**BABY CLASS SCHEME OF WORK APTITUDE 0 – 3 YEARS**

**FIRST TERM.**

**TERM**

**ONE**

**SCHEME OF WK.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **Learning activities** | **Methods** | **Learning aids** | **REF** |
| **2**  **and**  **3** |  | Taking care of myself for proper growth and development | Identifying, naming different parts of the body and t heir uses. | I can name my body parts | Identifying and naming body parts orally  Singing  Reciting a rhyme | * explanation * discussion * role playing * demonstration | Picture interpretation  Jigsaws | LFW Pg 33 |
| **4**  **And**  **5** |  | Taking care of myself for proper growth and development | Caring for the body. | I can protect and care for my body. | Naming parts that make up the body  Things that can harm our bodies (orally)’  Picture talk about different dressing  Importance of keeping the body clean. (Orally)  Practicing keeping the body clean | * explanation * discussion * role playing * demonstration * look and say | Picture interpretation  Jig saws  Pupils | LFW Pg 28 |
| **6**  **And**  **7** |  | Interacting with exploring knowing and using my environment | Knowing how to keep and take care of my environment | I can identify ways of cleaning my home environment | Naming things used to keep our homes orally  Role playing  Story telling  Talking of how to keep the home clean | * discussion * explanation * question and answer * look and say * demonstration | Picture books  Paper work  Real objects | LFW Pg 20 |
| **8** |  | Interacting with exploring knowing and using my environment | Exploring and knowing my immediate environment | I can classify people , animals, insects and other objects I see at home. | Naming people at home (orally)  Naming plants at home (Orally)  Matching  Sounds made by animals | * Discussion * explanation * question and answer * demonstration | Cards  Jigsaws  Charts  Classroom environment | LFW Pg 19 |

**TERM**

**SCHEME OF WORK APTITUDE 0 – 3 YEARS SECOND TERM**

**TWO**

**SCHEME OF WK.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **Learning activities** | **Methods** | **Learning aids** | **REF** |
| **1**  **and**  **2** |  | * Interacting with exploring knowing and using my environment | * I can identify food that is good for my health | * Naming foods eaten at home. | * Identify sources of food * Naming foods eaten at home orally * Identifying foods which are not eaten (Orally) * Explaining the importance of washing hands | * explanation * discussion * role playing * Question and answer | * Flash cards * Real objects * Classroom environment | LFW Pg 36-37 |
| **3**  **and**  **4** |  | * Taking care of myself | * Caring for my ears | * I can protect and care for my ears | * Practicing washing my face and ears * Talking about dangers of not cleaning the ears. * Tracing and shading the shape of an ear * Tearing * Thanking God for the ears. | * Discussion * demonstration * Explanation * Role playing * Question and answer | * Flash cards * Papers * Real objects * Classroom environment | LFW Pg 28-29 |
| **5**  **and**  **6** |  | * Interacting with exploring knowing and using my environment | * Exploring and knowing my immediate environment | * I can classify people, animals, insects and other objects I see at home. | * Naming people, animals, plants, insects and other objects I see at home (orally) * Grouping * Role playing * Matching * Sorting | * Demonstration * Explanation * Role playing * Question and answer | * Real objects * Flash cards * Classroom environment | LFW Pg 19 - 20 |
| **7**  **and**  **8** |  | * Interacting with exploring knowing and using my environment | * Knowing and appreciating important places in environment | * I can talk about the important places found in my environment. | * Talking about different places in my environment e.g. church, mosque, market, hospital;, school, police, etc. * Drawing and shading important places. * Singing songs about the environment. | * Discussion * demonstration * Explanation * Role playing * Discovery | * Picture * Magazines * Scrap books * Photographs * Costumes e.g. for doctors, etc. | LFW Pg 20-21 |
| **9** |  | * Interacting with exploring knowing and using my environment | * Experimenting and understanding the concept of movement in the environment | * I can describe the movement of things in the environment | * Talking about movement of living and non-living things * Talking about fast and slow movements. * Talking about why animals move. * Imitating different sounds of animals/objects | * Explanation * demonstration * Discussion * Question and answer | * Colours * papers * pictures * clay * pencils * books, etc. | Resourceful people  Audio visual coverage |
| **10** |  | * Interacting with exploring knowing and using my environment |  |  | * Drawing and shading animals, plants * Modeling animals * Pasting * Shading |  |  |  |

**SCHEME OF WORK APTITUDE 0 – 3 YEARS THIRD TERM**

**TERM**

**THREE**

**SCHEME OF WK.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **Learning activities** | **Methods** | **Learning aids** | **REF** |
| **2**  **and**  **3** |  | * Relating with others in acceptable way. | * Identifying interest in and observing people around me | * I can describe the people I play and work with. | * Naming * singing * Telling news. * drawing * shading * pasting | * explanation * discussion * explanation * recitation | * picture * books * real people * papers * colours * glue | LFW Pg 13 |
| **4**  **And**  **5** |  | * Interacting with exploring knowing and using my environment | * Exploring and knowing my immediate environment | * I can identify talk about my home | * naming rooms in the house, i.e bedrooms, etc * drawing and shading pictures in every room * telling uses of every room * Singing * telling how to keep them clean | * explanation * discussion * explanation * recitation * Demonstration * imitation * role playing | * picture * books * real objects e.g brooms * papers * colours | LFW Pg 19 |
| **5**  **To**  **6** |  | * Interacting with exploring knowing and using my environment | * Creating, appreciating, expressing myself, through art work | * I can tell what I have drawn | * Drawing myself, mother, sister, etc * Painting i.e dots and shapes | * explanation * discussion * explanation * recitation * Modeling * imitation | * papers * paint * clay * cereals * water, etc | LFW Pg 25 |
| **7**  **To**  **8** |  | * Taking care of myself for proper growth and development | * using the sense of touching and feeling to describe things and situations | * I can differentiate between temperatures and react verbally in an appropriate manner. | * Playing with water * Sand play * singing * touching hot, cold and warm things | * discussion * explanation * explanation * recitation * mixing * observation * imitation | * water (hot, warm and cold) * containers * sand * glasses | LFW Pg 28 |
| **9 to**  **10** |  | * Developing and using mathematical concepts in my day to day experience | * using appropriate measuring units, instruments and formulas in a variety of contexts. | * I can tell the difference between objects | * Naming * Arranging in size * Comparing in sizes * Sorting in sizes * reciting rhymes | * explanation * discussion * Touching * recitation * illustration * drawing * observation * imitation | * shapes of different objects * table * clay * chalk * slates * pencils * colours | LFW Pg46 |

**SCHEME OF WORK WRITING 0 – 3 YEARS FIRST TERM**

**TERM**

**ONE**

**SCHEME OF WK.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **SKILLS** | **L/AIDS** | **REF** |
| **2** | **1 to 3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing standing stick (I)   I III | * recognizing * tracing * writing * scribbling * sorting * identifying | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **3** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing a sleeping stick   ( ) | * Recognizing * tracing * writing * scribbling * sorting * identifying * Rhymes | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **4** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing standing a (I) and sleeping (\_\_) * Sticks   I \_\_ I \_\_ I \_\_ I | * Recognizing * reciting a rhyme * tracing * writing * scribbling * sorting * identifying * Rhymes | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **5** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing slanting stick forward (/ / / ) | * Recognizing * reciting a rhyme * tracing * writing * scribbling * sorting | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **6** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing slanting stick backward   (\ \ \ ) | * Identifying - Recognizing * reciting a rhyme * tracing * writing * scribbling * sorting * Rhymes | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **7** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing slanting stick (/) and slanting stick backward (\) e.g   / \ / \ / \ | * Identifying - Recognizing * reciting a rhyme * tracing * writing * scribbling * sorting * Pasting | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **8** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbol of writing curve forward   ( ) | * reciting a rhyme * tracing * writing * sorting | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **9** | **1**  **To**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing curve backward   ( ) | * reciting a rhyme * tracing * writing * sorting * matching * shading | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |
| **10** |  | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation creativity and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing curve backward and curve forward   ( ) | * reciting a rhyme * tracing * writing * sorting * matching * shading | Eye hand coordination | Pencils  Books  Hands | Early childhood Pg 57 |

