**ENGLISH SCHEME OF WORK FOR TOP CLASS TERM ONE.**

|  |  |  |  |  |  |  |  |  |  |
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| **WEEK** | **DAY** | **LEARNING OUTCOMES** | **COMPETENCES**  | **SUGGESTED DEVELOPMENTAL ACTIVITIES (CONTENT)** | **METHODS**  | **ACTIVITIES**  | **INSTRUCTIONAL MATERIALS**  | **REF****.** | **REM** |
| 1 | 1-5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.
 | * I can use my language confidently.
 | * Singing the rhyme about the family
* Identifying common things found in the environment
* Identifying the first letter sounds of the words
* Reading words with proper pronunciation
* Matching words to the pictures
* Drawing picture for the words
* Circling the word for the picture
* Writing the words correctly.
* Filling in the missing letter
 | Look and say Phonic method Guided Imitation  | * Singing the song (I have a nice family)
* Naming things in the environment e.g. things at home
* Discovering the first letter sound
* Reading and writing the words
* Drawing pictures
* Finding the missing letter
 | * Chart with pictures
* Single word cards
* Blackboard illustrations
* Exercise books
* Stencil work.
* Flash cards
* Paper work
 |  |  |
| 2 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.
 | * I can use my language confidently.
 | * Reciting a rhyme about animals
* Mentioning animals kept at home
* Pronouncing words correctly
* Matching words to pictures
* Sorting the correct words
* Reading and drawing pictures
* Writing words correctly.
* Identifying the first letter sounds
* Find a word for a given picture
* Drawing pictures for the first letter sound
* Naming pictures
 | Look and say Phonic method Guided Imitation  | * Reciting the rhyme
* Naming things in the environment
* Discovering the first letter sound
* Reading and writing the words
* Drawing pictures
* Finding the missing letter
 | * Chart with pictures
* Single word cards
* Blackboard illustrations
* Exercise books
* Stencil work.
* Flash cards
 |  |  |
| 3 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.
 | * I can use my language confidently.
 | * Role playing
* Pronouncing new words.
* Matching pictures
* Reading and drawing
* Writing words
* Discovering the 1st letter sound.
* Drawing pictures
* Underline, circle, ring, tick, cross a word for a picture
* Making phrases
 | Look and say Phonic method Guided Imitation  | * Reciting the rhyme
* Naming things in the environment
* Discovering the first letter sound
* Reading and writing the words
* Drawing pictures
* Finding the missing letter
 | * .Chart with pictures
* Single word cards
* Blackboard illustrations
* Exercise books
* Stencil work.
* Flash cards
* Paper work
 | LFW Pg 55 |  |
| 4 | 1 – 5 | * Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations.
 | * I can use my language confidently.
 | * Mentioning the clothes we wear
* Naming the types of clothes for each season
* Matching pictures to the words
* Drawing pictures for the words.
* Writing the words for the pictures.
* Identifying the first letter sounds
* Finding the missing letters
* Forming phrases
* Writing words correctly
 | Look and say Phonic method Guided Imitation Demonstration Illustration  | * Naming things in the environment
* Discovering the first letter sound
* Reading and writing the words
* Drawing pictures
* Finding the missing letter
 | * Chart with pictures
* Single word cards
* Blackboard illustrations
* Exercise books
* Stencil work.
