words to pictures   e.g  ball 🕮  chair  book   * Matching to the same words and draw   book bench    duster book  bench duster   * matching to the same words and write   pen chair chair  chair pen pen  book book book   * Write words as given by the teacher. * Drawing and colouring the pictures of things in a class. | * Discussion * Explanation * Illustrations * Demonstration   Look and say  Illustration  Explanation  Question and answer  discussion | * Reciting rhymes * matching words to pictures. * matching to the same words. * Writing * Drawing * Colouring. | * flash cards * books and pencils * colours * paper work | LFM pg 19  Teachers collection |  |
| 3 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Reciting rhymes. * Reading simple words * e.g book, pencil, table, chair etc * Reading and drawing pictures of things found in a class.  |  |  | | --- | --- | |  |  | | book | pencil | |  |  | | duster | table | |  |  | | ruler | chalk |  * Matching pictures to words and draw   e.g  pencil    chair    table    book   * Naming the pictures   \_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_-  (blackboard, chair) | * Discussion * recitation * Demonstration * Illustration * Explanation * Question and answer * Rote | * reciting rhymes * reading words * drawing pictures * matching pictures * Naming pictures * Sorting words and pictures. | * flash cards * small work cards * small word cards * books and pencils * pictures * single words * paper work |  |  |
| 4 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * reciting rhymes * Reading given words e.g bag, dress, stool * Read and draw   Umbrella  Fish  Leaf   * match and write the word.   bottle bottle  cup cup  bag bag   * Circle the correct word.   tin nit itn  blla allb ball  upc cup puc | * discussion * Explanation * Demonstration * Question and answer * Discovery | * reciting rhymes * reading words * matching pictures. * Writing words/. * Circling he correct word. | * Charts * Flash cards * Pictures. * Real objects. * Books and pencils * paper work. | Teachers collection |  |
| 5 | 1  to  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * reciting rhynes * reading words   e.g sun leaf milk  underlining the correct word.  e.g tree  banana  leaf   * Ticking the correct word.   tin√  int  uns sun   * Fill in the missing letter sounds   s\_\_n | * Explanation * Discussion * Demonstration * Question and answer | * reciting rhymes * Reading words * underlined words * Ticking the correct words. * Filling in the missing letters | * Flash cards * paper work * real objects * Single letter cards. * real objects |  |  |
| 6 | 1  to  2 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Role playing (pupils and teachers) * Reading simple words. * Writing words. | * Discussion * Question and answer | * Acting as a teacher * reading words. * Listening and writing words. | * flash cards * books and pencils | Teachers collection |  |
| 6 | 3  to  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * reading new words   a is it  A is it   * using the new structural pattern formed orally   e.g it is a ⊗ball.  It is a 🕮book.   * Reading the sentnece using the pattern learnt.   e.g  It is a banana.  It is a table.   * Reading and drawing the pictures.   It is a cup.  It is a bed.   * Completing the sentences correctly.   It is a 🏵 ……………  It is a …………  It is a ……………. | * Discussion * Discovery * Explanation * Demonstration * Explanation * Rote method | * Reading new words * Constructing sentences * Reading sentences. * Drawing pictures. * Completing sentences. * Making sentence | * flash cards * charts * paper work * books and pencils * work cards * reading cards |  |  |
| 7 | 1  to 5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Reciting rhymes * Reading words.   That is  Is that   * using the new structural pattern formed orally.   E.g  That is a house  That is a chair.   * Copying the sentences. * Reading and drawing.   That is a girl  That is a boy.   * Completing the sentneces correctly.   That is a \_\_\_\_\_\_\_    That is a \_\_\_\_\_  That is a 🖉 \_\_\_\_\_\_ | * Discussion * Explanation * Discovery * Question and answer * Demonstration | * Reciting rhymes * Reading words. * Constructing sentences. * Writing sentences * Reading sentences and drawing pictures. * Completing sentences. | * Flash cards * real objects * pictures * books and pencils * paper work * charts * reading cards. |  |  |