**SCHEME OF WORK WRITING 0 – 3 YEARS SECOND TERM**

**TERM**

**SECOND**

**SCHEME OF WK.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **SKILLS** | **L/AIDS** | **REF** |
| **2** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing standing stick (I) and sleeping stick (-)   I III | * Reciting a rhyme * tracing * writing * scribbling * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **3** |  |  |  |  | * Symbols of writing two standing sticks (II) and sleeping stick (-)   II - II ‑II- | * Reciting a rhyme * tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **4** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing curve upwards (U) curve downwards (∩)   U ∩ U ∩ | * Reciting a rhyme * tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **5** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing letter (o)   O OOO | * Reciting a rhyme * tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **6** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing letter (o) and a sleeping stick (-)   O - O - O - O | * Reciting a rhyme * tracing * writing * shading * sorting * pasting * Recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **7** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing letter (o) and two sleeping sticks (=)   O = O = O = | * Reciting a rhyme * tracing * writing * shading * sorting * pasting * Recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard | Early childhood Pg 57 |
| **8** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Symbols of writing letter sound (v)   V VV | * Reciting tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard  chalk  Papers | Early childhood Pg 57 |
| **9** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | * Writing sound “a”   a aa | * Reciting tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Papers  chalk | Early childhood Pg 57 |
| **10** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing sound “b”  b bb | * Reciting tracing * writing * shading * sorting * pasting | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Papers  chalk | Early childhood Pg 57 |

**SCHEME OF WORK WRITING 0 – 3 YEARS THIRD TERM**

**TERM**

**THREE**

**SCHEME OF WK.**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning area** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **SKILLS** | **L/AIDS** | **REF** |
| **2** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing sound “a”  a aa | * Reciting tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Chalk  Papers  Slates | Early childhood Pg 57 |
| **3** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “b”  b bbb | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Chalk  Papers  Slates | Early childhood Pg 57 |
| **4** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “c”  c cc | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Chalk  Papers  Slates | Early childhood Pg 57 |
| **5** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “d”  d dd | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalkboard  Chalk  Papers  glue | Early childhood Pg 57 |
| **6** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “e”  e ee | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  glue | Early childhood Pg 57 |
| **7** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “f”  f ff | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  Glue  Chalkboard | Early childhood Pg 57 |
| **8** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “g”  g gg | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  Glue  Chalkboard | Early childhood Pg 57 |
| **9** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “h”  h hh | * Reciting * tracing * writing * sorting * pasting * recognizing | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  Glue  Chalkboard | Early childhood Pg 57 |
| **10** | **1**  **to**  **3** | Developing and using my language appropriately | Writing different kinds of factual and imaginative tasks depicting appropriate letter formation letter formation and writing skills | I can coordinate my eyes and hands effectively. | Writing letter sound “i”  iii | * Reciting * tracing * writing * sorting * pasting * shading | Eye hand coordination | Pencils  Books  Hands  Chalk  Papers  Glue  slates | Early childhood Pg 57 |

**LANGUAGE DEVELOPMENT 1**

**AGE 3 – 4 YEARS**

**TERM ONE**

**SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS FIRST TERM**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **METHODS** | **T/AIDS** | **REF** |
| **2** | **1 to 5** | **Our home** | Identifying and talking about my home | - Oral naming  Things at home | Orally-  Naming  - Sorting  - Shading  - Pasting  - Tracing   * Tearing * Moulding * Identifying * scribbling | -Question and answer  - Imitation  -Demonstration   * Illustration * Explanation * Look and say | Real objects  Blackboard  Single jigsaws  Picture books  Individual cards  moulds |  |
| **3** | **1 to 5** | **Our home** | * Painting * Tracing * Pasting * Things found at home | Painting  - Pasting  Tearing  Moulding  Identifying  Tracing  Shading  Sand play  matching | -Demonstration  -Explanation  Look and say  Question and answer  Illustration  imitation | - Cut out pictures  - Paint  - Brushes  - Glue  - Papers   * Blackboard * Real objects * Individual cards * Plastacine * Single jigsaws * Pencils and books |  |
| **4** | **1 to 5** | **Our home** | Identifying and matching things at home. | Matching the same  Match and draw  Draw and shade  Pasting  Find the missing parts  Moulding  tearing  Circle t he same | - Demonstration.  -Explanation  - Question and answer  Look and say  Illustration  Imitation  Question and answer | -Real objects and  flash cards.   * Colours * Individual cars. * Pencils * Books * Papers * Paint * Brushes * Blackboard |  |
| **5** | **1**  **to**  **5** | **Our school** | Things found in our classroom | Naming things in our classroom. | - Namaing  - Shading  - Tracing  - Tearing  - Matching   * Orally * Sorting * Circle the same things * Pasting * Identifying the same things | -Explanation  -Demonstration  -Question and answer   * Imitation * Look and say * illustration | - Real objects.  - A chart  showing things  found in class.   * Cards * Jig saws (single) |  |
| **6** | **1 to 5** | **Our school** | Identifying objects | Circle the same | * Naming orally * tick the same * Matching to the same. * Draw pictures (simple) * Sort pictures * find the missing part * Shade * Identify * Moulding * Sand play | -Explanation  -Question and answer  -Demonstration  Imitation  Look and say  Illustration | Real objects  Cut outs  Individual cards  Blackboard  Charts  Papers  Paint  Brushes  Glue  Pencils  Colours  Plastacine  Sand  Tins  Books  Jig saws |  |
| **7** | **1 to 5** | **Our home** | Identifying and naming people at home. | Oral naming  People at home. | * Naming orally * Shading * Role playing * Tick * Sorting * Moulding * Draw missing parts * Matching | -Explanation  -Question and answer  -Demonstration  Look and say  Illustration | A chart showing people at home.  Flash cards  Pencils  Pencils  Books  Clay |  |
| **8** | **1 to 5** |  | Things we wear. | -Naming orally  -Shading  -Matching to belonging  -Pasting | -Explanation  -Question and answer  -Demonstration | Real objects |  |
| **9** | **1 to 5** |  | Identifying and naming animals at home. | -Oral naming  - Animals at home  - Shading animals at home.  - Matching | - Naming  - Shading  - Matching  - Imitating  -Animal sounds | - Demonstration  - Explanation  - Question and  answer | A chart showing animals at home. |  |
| **10** | **1 to 5** | **Revision of things at home and school** |  | Identifying different objects | Circling  Naming  Sorting  Identifying  Matching  Ticking  Drawing, etc | Explaining  Demonstration  Discussion  Look and say  Illustration  Question and answer  Imitation | Real objects  Cards  Charts  Jigsaws  Cut outs  Picture books |  |