* Flash cards
* Paper work
* Paper models
 |  |  |
| 5 | 1 – 5 | * Reading to enjoy, acquire knowledge and understanding
 | * I can read simple words and phrases
 | * Reading words
* Forming phrases
* Drawing pictures
* Writing phrases
* Completing phrases
* Write phrases for the pictures
 | Illustrations Demonstrations Look and say  | * Reading words
* Reading phrases
* Drawing pictures for phrases
* Writing phrases for the pictures
 | * Flash cards
* Black board
* Illustration
* Exercise books
* Paper work
* Reading cards
 |  |  |
| 6 | 1 – 5 |  |  | * Role playing
* Mentioning things found within the environment
* Pronouncing words correctly
* Reading phrases
* Introducing new words from lady bird A bk 1
* Forming sentences for pictures
* Writing words and sentences
* Drawing for the sentences
* Writing sentences
* Completing sentences
 | Look and say Question and answer Phonic method Whole sentence method  | * Pronouncing new words
* Forming phrases
* Forming sentences
* Writing words and sentences
* Completing sentences
* Drawing pictures for the sentence
 | * Paper work
* Blackboard
* Illustration
* Exercise books
* Flash cards
 | Ladybird Book 1 A page 51 |  |
| 7 | 1 – 5  |  |  | * Revision of previous words
* Introduction of new words from lady bird book 2 A and B
* Constructing sentences
* Reading sentences
* Writing sentences for the pictures.
* Completing sentences
* Make sentences using words
 | Look and say Question and answer Phonic method Whole sentence method  | * Pronouncing new words
* Forming sentences
* Writing words and sentences
* Completing sentences
* Drawing pictures for the sentence
 | * Blackboard illustrations
* Flash cards
* Chart
* Exercise books
* Spell board
 | Ladybird book 1A page 51. |  |
| 8 | 1 – 5 |  |  | * Introduction of new words Reading words
* Constructing sentences
* Identifying sounds
* Writing words and sentences
* Read and draw
* Identifying words
* Make sentences using the words
* Complete the sentences
 |  | * Pronouncing new words.
* Forming sentences orally.
* Writing words and sentences.
* Completing sentences.
 | * Flash cards
* Chart
* Blackboard
* Illustrations
* Exercise books
 | Ladybird BK 3a page 4 - 22 |  |
| 9 | 1 – 5 |  |  | * Reading words
* Writing words and sentences
* Constructing sentences
* Writing sentences for the words
* Read and draw
* Write sentences for the pictures
* Write the words correctly
* Underline, circle, tick, ring the correct word
 |  | * Reading the words correctly.
* Writing words and sentences .
* Read and draw.
* Underline the words
 | * Charts
* Blackboard
* Illustrations
* Flash cards
* Paper work
 | Ladybird BK3 page 24-48 |  |
| 10 | 1 – 5 |  |  | * Reading words
* Writing words and sentences
* Constructing sentences
* Read and draw pictures for the pictures
* Use the given words to form sentences
* Complete sentences
 |  | * Reading the sentences.
* Listen and write the sentences.
* Write sentences for the given words.
 | * Chart
* Blackboard illustrations
* Flash cards
* Paper work
 | Ladybird BK 3b page 4-50 |  |

**SCHEME OF WORK FOR ENGLISH TOP CLASS TERM II.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY**  | **LEARNING OUTCOME**  | **COMPETENCE** | **SUGGESTED DEVELOPMENT ACTIVITIES**  | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **2** | **1 TO 5**  | Communicating confidently, effectively and meaningfully in spoken and sign language in a wide range of situations. | * Read and write the words correclty
* Write sentences using the possessive word from the substitution table
* Drawing pictures for the sentences
* Complete sentences for the pictures
* Pronouncing the words corectly
* Dicovering the letter sound and syllables that make up words
* Use the words in the sentences orally
* Finding the missing letters
* Forming sentences from the substitutional table
 | Introducing has and have as a possessive words using real objects He has a ……….She has a …………..Peter has ……….Mummy has ………..The cat has ………………..The girl has a …………Introducing the substitution table

|  |  |  |
| --- | --- | --- |
| SamThe Dog Dad  | Has | A duck Two cowsAn apple  |

 | * Look and say
* Demonstrate
* Explanation
* Discovery
 | * Reading the words
* Constructing sentences
* Writing sentences
* Drawing pictures for the sentences
* Finding the correct word
* Identifying words
* Forming sentences orally
* Forming and writing sentences from the table
* Drawing pictures for t he sentence
 | * Chart
* Real object
* Reading words, and flash cards
 | Teacher’s collection  |  |
| **3** | **1 to 5**  |  | * Possessive words correclty
* Write sentences using the possessive words from the substitution table
* Using words in sentences orally
* Build sentences using a sentence maker
* Finding the missing letters
* Find the missing words
 | * Introducing have using real objects
* I have a ……
* We have a ….