| 8 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Role play * reading new words   This this   * constructing sentences using the new structural pattern.   e.g This is a …………..   * Reading the sentences   e.g This is a broom.   * Reading and drawing the pictures.   This is a pen.  This is a leaf.   * Completing the sentences correctly   This is a ………….  This is a 🖉 ………………  This is a ⊗ …………  This is a ………… | * Discussion * Discovery * Explanation * Demonstration | * Acting as a teacher. * Reading words * Constructing sentences * Making sentences * Reading sentences * complete sentences | * chart * flash card * real objects * pictures * reading cards * paper work |  |  |
| 9 | 1  To  5 | Exploring and knowing my immediate environment | I can identify people, animals, plants and other things at the learning centres | * Role playing * Reading new words   Here, a, is, Is, A, here, The, and , the   * Forming the new structural pattern using   Here is a …………..  Or  Here is the ……………   * Reading the sentences from the reading cards. * Reading and drawing * Completing the sentences correctly.   Here is the …………  Here is a …………. | * Demonstration * Discussion * Explanation * Question and answer. | * Role playing * Reading words. * Constructing sentences * Reading sentences * Drawing pictures * Completing sentences. | * Real objects * pictures * flash cards * charts * reading cards * paper work * work cards |  |  |
| 10 | 1  To  5 | Exploring and knowing my immediate environment | I can report about important places in the environment | 1. Singing a song about the market. 2. Naming people, animals, feeds and vehicles seen in the picture. 3. matching words to pictures. 4. Reading new introduced words.   I can see  Can I See  big small   1. Constructing sentences using the new words about the market.   -Forming a new structural pattern using  I can see ……………   1. Writing sentences about the market using the structural pattern. 2. Drawing pictures showing people at the market. | * Rote * Discussion * Discovery * Observation * Explanation. | * singing * naming things * matching words to pictures * Reading new words. * Constructing sentences * Writing sentences. * Drawing pictures. | * A big picture of a market. * flash cards * work cards * books and pencils * plain papers * coloured pencils |  |  |
| 11 | 1. | To have many revision exercises for End of term II tests | | | | | | | |
| 2. | Week 10’s work might be much. You can use some of the time to complete | | | | | | | |

**SCHEME OF WORK FOR APTITUDE FOR MIDDLE CLASS TERM I**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Having self concept confidence and self esteem | * Taking care of myself for proper growth and development | * I can tell my name and my age * I c an interact with others freely. | * Talking about the importance of a name. * Talking aboutbirthdays * Thanking God for what parts of our body can do e.g through prayers, songs and rhymes. * telling news * playing with others * sharing with others * role playing * singing * reciting rhymes * conversations * riddles | * Discussion * Picture * Description * Explanation * Recitation * Imitation * Dramatization | * Naming * Matching * Drawing * Shading * Modeling * Pasting * Role play * Jig saws | * Picture compositions * Paper work * Flash cards * Glue * Dough/clay * Cereals * Coloured pencils * Art books * Food colour | LFW Pg 33-34 |  |
| 3  to  4 | 1  to  3 | * Identifying and naming different body parts and their uses. | * Taking care of myself for proper growth and development | * I can identify name activities that my different body parts can perform | * Talking about things that can be performed by different parts of the body. e.g walking * Thanking God for what our parts of the body can do e.g by singing, praying, praising. * Playing games of touching two body parts e.g hand to head. * Drawing andcolouring * Sticking different parts to make a complete figure. * Modeling humanfigure * Singing | * Explanation * Discussion * Role playing * Recitation * demonstration | * Singing * Praying * Praising * Playing game * Touching * Drawing * Colouring * Sticking * Modeling | * Crayons * Coloured pencils * Glue | LFW Pg 32-34 |  |
| 4  to  5 | 1  to  3 | * Caring for my eyeys | * Taking care of myself for proper growth and development | * I can care for and protect my eyes | * Practicing washing my face and my eyes. * Look at each other’s eyes and describing what they see. * Looking at things with shades to protect the eyes from bright light. * Naming the different things that harm the eyes. eg sharp things, dust * Playing blind folding games * Thanking God for the gift of eyes e.g through songs, rhymes and prayers | * Discussions * Explanation * Demonstration * Role playing * Recitation * Dramatizing | * Naming * Washing * Playing * Thanking God | * Water * Basin * Soap * Crayon * Coloured chalk | LFW Pg 27-28 |  |
| **Learning area II: Interacting with exploring, knowing and using my environment** | | | | | | | | | | |