**NB. Every lesson begins with a rhyme and a songrelated to the theme.**

**LANGUAGE DEVELOPMENT 1**

**AGE 3 – 4 YEARS**

**TERM TWO**

**SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS SECOND TERM**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **METHODS** | **T/AIDS** | **REF** |
| **2** | **1 to 5** | * Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | * Identifying and naming things at school      * I can recognize similarities and differences in objects, pictures and letter shapes | - Naming things in class.  books, pencils, blackboard, chair, table  D:\DIARAMS\blackboard.jpg | * Naming orally * Matching * Tearing * Circle * Drawing * Shading * sorting * Cut outs of things   found in class. | * Explanation * Demonstration * -Discussion * -Question and answer. * Look and say * Imitation * Illustration | * Real objects * Jigsaws * Cutouts * Pencils * Books * Colours * papers * Lotto games * A chart showing objects found at school. * Dominos. |  |
| **3** | **1 to 5** | * Reading to enjoy, acquire knowledge and understanding | Circling the same pictures.   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | | * Identifying same   pictures.   * Naming objects * Circling same –   pictures   * Recognizing the * same pictures. * Find the missing part * Find odd man out * Drawing pictures * Matching * Match and draw pictures * Shading and painting | * Demonstration * Explanation * Look and say * Imitation * Illustration * discussion * Question and answer | * Cut out pictures * Paint * Brushes * Glue * Papers * cards * jig saws * real objects * pencils * books * chalkboard |  |
| **4** | **1 to 5** | * Writing different kinds of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills | * Identifying things at school according to size, shape and colour | Tick the smaller picture. | * Recognizing pictures * Tick the smaller * pictures. * Fixing jig saws * Naming pictures * orally. * Matching * Shading the smaller * pictures. * Sorting * Pasting * Drawing | * Explanation * Look and say * Demonstration * Discovery Discussion * Question and answer * imitation | * Real objects * Classroom * Environment * Pencils * Books * Chalkboard * Jig saws * Cards | 57 |
| **5** | **1 to 5** | * Writing different kinds of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills | * Identifying things at school according to size shape and colour | Crossing the bigger picture | * Recognizing pictures. * Crossing the bigger pictures. * Drawing pictures orally. * Sorting the bigger pictures. * Matching * Fixing jig saws | * Explanation * Look and say * Demonstration * Discovery * Discussion * Question and answer * Imitation | * Real objects. * Classroom * environment * Pencils * Chalkboard * Books * cards |  |
| **6** | **1**  **to**  **2** | Reading to enjoy, acquire knowledge and understanding | -I can recognize similarities and differences in object, pictures and letter shapes. | -Introducing two letter words “a”  a-t = at  a-n – an  a-s - as  a-m – am | * Pictures * Pronouncing * Identifying sounds * Forming two letter words * Matching * Copying the same * Writing words * Reading | * Explanation * Look an say * Demonstration * Discovery * Discussion * Imitation * Question and answer | * Flash cards * Charts * Classroom environment * Chalkboard * Individual cards * Pencils * Pencils * Books |  |
| **6** | **3**  **to**  **5** |  | Forming words | - tick the given word e.g  at am at  an an am  as at as  . | * Reading loudly * Match and write * Ticking * Copying * Sorting | * Explanation * Guided discovery * Illustration * Demonstration and -Look and say. * Imitation * Question and answer | * Real objects * Cut outs of * pictures * Jig saws * Pencils * Books * cards |  |
| **7** | **1 to 5** | Reading to enjoy acquire know |  | -Forming two letter word (i)  i -t = it  i -n = in  i - s = is  i - f = if | * Pronouncincing correctly * Forming words * Reading loudly * Writing two letter words * Matching * Sorting | * Explanation * Imitation * Look and say * Discovery * Illustration * Questions and answer | * Flash cards * Charts * Individual cards * Pencils * Books * Chalkboard |  |
| **8** | **1**  **to**  **5** |  | Identifying and naming things at home. | -Forning two letter eords “o”  o-n - on  o-f - of  o -ff -off  o – k – ok | * Fotming words * Pronouncing correctly * Individual reading * Imitation * Writing * Matching | - Explanation  - Demonstration  - Guided discovery  - Look and say  - Question and answer.  -Illustration  -Discovery | - Real objects.  -Picture charts  -Jigsaws  -Chalkboard illustration  -Charts  -Pencils  -Cards  -Books |  |
| **9** | **1 to 5** |  | -Identifying the same words and reading them orally. | -Forming 3 letter words  c-a-t I cat  t-i-n - tin  m-a-t -mat  b-o-x - box  c-u-p - cup  b-a-t - bat | * Reading the words correctly * Matching the same words * Pronouncing words correctly * Writing * Matching * Form words | - Explanation  - Demonstration  - Look and say.  -Question and answer.  -Imitation  -Illustration  -Discovery | - Word cards.  -Chalkboard  -Illustration  -Real objects.  -Individual cards  -Pencils  -Classroom environment |  |
| **10** | **1 to 5** |  | -Copying the words.  -Reading the words.  -Copying the pictures. | Copy and draw   |  |  | | --- | --- | |  | egg | |  |  | |  | tin | |  |  | |  | ball | |  |  | | * Forming words- * Recognising the * pictures. * Naming the pictures * Copy and draw the * pictures. * Read the words. * Pronouncing words correctly. * Find the first letter sound for the word * Write words for the sound | - Explanation  - Demonstration  - Look and say.  -Question and answer.  -Imitation | * Cards * Chalkboard * Pencils * Books * charts |  |
| **11** | **1 to 5** |  | -Recognize read and match pictures to words. | -Match pictures to words  cup  box  cat    egg | -Recognise pictures  -Read the words  -Match pictures to words  -Match and write the word.  -Match and draw  -Tick the correct word for the picture.  -Shade a picture for the word. | -Explanation  -Demonstration  -Look and say.  -Question and  answer | -Flash cards  -Real objects  -Word cards |  |
| **REVISION** | | | | | | | | |

**NB: All lessons begin witha song, a rhyme and a short story.**

**SCHEME OF WORK FOR LEARNING AREA II (ENGLISH) 0 – 3 YEARS THIRD TERM**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **METHODS** | **T/AIDS** | **REF** |
| **2** | **1 to 5** | * Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations | * Identifying and naming things at school. * I can recognize similarities and differences in objects , pictures and letter shapes | - Naming things at school orally.  D:\DIARAMS\blackboard.jpgCopying and drawing things at school. | - Identifying the  pictures.  - Name the pictures.  - Drawing the  pictures.  - Shading pictures.  - Tear the cut outs. | * Discussion * Question and * answer * Explanation * Explanation * Illustration * Discussion * Demonstration * Question and answer * Look and say | * -Picture cards * Jigsaws * Real objects. * Cards * Real objects * Pencils * Books * Classroom environment * chalkboard |  |
| **3** | **1 to 5** | Reading to enjoy, acquire knowledge and understanding | Matching and drawing things in class.      D:\DIARAMS\blackboard.jpg      D:\DIARAMS\blackboard.jpg | Match and draw.   * Recognize the pictures * Read and pronounce the words correctly. * Writing * Draw the missing parts for the pictures |  |
| **4** | **1 to 5** | * Reading to enjoy, acquire knowledge and understanding | * Identifying and naming things at school. | Reading the words and naming pictures orally.  cup  pot  box  pencil    car | - Copy and write the  words.  - Read the words.  - Drawing pictures.  -Name the pictures  -Match pictures to words.  -Match sound to words  -Pronounce words correctly | -Explanation  -Demonstration  -Question and answer.  -Look and say.  -Discussion  -Discovery  -illustration  -Imitation | * Real objects * Flash cards * Models * Chalkboard illustration * Pencils * Books * Charts |  |
| **5** | **1 to 5** | Reading to enjoy, acquire knowledge and understanding | Vocabulary  School  Book  Ball\  Girl  Boy  Car  Toy  cow | Matching pictures to words | * Pronounce words correctly * Read words * Recognizing words * Drawing and naming pictures * Write simple words * Matching * . | * Explanation * Illustration * Question and answer * Demonstration * Look and say * Listen and write | * Real objects * Cards * Pencils * Books * Classroom environment | Pg 56 |
| **6** | **1**  **to**  **5** | * Reading to enjoy, acquire knowledge and understanding | * Recognizing and identifying the different pictures. | ticking, circling / ringing and crossing out the different words  ball box ball  chair chair table  fish tree fish  girl boy girl  cow cat cow  book pen book | Recognize the  words  -Identifying the  different word.  -Ticking circling /  ringing and crossing  out the different  word.  -Pronouncing the words correctly  -Reading  -Writing  -Listen and write the words  -Drawing and -shading picture for the words | -Question and answer.  -Look and say.  -Discussion  -Explanation  -Demonstration  -Imitation  -Illustration  -Individual reading | -Real objects.  -lotto games  -Cut outs  -Jigsaws  -Picture dominos  -Cards  -Chalkboard  -Pencils  -Books  -Colours  papers |  |
| **7** | **1 to 5** | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations | * I can express myself well | -Recognize their body parts.  - Mentioning the body parts.  - Touching the body parts.  - Matching the body parts.  - Tracing te body parts.  -Tearing the body parts.  - Shade the body parts. | - Touching the body  parts.  - Matching the body  parts.  - Tracing the body  Parts   * Tearing the body parts. * Shading the body parts. * Fin the missing part | * Recitation * Question and answer. * Explanation * Illustration * Look and learn | - Real objects.  - Chart showing  body parts.  - Chalkboard  illustration.  - Models  - Computers.  -Cards  -Books  -Pencils  -Charts  -Real objects |  |
| **8** | **1**  **to**  **5** | * Knowing and appreciating important places | * Identifying and naming important places. | -Naming important places orally.  -recognising important places. | - Naming orally  - Shading  - Matching  - Drawing  -Singing songs of  worship  - Reciting rhymes.  -Pasting  -Role playing  -Story telling  -Find the missing parts | - Discussion  - Role play  - Method  - Story telling  - Explanation  -Illustration  -Look and say  -Demonstration  -Discovery  -Imitating | -A chart showing  important  places.  -Cards  -Chalkboard use  -Moulds  -Cut outs  -Books  -Pencils  -Classroom environment |  |
| **9** | **1**  **to**  **5** | * Reading to enjoy, acquire knowledge and understanding | * I can recognize similarities and differences in objects , pictures and letter shapes | Introducing simple structure patterns.  What is this?  This is a \_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_\_  This is a \_\_\_\_\_\_\_\_\_   |  |  | | --- | --- | | ball |  | | tree |  | | - Recognise words.  - Read the words  - Draw the pictures  -Pronounce the words correctly  -Write the words correctly  -Write the word for the picture | - Explanation  - Question and  answer.  - Demonstration  - Look and say  - Discussion  - Discovery  -Imitating  -Illustration | - Real object.  - word flash  -Pupils  -Books  -Picture books  -Charts  -Classroom environment |  |
| **10** | **1**  **To**  **5** | * Reading to enjoy, acquire knowledge and understanding | * I can recognize similarities and differences in objects , pictures and letter shapes | Name the pictures  \_\_\_\_\_\_\_\_\_\_\_\_\_\_    \_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_ | * Recognise the pictures. * Read the given words * Naming the pictures |  |  |  |