* You have a …
* The girls have a..
* The cats have….
* Introducing the substitution table
* Table
* I
* We
* You
* They
* The girls
* The cats
 | * Explanation
* Demonstrate
* Discovery
 | * Reading the words
* Constructing sentences using have
* Writing sentences
* Read and draw pictures
* Forming sentences using the possessive word
* Complete the story
* Complete sentences
* Listen and write sentences with have.
 | * Stencil work
* Chart
* Real object
* Reading cards
* Flash cards
 | Teacher’s collection  |  |
| **4** | **1 to 5** |  | * Learners should be able to;
* Construct sentences using the patterns
* Write sentences using the patterns
* Draw pictures for the sentences
* Write sentences for the picture given using pattern
* Complete sentences
 | Introducing structural pattern with This and That This is ………What is this?e.g. this is a ballthat is …e.g. That is a bookthat is a pencil use of possessive pronouns His, our, her, their, my, your E.g. This is my pen.This is my bookWrite sentences of the pictures What is this?e.g. That is my dogthat is my hutwriting sentences for the picture that is my bookthat is my banana | * Demonstrate
* Illustration
* Explanation
 | * Constructing sentences using patterns.
* Writing sentences using patterns
* Drawing pictures for the sentences
* Writing sentences of the pictures given using the patterns
 | * Charts
* Stencil work
* Flash cards
* Reading cards
 | Teacher’s collection  |  |
| **5** | **1 to 5**  |  | * Children should be able to
* Pronounce the words corectly
* Construct sentences using the new words
* Construct sentences using a sentence marker
* Discovering letters and syllables
* Make up words in sentences orally
* Writing the words correctly
* Finding missing letters
* Read and draw
 | Introducing new words Pat are water have fund Come it lookConstructing sentences using the new wordsI have a cupDaddy has a big chairWriting sentences using the wordsCompleting sentences Pat has a …..I have a big ………. | * Imitation
* Demonstrate
* Explanation
* Look and say
* Constructing sentences using the words
* Writing sentences using the word
* Completing sentences
* Building words using single letter card
* Read and draw
* Completing the story
 | * Reading from the chart
* Demonstration
* Explanation
* Looks and say
 | * Chart
* Reading cards
* Single letter card
* Lady bird Bk 2A 4 – 16
 | Teacher’s collection  |  |
| **6** | **1 to 5** | **Grammar**  | * Children should be able to;
* Pronounce the new words correctly
* Construct sentences using new words
* Find the missing letters
* Write the words wit correct spellings
* Building up words using single letter cards
* Use words in sentences orally.