| 6  to  7 | 1  to  3 | * Knowing how to keep and take care of my environment. | * Taking care of myself for proper growth and development | * I can identify ways of my home environment | * Participating in cleaning homes and the learning centree.g sweeping * Telling news and stories * Drawing andcolouring pictures * Planting and caring for plants and flowers * Singing songs and reciting rhymes and poems related to cleanliness * Putting things in order e.g tidying shop area * Interpreting pictures and signs. | * Discussion * Picture description * Explanation * Recitation * Dramatization * Imitation | * Drawing * Colouring * Planting * Singing * Reciting * Tidying * Interpreting | * Drum * Pencils * Crayon * Coloured pencils | LFW Pg 22 |  |
| **Learning area II: Taking care of myself for proper growth and development** | | | | | | | | | | |
| 7  to  8 | 1  to  3 | * Identifying dangers in my environment and taking precaution | * Taking care of myself for proper growth and development | * I can protect others against dangerous things in the environment. | * Naming dangerous things e.g fire broken glasses, thorns and bones. * Protecting others from moving near dangerous things e.g fire * Telling others about dangerous things. * Singing and reciting rhymes of how to protect oneself from dangerous things in the environment. * Watching plays, films a bout protection | * Discussion * Explanation * Demonstration * Recitations * Singing * Story telling | * Modeling * Drawing * Naming * Cutting * pasting * Singing * Telling news | * Jigsaws * Scrap books * Charts * Paper work * Colours * Paint * Television | LFW Pg 23 |  |
| 9  to  10 | 1  to  3 | * Identifying people who protect and take care of me and how they do it | * Taking care of myself for proper growth and development | * I can describe how people protect and take care | * Drawing pictures of people who protect and care for me. * Telling news, listening to stories ad retelling stories. * Singing songs related to people who protect and take care of me e.g parents, nurses, care givers and what they do. * Role playing people help others * Imitating people protecting and taking care of me. | * Discussion * Explanation * Demonstration * Recitation * Singing * Story telling * Role playing * Initiating | * Modeling * Drawing * Naming * Cutting * Pasting * Story telling * Matching * Shading * Painting * Imitating | * Jigsaws * Scrap books * Charts | LFW Pg 14 |  |

**SCHEMEOF WORK FOR APTITUDE FOR MIDDLE CLASS TERM II**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Identifying * taking interest and observing people around me. | * Taking care of myself for proper growth and development | * I can observe and talk about people at home and learning centre | * Imitating body movement of people e.g walking like an old person. * identifying body sizes of people e.g big, small, tall, short. * telling news about people, events at home and at the learning centre. * Practicing good health habits. * Obeying and following rules of the group of people we play with | * discussion * demonstration * explanation * role playing * recitation | * imitating * identifying * reciting * singing * playing games | * pictures * film shows | LFW Pg 12 |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning area 2: Interacting with exploring knowing and using my environment** | | | | | | | | | | |
| 3  to  4 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals, plants and other things at the learning centre. | * naming people, animals and plants in the learning centre. * classifying animals according to types e.g wild and domestic animals and birds. * sorting between living and non-living things. e. trees, flowers, grass, food crops, medicinal plants and fruits. * classifying animals according to types e.g talking about their uses to us. * talking about each of the identified items needed for growth. | * discussion * demonstration * explanation * role playing | * naming people, animals, plants and birds * sorting | * flash cards * plants * charts | lfwpg 19 |  |
| 5  to  6 | 1  to  3 | * exploring and knowing my immediate environment | * taking care of myself for proper growth and development | * i can identify people, animals and other things at the learning centre | * painting, making mosaic, drawing, cutting and pasting pictures of animals, plants, insects and birds. * talking about each of the identified items needed for growth. * tearing * playing games like jig-saws, lotto, domino about animals * discovering animal homes e.g under stones, on trees and walls | * discussion * demonstration * explanation * role playing | * naming plants * playing * pasting * tearing * transplanting | * cut outs * glue * scissors | lfwpg 19 |  |