**SCHEME OF WORK FOR LEARNING AREA 4 (DEVELOPING AND USING MATHEMATICAL CONCEPT IN MY DAY EXPERIENCE. AGE RANGE: 3 – 4 YEARS TERM I**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **Suggested developmental activities**  **CONTENT** | **ACTIVITY** | **METHODS** | **T/AIDS** | **REF** |
| **2** | **1 to 3** | -Recognizing  -Describing  -Representing numbers and their relationships. | Showing one to one correspondence. | - Identifying objects.  -Reciting numbers 1 – 5.  -Pasting objects.  Number (1)  Shading numbers (i)  Tracing numbers (i)  Copying numbers | - Singing number  songs.  - Playing domino  games.  - Pasting  - Shading  - Tracing  - Copying number 1  Sorting  Writing  Tearing  Counting  Fixing jig saws | - Demonstration.  - Illustration  - Explanation  -Grouping  Look and say  Imitation  Question and answer | - Number  dominos  - Jigsaws  - Saw dust  - Flash cards  Colours  Paint  Single jigsaws  Counters  Cut outs  Papers  Pencils  Books |  |
| **3** | **1 to 3** | Recognizing  -Describing  -Representing numbers and their relationships | Enumerating objects. | Counting orally 1 – 5.  - Painting objects (number 2)  - Tracing number (2)  -Copying number (2) | - reciting a rhyme  - Reciting numbers  1 – 5.  - Painting number 2  -Recognizing number 2  - Tracing number 2  - Copying number 2  -Shading  -Counting to 2  -Pasting  -Tearing  -Writing | -Explanation  - Discussion.  - Question and  answer  - Grouping  - Illustration  - Imitation  - Look and say  - Demonstration | Number cards  - Objects  - Chalkboard  illustration.  - Number Jigsaw  Puzzles  - pencils  -books  -papers  -colours  -paint |  |
| **4** | **1 to 3** | -Recognizing  -Describing  -Representing numbers and their relationships. |  | -Counting orally 1 – 5.  -Shading number 3  Tracing number 3.  -Copying number 3 | -Recognizing 1 – 3.  -Recite numbers 1 – 5.  -Shading number 3.  -Tracing number 3.  -Copying number 3.  -Count  \_Drawing for the number  -Pater  -Circle | - Question and  answer.  - Demonstration.  - Explanation  - Grouping.  -Look and say  -Imitation  -Illustration | - Number cards.  - Objects.  - Number jigsaw.  - Chalkboard  illustration.  -Papers  -Colours  -Books  -Cut outs  -Pencils |  |
| **5** | **1 to 3** | Enumerating objects.  Enumerating objects.  Identifying and naming animals at home. | Counting orally 1-5.  Pasting number 4  (4)  - Tracing number (4)  Copying number 4 | -Recognizing  numbers 1 – 4.  - Reciting numbers  1 – 5.  - Pasting number 4.  - Tracing number 4.  - Copying number 4.  -Counting  -Writing  -Shading | -Explanation  - Demonstration  -Question and answer  - Grouping  -Discovery  -Imitation  -Look and say  -Illustration | - Number cards.  - Objects  - Number  - Jigsaw  - Chalkboard  illustration.  -Illustration  -Cards  -Colours  -Pencils and books |  |
| **6** | **1 to 3** | Recognizing  -Describing  -Representing numbers and their relationships. | Counting orally 1 -5.  Matching numbers 1 – 4  1 3  2 1  3 2 | -Recognizing numbers 1 – 4.  - Counting numbers  1 – 5  - Playing domino  games.  - Matching numbers  1 – 4.  -Matching  -Writing  -Drawing  -Shading | -Explanation  -Explanation.  -Demonstration.  -Question and answer.  -Grouping | Jigsaw  -Lotto games  -Dominos  -Cards  -Charts  -Real objects  -Pencils and books  -Colours  -Counters  Look and say |  |
|  | 3 4  2 3  4 2 |
| 1 4  2 3  3 2  4 1 |
| **7** | **1 to 3** | - Counting numbers 1 – 5 orally.  - Identifying numbers 1 – 5  1, 2, 3, 4, 5,  - Pasting number 5.  -Colouring number 5.  -Tracing number 5.  - Copying number 5 | Recognising numbers 1 – 5.  - Reciting numbers  1 – 5.  - Counting objects.  - Playing number  games.  - Pasting  - Colouring  - Tracing  -Writing  -Drawing f or the number | - Grouping.  - Question and  answer.  - Demonstration.  Imitation.  -Look and say  -Discovery  -Explanation | - Jig saws  -Number cards  -Dominos  -Cards  -Cards  -Papers  -Colours  -Pencils  -Books  -Cards  -Real objects |  |
| **8** | **1**  **to**  **3** | Recognizing  -Describing  -Representing numbers and their relationships. | Enumerating objects | -Counting numbers 1 – 5 orally.  -Identifying numbers 1 – 5.  -Recognising the same numbers.  Circle the same number.   |  |  | | --- | --- | | 3 | 1 3 | | 2 | 2 4 | | 1 | 5 1 | | - Reciting numbers  1- 5  - Identifying numbers  1 – 5.  -Circling the same numbers 1 – 5. | -Grouping.  -Question and answer.  -Demonstration.  -Imitation. | Dominals  - Jigsaws  - Number cards.  - Cards  -Beads or counters  -Pencils  -Books  -Colours |  |
|  |  |  | . | Circle the same number   |  |  |  | | --- | --- | --- | | 3 | 2 | 3 | | 4 | 4 | 1 | | 1 | 2 | 1 | | 5 | 5 | 3 | | 2 | 3 | 2 | | -matching  -Finding the correct number  -Draw for the number  -Shade for the number | -Listen and write  -Look and say | - |  |
| **9** | **1 to 3** | Surveying, knowing and distinguishing the attributes of objects. | Classifying and ordering things. | * Identifying different shapes. * Recognising different shapes. * Pasting cutout shapes.   -Tearing shapes.  -Shading.  - Tracing | - Recognnizing  different shapes.  - Fitting jig-saws.  - Playing domino  games.  - Pasting  - Tearing  - Colouring  - Tracing.  -Naming orally  -Matching the same  -Complete the shape  -Tearing | - Explanation  - Demonstration  - Question and  answer  - Grouping.  -Look and say  -Illustration  -Discovery | - Jig-saws  - Dominoes  - Shape flash  cards.  - Saw-dust  - Shape  - Cut-outs.  -Pencils  -Books  -Papers  -Colours  -Paint  -Glue |  |
| **10** | **1 to 3** | Surveying, knowing and distinguishing the attributes of objects. | Classifying and ordering things. | - Identifying different shapes.  - Recognizing different shapes.  - Shading different shapes.  - Matcing different shapes. | - Playing lotto games.  - Fitting Jig-saw  Puzzles.  - Matching same  shapes.  - Shading different  shapes.  -Sorting  -Forming objects using shapes  -Tearing  -Finding the given shapes | - Explanation.  - Demonstration.  - Question and  answer.  - Grouping.  -Illustration  -Look and say  -Imitation | - Shape cut –  outs.  - Dominos  - Shape flash  cards.  - Jig-saws.  -Charts  -Real objects of different shapes  -Pencils  -Books  -Colours |  |
|  |

**SCHEME OF WORK FOR LEARNING AREA 4 (AGE RANGE: 3 – 4 YEARS)**

**TERM II**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **Suggested developmental activities**  **CONTENT** | **METHODS** | **ACTIVITIES** | **L/AIDS** | **REF** |
| **2** | **1 to 3** | -Recognizing and describing numbers. | Enumerating objects.. | - Reciting number 1- 5 orally.  -Recognizing 1 – 5.  -Copying numbers 1 – 2  **Copy**    \_\_\_ \_\_\_ \_\_\_ \_\_\_  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_ | -Demonstration.  -Guided discovery  -Explanation.  Illustration  -Look and say  -Imitation  -Question and answer | - Recite number  rhymes.  - Recognize  numbers.  - Count objects  - Copy numbers  one-two.  -Writing numbers  -Shading  -Drawing  -Fixing jigsaws | - Number  - Flash cards.  - Counters  - Jigsaws.  -Cut outs  -Books and pencils  -Colours  -Chalkboard  -Real objects |  |
| **3** | **1 to 3** | Recognizing and describing numbers. | Enumerating objects. | - Reciting numbers 1 – 5.  - Recognizing numbers 1 – 5.  - Copying numbers 3 – 5.  **Copy**  \_\_\_ \_\_\_ \_\_\_ \_\_\_  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_ | * Explanation * Demonstration * Question and answer * Discussion. * -Illustration * -Look and say * -Imitation * -Discovery | * Fitting * Jigsaws. * Counting objects. * Tearing * Copying numbers * -Writing numbers * -Drawing pictures * -Fixing jigsaws * Copy the numbers correctly | * Counters * Jigsaws * Flash cards. * -real objects * -Pencils * Colours * Books * chalkboard * Papers * Paint |  |
| **4** | **1 to 3** | -Recognizing and describing numbers. | Enumerating and matching objects up to 5. | - Reciting numbers 1 – 5 orally.  - Recognizing numbers 1 – 5.  - Matching numbers 1 – 5.  **Match**  5 1  4 2  3 4  2 5  1 2  **Matching and write**  3 5 \_\_\_\_\_  4 3 3  5 4 \_\_\_\_\_  **Match and write**  1 4 \_\_\_\_\_  2 1 \_\_\_\_\_  4 2 \_\_\_\_\_ | -Explanation.  -Demonstration  -Illustration  -Look and say  -Discovery  -Question and answer  -Listen and write | -Reciting rhymes  -Writing numbers  -Listen and write  -Counting  -Matching  -drawing f or the number  -Finding the given number  -Match and write  Shade for the number | Books  Counters  Pencils  Chalkboard  Picture books  Colours  Real Objects  Chalk  Classroom environment  -Pencils  -Books |  |
| **5** | **1 to 3** | Enumerating objects and writing number symbols correctly. | - Reciting numbers 1 – 10.  - Recognizing numbers 1 – 6.  - Copying number 6  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_ | - Demonstration.  - Explanation  - Question and  answer.  -Illustration  -Imitation  -Listen and write  -Look and say | - Recite rhymes.  - Play lotto games.  - Copying number 6  -Couting  -Writing  -drawing for the number  -Listen and write | -Counters  -Lotto games  -Flash cards  -Jigsaws. |  |
| **6** | **1 to 3** | Recognizing and describing numbers. | Enumerating objects. | Reciting numbers 1 – 10.  -Counting objects.  -Copying number 7  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_ \_\_\_\_  Circle the correct number.   |  |  | | --- | --- | |  |  | |  |  | |  |  |   Cirlce the correct number   |  |  | | --- | --- | |  |  | |  |  | |  |  | | -Explanation  -Demonstration  -Question and answer  -Look and say  -Listen and write  -Discussion  -Imitation  -Discovery | -Recite rhymes.  -Play lotto games.  -Copying number 7.  -Writing  -Drawing for the number  -Count and write numbers  -Listen and write  -Colour for the number  -Circle the correct number  -Write the number correctly  -Find the given number | - Counters.  - Lotto games.  - Flash cards.  - Jigsaws.  -Charts  -Classroom environment  -Books  -Pencils  -Real objects  -Chalkboard |  |
| **7** | **1 to 3** | - Reciting numbers 1 – 10  - Copying numbers 8.  **Copy**  \_\_\_\_ \_\_\_\_ \_\_\_\_ | - Explanation.  - Demonstration  - Question and  answer.  -Discussion  -Illustration  -Imitation  -Discovery  -Listen and write | Recite rhymes.  Fit jigsaws.  Copy number 8.  Match numbers from 4 to 8  -Writing numbers  -Counting  -Finding the given number | - Jig saws  -Flash cards  Counters  Charts  -Chalkboard  -Classroom environment  -Pencils  -Books |  |
|  |  |  |  | **Match and write**  6 8 \_\_\_  7 6 6  8 7 ­­­\_\_\_  4 5 \_\_\_  5 4 \_\_\_ | -Explanation  -Discovery  -Illustration  -Demonstration  -look and say  -Imitation | -Identifying  -Writing  -Counting  -Matching  -Listen and write numbers 0-10 | -Cards  -Jigsaws  -Chalkboard  -Pencils  -Books  -Classroom environment |  |
| **8** | **1 to 3** | **Recognizing and describing numbers.** | Enumerating objects.  Drawing pictures for the number and writing numbers | Reciting numbers 1 – 10.  Copying number 9.  \_\_\_\_ \_\_\_\_ \_\_\_\_  Copy number 10.  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_  Match and write  6 10 \_\_\_\_  7 9 \_\_\_\_  8 7 \_\_\_\_  9 6 \_\_6\_  10 8 \_\_\_\_  5 =  3 =  2 =  6 = | - Explanation  - Question and  answer.  - Guided discovery  - Demonstration.  - Look and say  -Illustration  -Listen and write  -Discussion  -Explanation  -Demonstration  -Question and answer  -Discussion  -Look and say  -Discovery | -Singing number  songs.  -Playing lotto  games.  -Copy numbers.  -Match and write  numbers 1 – 10.  -Sorting  -Finding the number  -Drawing pictures  -Writing  -Finding  -Colouring  -Write correctly  -Listen and write | - Single number  cards.  - Flash cards  - Counters  -Books  -Pencils  -Chalkboard  -Real objects  -Flash cards  -Single number card  -Chalkboard  -Pencils  -Books  -Real objects  -Colours |  |
| **9** | **1 to 3** | **Recognizing and describing numbers.** | I can tell similarities and differencies among things and numbers | - Recognising numbers 1 – 10.  4  4  9  5  5  2  - Role counting 1 – 10.  -Identifying the different numbers  1  3  3  2  2  7  5  5  6  6  1  1 | -Explanation.  -Demonstration.  -Question and answer.  -Discussion  -Discovery  -Look and say  -Imitation | -Playing domino games.  -singing number games.  -Identifying the different number.  -Ticking the given number  -Writing  -Matching  --Counting | -Dominoes  - Flash cards  - Single number  cards.  -real objects  -Pencils  -Jigsaws  -Books | Pg 45 |
| **10** | **1 to 3** | Surveying, knowing and distinguishing the attributes of objects. | Classifying and ordering things. | - Recognising shapes.  - Shading shapes.  - Matching shapes.  - Drawing shapes.  - Tearing shapes.  - Modelling shapes.  **Copy and draw** | - Playing lotto games.  - Fitting Jig-saw  Puzzles.  - Matching same  shapes.  - Shading different  shapes.  -Drawing shapes  -tearing  -Namingorally  -Sorting  -Moulding | - Explanation.  - Demonstration.  - Question and  answer.  - Grouping.  -Look and say  -Imitation  -Discovery  -Illustration  -Discussion | - Shape cut –  outs.  - Dominos  - Shape flash  cards.  - Jig-saws.  -Cut outs  -Colours  -Books  -Pencils  -Individual cards  -Plastacine |  |
|  |  |  |  | **Match** | --Drawing  -Shading  -Matching  Naming orally  -Sorting  -Fixing jigsaws. | - explanation  -demonstration  -Question and answer  -Discovery  -Imitation  -Look and say  -Illustration | - Jig-saw  - Domino  - Shape chart.  -Colours  -Cards  -Pencils  -Books  -Chalkboard  -Cut outs |  |