| 7  to  8 | 1  to  3 | * knowing and appreciating important places in my environment | * taking care of myself for proper growth and development | * i can report about important places in the environment | * visiting these places in the environment * drawing, tracing, completing and colouring the picture. * singing religious and cultural songs * telling stories about the things and places. * asking questions dealing with what, why, how and when about places visited. * role playing doctor, nurse, shopkeeper, priest, teacher, local leaders. | * discussion * demonstration * explanation * role playing * discovery | * visiting places * drawing * tracing * completing | * glue * crayons * chart | lfwpg 20 |  |
| 9  to  10 | 1  to  3 | * experimenting and understanding the concept of movement in the environment | * taking care of myself for proper growth and development | * i can recite the use of wheels to movement | * observing and naming * comparing sizes, colour number and kinds of wheels * talking about their colouring, painting , making collage to make wheels. * making, cutting, s ticking and printing wheels. * construction using wheels, round objects * playing games involving movement * reciting rhymes and singing songs | * discussion * demonstration * explanation | * colouring * painting * cutting * sticking * printing * reciting rhymes * singing songs | * crayons * paint * cutters * scissors | lfwpg 25 |  |

**SCHEME OF WORK FOR APTITUDE FORMIDDLE CLASS TERM III**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1  and  2 | 1  to  3 | * Identifying * taking interest and observing people around me. | * Taking care of myself for proper growth and development | * I can tell the roles of the people at home and at the learning centre | * Telling news about my friends at home and at the learning c entre. * Talking about roles of people at home and at the learning centre * Role playing different people and their activities at home and learning centree.g cooking. | * Role playing * recitation * demonstration * discussion | * telling news * role playing | * pictures * flash cards | LFW Pg 13 |  |
| **Learning area: Interacting with exploring, knowing and using my environment** | | | | | | | | | | |
| 3  to  4 | 1  to  3 | * Identifying dangers in my environment and taking precaution | * Taking care of myself for proper growth and development | * I can protect others against dangerous things in the environment. | * Protecting others (young ones) from moving near dangerous things e.g fire. * Telling others about dangerous things. * Role playing situations related to dangerous things. * Singing and reciting rhymes of how to protect oneself from dangerous things in the environment * Watching plays, films about protection. * telling news and stories. | * demonstration * Illustration * recitation * Imitation | * Role playing * recitation * singing listening * speaking | * Television * chart * fire |  |  |
| **Learning area: Taking care of myself for proper growth and development** | | | | | | | | | | |
| 5  to  6 | 1  to  3 | * Identifying and naming different body parts and their uses | * Taking care of myself for proper growth and development | * I can confidently name activities that my different body parts can perform. | * Talking a bout thing that can be performed by different body parts e.g walking, sitting, writing, seeing, eating, carrying * Thanking God for what our parts of the body can do e.g praying, praising, singing | * Demonstration * Recitation * explanation | * writing * seeing * eating * praising * walking * recitation * singing listening * speaking | * Chart | * LFW Pg 32 |  |
| 7  to  8 | 1  to  3 | * Keeping healthy and practicing good health habits | * Taking care of myself for proper growth and development | * I can identify food that is good for my health. | * Eating good food. * identifying different food * Colouring, shading and naming different food stuffs. * helping in preparing food * identifying sources of food e.g garden, markets, shops. * Listening and telling stories about good food. * Reciting rhymes related to good food. * looking at talking about food pictures and real food. | * Demonstration * Recitation * explanation | * Colouring * eating * identifying * listening * reciting | * real food * coloured pencils | * LFW Pg 36 |  |
| 9  to  10 | 1  to  3 | * Having s elf concept and confidence and self esteem | * Taking care of myself for proper growth and development | * I can interact with others freely. | * Telling news * playing with others * Sharing with others * Role playing * Singing * reciting rhymes * conversations * riddles | * recitation * demonstration | * telling news * sharing * role playing * singing * reacting | * radio | * LFW Pg 33 |  |