**NB: All lessons begin with a rhyme or a song.**

**SCHEME OF WORK FOR LEARNING AREA 4 (.AGE RANGE: 3 – 4 YEARS) TERM III**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **Suggested developmental activities**  **CONTENT** | **METHODS** | **ACTIVITIES** | **L/AIDS** | **REF** |
| **2** | **1 to 3** | -Recognizing and describing numbers with competences and confidence. | I can enumerate objects | - Counting by vote 1 – 10.  -Counting objects 1 – 5.  -Copying numbers.  1 – 5.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 1 | 2 | 3 | 4 | 5 | |  |  |  |  |  | | -Explanation.  -Demonstration  -Question and answer.  -Illustration  -Imitation  -Look and say | -Counting numbers   1. – 10.   - Copying number  1 – 5  - Fitting jig-saws.  - Counting objects.  - Reciting number  Rhymes  -Listen and write  -Writing numbers  -Identifying numbers  - | -Flash cards.  - Jig-saws  - Single number  cards.  - Counters  -Slates  -Books  -Pencils  -Classroom environment |  |
| **3** | **1 to 3** | Copying number 6 – 10.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | 6 | 7 | 8 | 9 | 10 | |  |  |  |  |  | |
| **4** | **1 to 3** | * Comparing things according to different attributes. | I can show one to one correspondence order. | - Counting by vote 1 – 10.  - Recognising numbers 1 – 10.  - Matching the same numbers.  - Copying numbers 1-10.-Find the misisng numbers 0 - 5  0, 1, \_\_, 3, \_\_, 5  0, \_\_, 2, 3, \_\_ , 5  0, \_\_, \_\_, 3, \_\_, \_\_  0, 1, 2, \_\_, 4, \_\_\_ | -Explanation.  -Demonstration  -Question and answer  -Discussion  -Look and say  --Illustration  -Imitation  -Listen and write | -Counting  -Matching  -Fitting jig saws.  -Counting objects  -Reciting number  rhymes.  -Writing  -Find the missing number  -Recognising  -Asking  -Answering questions | -Counters  -Jig saws  .-Classroom environment  -Pencils  -Books |  |
|  |  |  | **Find t he misisng 6 - 10**  6, 7, \_\_\_, 9, 10  6, \_\_, 8, \_\_, 10,  6, 7, \_\_, 9, \_\_  \_\_, 7, 8, 9, \_\_ |  |  |  |  |
| **5** | **1 to 3** | * Recognizing and describing numbers | Showing one to one correspondence. | - Counting by vote. 1 – 10.  - Recognising numbers 1 – 10.  - Identifying the different number.  - Cross out the different number.  3 2 3  4 7 7  5 5 6  Ring the odd man out  1 1 7  8 9 9  6 4 4 | -Explanation  -Demonstration  -Illustration  -Look and say’  -Imitation  -Listen and write  -Discussion | -Counting.  -Playing domino  games.  -Identifying  numbers (different).  -Reciting number  rhymes.  -Writing  -Counting  -Recognizing  -Asking and answering questions | -Flash cards.  Dominoes  Single number cards.  -Counters  -Real objects  -Pencils  -Books  -Classroom environment |  |
| **6** | **1 to 3** | * Surveying, knowing and distinguishing the attributes of objects. | -Classifying and ordering things. | - Colouring shapes.  - Drawing shapes.  - Matching similar shapes.  Shade | -Demonstration  -Explanation.  -Question and answer  -Illustration  -Discussion  -Look and say  -imitation | - Colouring.  - Matching  - Drawing  - Fitting jig-saws  - Pasting with  cereals, small  papers, sand etc.  -tearing | -Shape  -Jig-saws.  -Real objects.  -Chalkboard  illustration.  -Drawn shapes  on papers.  -Glue  -Colours  -Pencils |  |
|  |  |  |  | **Match**  **Copy and draw**   |  |  | | --- | --- | |  |  | |  |  | | * Demonstration * Explanation * Question and answer * Illustration * Discussion * Imitation * Discovery * Look and say | * Matching * Drawing * Shading * Drawing * Writing * Imitating * Sorting | * Cereals. * Cut outs * Books * Pencils * Real objects * Colours |  |
| **7** | **1 to 3** | Surveying and distinguishing attributes of objects | I can classify and order things. | * Matching objects to number 1- 5. 5   3  4  1  . 2 | - Explanation  Question and answer  Demonstration | - Counting.  - Copying  - Drawing  - Reciting a number  game. | -Flash cards.  -Real objects.  -Charts showing  count and  write.  -Single number  cards.  -Chalkboard  illustration. |  |
|  |  |  |  | **Matching objects to numbers 6-10**    9    7  6  10  8 | * Explanation * Demonstration * Illustration * Imitation * Question and answer * Look and say | * Writing * Counting * Matching * Drawing * Identifying * Listen and write | * Flash cards * Real objects * Counters * Pencils * Books |  |
| **8** | **1 to 3** | Recognizing and describing numbers and their relations. | Showing one to one correspondences | -Counting by rote 1 – 10  -Recognizing numbers 1 -5.  -Counting objects 1 – 5.  **Count and ring**  4 3 1  2 5 6  9 7 4  Count and write    = 2  = \_\_\_\_\_\_    = \_\_\_\_\_\_  = \_\_\_\_ | - Explanation  - Question and  answer.  - Demonstration.  -Observation  -Imitation  -Look and say  -Discussion  -Illustration | -Counting numbers.  -Ringing.  -Counting objects.  -Copying / writing.  -Drawing.  -Reciting number  names.  -Writing  -Finding  -Matching | - Flash cards  - Real objects.  -Chalkboard  -Illustration  -Books  -Pencils  -Classroom environment  -Individual cards |  |
| **9** | **1 to 3** | Recognizing, describing and representing numbers. | Showing one to one correspondences. | - Counting objects 1 – 10.  - Matching objects to numbers.  - Counting and writing numbers  1 – 5.  **Count and write.**  = 1    = \_\_\_\_  = \_\_\_\_  \_\_\_\_  **Count and shade for the number**  5  3  6 | -Demonstration.  -Guided discussion.  -Question and  answer.  - Immitation  -Look and say  -Explanation  -Illustration  -Listen and write | -Counting numbers.  - Shading.  - Counting objects  - Copying / writing  - Drawing  - Reciting a number rhyme or singing a number song.  -Finding  -Identifying | -Flash cards.  -Real objects  -Chalkboard Illustration.  -Pencils  -Books  -Classroom environment  -Colour  -Paper |  |
| **10** | **1 to 3** | Recognizing numbers | Showing one to one correspondence. | * Counting objects. * Counting numbers 1 – 10 by rote. * Identifying numbers 1 – 10. * Copying numbers 1 – 10. * Drawing pictures for the numbers  |  |  |  |  | | --- | --- | --- | --- | | 1 | 2 | 3 | 4 |   6 = \_\_\_\_\_\_\_\_  5 = \_\_\_\_\_\_\_\_  9 = \_\_\_\_\_\_\_\_\_  Draw beads for the number  3 =  10 =  5 = | - Explanation  - Demonstration  - Question and  Answer  -Illustration  -Guided discussion  -Look and say  -Imitation | - Counting  - Drawing  - Writing  - Singing songs  related to numbers.  -Identifying | * Chalkboard illustration. * Real objects * Flash cards * pencils * books * counters * individual cards |  |

**SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2, 3 - 4 YEARS TERM 1**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **ACTIVITY** | **METHODS** | **T/AIDS** | **REF** |
| **2** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes | - Pronouncing  -Sorting different objects  -Participating in picture talks.  **Pasting**  Shading  Tracing  Copying | -Recognizing  -Pronouncing  -Singing songs  -Sorting  -Pasting  -Shading  -Tracing  -Copying  -Reciting  -Showing the action-Scribbling | -Explanation  -Demonstration  -Look and say  -Question and answer  -Discussion  -Imitation  -Story telling  -Illustration  -Picture talk | -Real objects like saw dust, cereals.  -Flash cards.  -Letter picture  dominoes.  Letter cut outs  -Picture books | Learning frame work page 56 |
| **3** | **1 to 5** | Reading to enjoy | - Pronouncing  -Sorting different objects  -Participating in picture talks.  **Copying letter sound b.**  **Shading**  **Tracing** | * Sorting * Shading * Pasting * Recognizing * Pronouncing * Singing and rhyming * Tracing * Showing the action * Sorting | * Explanation * Demonstration * Question and answer * Look and say * Illustration * Imitation * Story telling * Picture talk | * Flash cards * Real objects * Chalk board illustration. * Letter cut outs * Picture books |
|  |  |  | **Copying**  \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_\_ |  |  |  |  |
| **4** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | -Sorting different objects.  -Participating in picture talks.  **Pasting**  **Shading**  **Tracing**  **Copying**  \_\_\_\_ \_\_\_\_ \_\_\_\_ | -Pronunciation  -Sorting  -Shading  -Pasting  -Tracing  -Copying  -Singing  -Showing the action  -Recognising  -Rhyming and singing  -Listen and write the learnt sound. | -Explanation  -Demonstration  -Discussion  -Look and say  -Illustration  -Imitation  -Story telling  -Picture talk | * Real objects * Flash cards * Picture to sound * dominoes |  |
| **5** | **1 to 2** | Sound d  **Pasting**  **Shading** |
| **5** | **3 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | -Sorting different objects  -Participating in picture talks.  **Tracing**  **Copying**  \_\_\_\_ \_\_\_\_ \_\_\_\_  Copying   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | | * Tracing * Copying * Pasting * Shading * Sorting * Writing * Copyin * Rhyming and singing * Showing actions for the sound * Listen and write | -Explanation  -Demonstration  -Question and answer  - Discussion  - Look and say  -Imitation  -Story telling  -Illustration | - Real objects  - Flash cards  - Letter picture  dominoes. |  |
| **6** | **1 to 2** | Letter sound ‘e’  **Pasting**  **Shading** |
| **6** | **3 to 5** | I can recognize objects, pictures and letter shapes. | -Sorting different objects.  - Participating in picture talks  **Tracing**  **Copying**   |  |  |  | | --- | --- | --- | |  |  |  | |  |  |  | | * Tracing * Pronouncing * Copying * Singing * Imitating * Sorting * Showing the action of the sound * Shading * Writing * Writing * Reciting. | -Explanation  -Demonstration  -Recitation  -Look and say.  -Imitation  -Discussion  -Illustration  -Story telling | - Flash card  -Saw dust  Real objects (i.e cereals)  Letter picture dominoes  Chalkboard use. |  |
| **7** | **1**  **to**  **3** | Reading to enjoy | -I can recognize objects, picture and letter shapes.  -Showing one to one correspondence. | -Sorting different objects.  -Matching the same letter sounds.  a b  b c  c a  **Match the sounds**  c e  d c  e d  **Match the sounds**  a e  b a  c b  d c  e d | -Singing songs  -Recognizing  -Pronouncing  -Matching  -Reciting  -Writing  -Sorting  -Finding the given sound  -Imitating  -Sand and play  -Shading  -Pasting  -Fixing single jigsaws  -Listen and write the learnt sound | * Explanation * Role recitation * Demonstration * Look and say * Question and answer * Discussion * Imitation * Illustrtaion * Story telling | -Real objects  -Flash cards  -Chalkboard illustration  -Letter dominoes. |  |
| **7** | **4 to 5** | Reading to enjoy | I can recognize objects, picture and letter shapes. | Circle the same sounds  a a e  b c b  Circle the same.  d e d  c c b  a e a | * Singing songs * Rhyming * Recognising * Sounds * Pronouncing * Circling * Reciting * Shading the same sounds. * Action showing * Pronounciation’ * Imitating * Sorting * Showing a ction | * Explanation * Question and answer. * Demonstration * Discussion | * Flash cards * Real objects. * Colours * Chalkboard illustration |  |
| **8** | **1 to 2** | Reading to enjoy | I can recognize objects, picture and letter shapes.  -Showing one to one correspondence. | Colour the same sounds  c c a  d e d  Colour the same  e b e  a a d | Demonstrations  Discussion  Explanation  Imitation  Illustration  Look and say |  |  |
| **8** | **3 to 5** | * Sorting different objects. * Matching and writing the same letter sounds.   a b \_\_b\_\_  b c \_\_\_\_\_\_  c a \_\_\_\_\_\_  **Match and write**  c e \_\_\_e\_\_  d c \_\_\_\_\_\_  e d \_\_\_\_\_\_  **Match the sounds and write**  a e \_\_\_\_\_  b b \_\_\_\_\_  c c \_\_\_c\_\_  d a \_\_\_\_\_\_  e d \_\_\_\_\_\_ | * Singing songs * Recognising * Pronouncing * Matching * Reciting * Writing | * Explanation * Role recitation * Demonstration * Look and say * Question and answer | * Real objects * Flash cards * Chalkboard use. * Charts * Letter cutouts. |  |
| **9** |  | Reading to enjoy | I can recognize objects, picture and letter shapes. | * Listen and write * Writing * Recognising * Tick the given or same * Reciting * inding the odd man out * Showing actions for the learnt sounds. * . | * Copying   Copying letter sounds a – e   |  |  |  |  |  | | --- | --- | --- | --- | --- | | a | b | c | d | e | | * Explanation * Demonstration * Discussion * Question and answer * Look and say * Listen and write * Imitation * Discovery * Illustration | * Real objects * Flash cards * Jigsaws * Dominoes * Lotto games. |  |
| **10** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes | **Circling the same sounds**  b  c  b  a  c  a  d  e  e | - Reciting rhymes  - Recognising letters  - Pronouncing  Action showing  Shading  Writing  Sorting  Listen and write  - Reading  - Circling | * Explanation * Demonstration * Phonic method * Look and say * Discussion * Question and answer * Listen and write * Imitation * Illustration | Flash cards  Letter dominoes  Real objects  Chalkboard illustration. |  |
|  |  |  |  |  |  |  |  |  |

**SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2(3 - 4 YEARS) TERM II**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **Suggested developmental activities**  **CONTENT** | **METHODS** | **ACTIVITIES** | **L/AIDS** | **REF** |
| **2** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes | - Sorting different objects.  - Participating in picture talks.  - Copying letters a - e   |  |  |  | | --- | --- | --- | | a | a | a | |  |  |  |  |  |  |  | | --- | --- | --- | | b | b | b | |  |  |  |  |  |  |  | | --- | --- | --- | | c | c | c | |  |  |  |  |  |  |  | | --- | --- | --- | | d | d | d | |  |  |  |  |  |  |  | | --- | --- | --- | | e | e | e | |  |  |  | | * Explanation * Demonstration * Discussion * Look and say * Question and answer. | * Recite rhymes * Recognition * Pronouncing * Reading * Copying | * Real objects * Flash cards * Chalkboard use. * Letter dominoes | Learning frame work page 56 |
| **2** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes.  Showing one to one correspondence. | -Sorting different objects.  -Matching the same letter sound  **Match the sounds and write**  a e  b c  c b  d a  e d  **Match and write**  a c \_\_c\_\_  b a \_\_\_\_\_\_  c b \_\_\_\_\_\_  **Match and write**  c e \_\_\_e\_\_  d c \_\_\_\_\_\_  e d \_\_\_\_\_\_  **Match and write**  a e \_\_\_\_\_  b d \_\_\_\_\_  c a \_\_\_\_\_  d c \_\_\_\_\_  e b \_\_\_\_\_ | * Explanation * Demonstration * Discussion * Look and say * Question and answer. | - Singing songs  - Reciting letters  - Recognizing  - Pronouncing  - Matching  - Writing | - Flash cards   * Lotto games * Chalkboard illustration * Real objects * Letter dominoes. |  |
| **3** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | - Sorting different objects.  - Participating in picture talks.  Copying letter f – j   |  |  |  | | --- | --- | --- | | f | f | f | |  |  |  |  |  |  |  | | --- | --- | --- | | g | g | g | |  |  |  |  |  |  |  | | --- | --- | --- | | h | h | h | |  |  |  |  |  |  |  | | --- | --- | --- | | i | i | i | |  |  |  |  |  |  |  | | --- | --- | --- | | j | j | j | |  |  |  | | * Explanation * Denomination * Look and say * Discussion | * Recognition * Pronouncing * Reciting * Copying * Singing | * Real object * Flash cards * Slates * Pieces of chalk * Charts |  |
| **3** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes.  Showing one to one correspondence | * Sorting different objects * Matching the same letter sounds.   f j  g f  h g  i h  j i  **Match and write**  f h \_\_h\_\_  g f\_\_\_\_\_\_  h g \_\_\_\_\_\_  **Match and write**  h j \_\_\_j\_\_  i h \_\_\_\_\_\_  j i \_\_\_\_\_\_  **Match and write**  fj \_\_j\_\_\_  g f \_\_\_\_\_  h g \_\_\_\_\_  ih \_\_\_\_\_  j i \_\_\_\_\_ | * Explanation * Demonstration * Question and answer * Discussion * Look and say story telling. | * Reciting * Recognition * Pronouncing * Reading * Matching * Writing | Slates  Flash cards  Real objects  Letter dominoes. |  |
| **3** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | * Sorting different objects. * Cicling the same letter sounds. * Recognising letters.   e f e f  g i i g  Circle the same sounds  c c b  h j h  Circle the same letter sounds  e ii  f h f | * Explanation * Denomination * Discussion * Question and answer | * Singing songs * Recognizing * Pronouncing * Reading * Circling | * Flash cards * Real objects * Chalkboard use |  |
| **4** | **1 to 3** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | * Sorting different objects. * Copying letters k - p  |  |  |  | | --- | --- | --- | | k | l | m |  |  |  |  | | --- | --- | --- | | n | o | p |  |  |  |  | | --- | --- | --- | | q | r | s | | * Explanation * Demonstration * Discussion * Look and say * Question and answer | * Singing songs * Reciting sounds * Recognizing * Pronouncing * Reading   copying | * Letter dominoes * Slates * Real objects * Flash cards * Chalkboard illustration |  |
| **4** | **4 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes.  Showing one to one correspondence. | * Sorting different objects. * Matching the same letter sounds.   k o  l k  m l  n m  o n | * Explanation * Denomination * Discussion * Question and answer * Look and say | * Singing * Recognizing * Pronouncing * Reading * Matching * Writing. | * Real object * Flash cards * Slates |  |
| **5** | **1**  **to**  **5** |  |  | tick the same  k o o  l k k  m l l  n m m  o n n |  |  |  |  |
| **6** | **1 to 5** | Reading to enjoy | Introducing vowels | * Reciting vowels * Copying vowels   a e i o u  Vowel “a”  a a a a  Forming two letter words of “a”  a-t at  a-m am  a-n an  a-s as  a-dd add  Form words  a-t \_\_\_\_\_\_\_  Introducing (i) vowel  Form words  i-t it  i-n in  i-f if  i-s is | * Explanation * demonstration * illustration * look and say * imitation * question and answer | * reciting vowels * Copying (i) * writing * forming * listen and write * showing actions |  |  |
| **8** | **1 to 5** | Reading to enjoy |  | Introducing vowel (o)  Forming words  o-n on  o-f of  o-ff off  o-k ok  o-dd odd  o-x ox | * Explanation * Demonstration * Discussion * Look and say * Question and answer. * imitation * illustration’ * listen and write | * Singing songs * Recognizing * Pronouncing * Reading * Reciting * Circling * matching * writing * listen and write | * Flash cards * Slated * Chalkboard illustration |  |
| **9** | **1**  **To**  **5** |  |  | Introducing syllables of vowel “a”  b-a ba  c-a ca  d-a da  f-a fa  r-a ra  m-a ma | * reciting * pronouncing * recognizing * matching * copying the same * writing * imitating * listen and write | * explanation * demonstration * discussion * look and say * imitation * illustration * question and answer | * flash cards * slates * jig saws * chalkboard * books * pencils |  |
| **10** | **1**  **To**  **5** |  |  | Forming three letter words of vowel “a”  Ba-g bat  Ma -t mat  Ca-t cat | * reciting * pronouncing * recognizing * matching * Drawing * writing * imitating * listen and write | * explanation * demonstration * imitation * illustration | * flash cards * slates * jig saws * chalkboard * books * pencils |  |

**SCHEME OF WORK FOR LANGUAGE DEVELOPMENT 2 (3 - 4 YEARS) TERM III**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **L/OUT COME** | **COMPETENCE** | **Suggested developmental activities**  **CONTENT** | **METHODS** | **ACTIVITIES** | **L/AIDS** | **REF** |
| **2** | **1 to 5** | Reading to enjoy, acquire knowledge  and understanding. | I can recognize objects, pictures and letter shapes | - Copying letters a – z   |  |  |  |  |  | | --- | --- | --- | --- | --- | | a | b | c | d | e | |  |  |  |  |  | | * Explanation * Demonstration * Discussion * Look and say * Question and answer. * Action showing * Illustration * Imitation * Listen and write | * Recite rhymes * Recognizing * Pronouncing * Reading * Copying * Writing * Showing actions * Matching * Imitation * Story telling * Listen and write | * Real objects * Slates * Flash cards * Chalkboard illustration * Single letters * Classroom environment * Pencils * Books * Picture books | Learning frame work page 56 |
|  | Copy letters f - j   |  |  |  |  |  | | --- | --- | --- | --- | --- | | f | g | h | i | j | |  |  |  |  |  | |
|  | Copying letters k – o   |  |  |  |  |  | | --- | --- | --- | --- | --- | | k | l | m | n | o | |  |  |  |  |  | |
|  | |  |  |  |  |  | | --- | --- | --- | --- | --- | | p | q | r | s | t | |  |  |  |  |  | |
|  | Letter sound q   |  |  |  | | --- | --- | --- | | q | q | q | |  |  |  | |
| **2** | **2 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | -Copying letters r - u   |  |  |  | | --- | --- | --- | | r | r | r | |  |  |  |  |  |  |  | | --- | --- | --- | | s | s | s | |  |  |  |  |  |  |  | | --- | --- | --- | | t | t | t | |  |  |  | | u | u | u | |  |  |  | | * Explanation * Demonstration * Discussion * Question and answer. * Look and say | * Recognizing * Pronouncing * Reading   - Copying | - Flash cards   * Slates * Real objects * Single letters |  |
| **3** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes.  Showing one to one correspondence | - Sorting different objects  - Matching the same letter  sounds.  q u  r q  s r  t s  u t  Circle the correct letter | * Explanation * Denomination * Discussion * Question and answer * Look and say * illustration * demonstration * Listen and w rite * imitation * action showing | * Reciting rhymes * Recognition * Pronouncing * Reading * Matching * Circling * Recognising * Writing * Action showing * identifying | * Flash cards * Real objects * Slates * Letter dominoes * Chalkboard illustration |  |
| **4** | **1 to 5** | Reading to enjoy | * I can recognize objects, pictures and letter shapes. | Copying vowels   |  |  |  |  |  | | --- | --- | --- | --- | --- | | a | e | i | o | u | |  |  |  |  |  |   Fill in the missing  a \_\_\_ \_\_\_ \_\_\_ \_\_\_  Simple words wit two  at, up, an, on in it | * Explanation * Demonstration * Discussion * Question and answer * Look and say * Matching copying * Illustration * Imitation * Listen and write | * Reciting * Recognition * Pronouncing * Reading * Copying * Singing songs * imitating * writing * circling * Matching * Copying | Flash cards   * Real objects * Slates * Letter dominoes * Chalkboard illustration. |  |
| **5** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | * Syllables of vowel “a”.   Forming words of vowel “a”  ba la fa  ca ma ra  Forming words  ba g bag  ca - t cat  ma-t mat  ra - t rat | * Explanation * Discussion * Question and answer * Demonstration * Look and say * Imitation * Listen and write * Illustration | * Recognizing * Pronouncing * Reading * Matching * Colouring * Forming words * Drawing picture * Shading * Writing * Listen and write * naming pictures * imitating * Find the given word | * Real objects * Flash cards * Chalkboard use * Letter picture dominoes * books * pencils * colours * papers * pictures * classroom environment |  |
| **6** | **1 to 5** | Reading to enjoy | I can recognize objects, pictures and letter shapes. | Syllables of vowel “e”  Forming words of the given syllables  Be te se ge se he re  Forming words  be – d bed  pe –n pen  he –n hen  te – n ten | * Explanation * Demonstration * Discussion * Question and answer * Look and say * illustration * Listen and write * Action showing | * Recognizing * Pronouncing * Reading * Ticking * Drawing pictures * Writing * Naming * Shading * Matching * Listen and write | * Flash cards * Real objects * Letter cut outs * dominoes * Books * Pencils * Chalkboard * Colours * Pictures |  |
| **7** |  |  |  | Syllables of vowel “o”  Bo po go ho  Forming words  Bo –x box  Ho –t hot  Bo –y boy  Po-t pot | * Explanation * Demonstration * Discussion * Question and answer * Look and say * illustration * Listen and write * Action showing | * reciting * Underlining * Drawing pictures * Writing * Naming * Shading * Matching * Listen and write | * cards * real objects * cut outs * dominos * pencils * books * colours |  |
| **8** | **1**  **To**  **5** |  |  | Learning variety of words  tin bus pin  bag hen pig  pot lag box  bun cup tap  net ten fan  gun pat hut | * redaing * pronouncing * drawing * naming * writing * circling * matching | * explanation * illustration * demonstration * look and say * discussion * action showing | * flash cards e.g charts * books * pencils * real objects * real objects * individual cards |  |
| **9** | **1**  **To**  **5** |  |  | Match words to pictures  bag  cat  tin  Name the pictures    \_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_ | * Pronouncing * reading * drawing * matching * fill in the missing sound * match pictures to sounds * match sound to word * find the odd man out * underline the given word | * explanation * demonstration * look and say * discussion * illustration | * cards * charts * books * pencils * real objects * chalkboard |  |
| **10** | **Do revision for all learnt work.** | | | | | | | |