 | Introducing new words e.g.Can, jump, into, we, to, go, yes, sweets, homeConstructing sentences I can jumpWe are hereFinding missing lettersJ\_\_mp s\_\_\_eets, y\_\_\_sBuilding up words

|  |  |  |  |
| --- | --- | --- | --- |
| i | n | t | o |
| j | u | m | p |

Completing sentences e.g. I have some….. | * Demonstrate
* Explanation
* Look and say
 | * Pronouncing words correctly
* Constructing sentences
* Finding missing letters
* Writing words with correct spellings
* Completing sentences
* Building up words using single letter cards
* Draw pictures for the words and sentences
 | ChartCards Flash cardsSingle sounds Lady bird bk 4a 30 – 48  | Teachers’ collection  |  |
| **7** |  |  | * Learners should be able to;
* Readn the words correctly
* Construct sentences using the words
* Complete sentences
* Find the missing letters
* Pronouncing the new words correctly
 | Introducing new words say want , no some for this constructing sentences using word e.g. She wants to have tea.Completing sentences e.g. He has some….I want to go….Finding the missing lettersW\_\_ntf\_\_\_rCo\_\_\_es\_\_\_\_meWa\_\_\_t s\_\_y | Imitation Look and say Explanation Demonstration  | * Reading words
* Listen and write words
* Constructing sentences
* Completing sentences
* Building up words using single letter cards
 | Lady bird 4b pg 18 – 26 Single letter cards Stencil workReading cardsLady bird 3A | Teachers’ collection  |  |
| **8** |  |  | * Learners should be able to;
* Read the words with their correct pronounciation
* Construct sentences using the new words
* Wirte words and sentences correclty
* Write the words given with their correct spellings
* Using new words in sentences orally
* Finding the missing letters
* Building up words with small single letters
 | Introducing new words Play , up, down, at, boat, get , on, me, cake, seeUse the words in sentences e.g. I can play in the water The cake is on the table Writing words and sentences correctly Find the missing letters Play down cake Pl\_\_ydow\_\_\_ c\_\_\_keWriting words with the correct spellingLayp - play Ownd – down  | * Discovery
* Explanation
* Imitation
 | * Listen and write words
* Wiring words and sentences
* Finding the missing letters
* Complete the sentences
* Writing words in their correct form
* Read and draw
* Listening and writing words and sentences
* Complete the story
 | * Lady bird 3A
* Reading cards
* Flash cards
* Charts
 | Teachers’ collection  |  |
| **9** |  |  | * Children should be able to;
* Read the words with their correct pronounciation
* Construct sentences using the new words
* Find the missing letters
* Pronounce the new words correctly
* Use the words in sentences
 | Introducing new words pleaseStation Train RabbitsThat help constructing sentences using the new wordsThey are at the station That is a classPlease go away Finding the missing e.g. Tr\_\_\_in h\_\_\_lpWi\_\_\_hpl\_\_ \_\_\_seSt\_\_\_tion | * Imitation
* Look and say
* Demonstrate
* Explanation
 | * Listen and write words
* Reading words
* Forming sentences for the given words
* Completing sentences
* Writing the words correctly
* Filing in the missing letter
* Complete the story
* Read and draw pictures for both words and sentences
 | * Chart
* Stencil work
 | Teacher’s collection  |  |
| **10** |  |  | * Children should be able to;
* Read the words with correct pronounciation
* Construct sentences using the words
* Build up words using single letter cards
* Write sentences correctly
* Complete sentences
 | Introducing new words Police, give, red, was, school, busUsing the words in the sentences He is a policemanI will give you a red pencilBuilding up words using single letter cardsReading the books and marking the correct punctuation  | * Phonic method
* Look and say
* Demonstrate
* Imitation
 | * Reading words
* Write the words correctly
* Writing sentences
* Fill in the missing words
* Drawing pictures
* Completing a story
* Completing sentences
* Naming pictures
* Building up words
* Writing words correctly
 | * Lady bird 2a and 2b
* 3a and 3b
* Real objects
* Single letter cards
 | Teacher’s collection  |  |
| **11** |  |  | * Children should be able to
* Use on in sentences
* Read sentences using the preposition
* Write sentences and draw the pictures
* Pronoucing new words correctly
* Using the prepositions in the sentences orally
* Finding the misisng letters
* Fill in the given preposition
 | Introducing new words e.g. police, give, red, was, schoolUsing the words in sentences e.g.He is a policeman I will give you a red pencilBuilding up words using single letter cards On, near, under, over The fish is in the water The spoon is in the cup  | * Demonstrate
* Discussion
* Imitation
 | * Constructing sentences
* Writing
* Drawing pictures for the sentences
* Listen and write sentences
* Read and draw pictures for the sentences
* Write sentences for the given preposition
 | * Stencil work
* Reading cards
* Charts
 |  |  |
| **12** |  |  | * Learners should be able to
* Write the word for the pictures
* Complete the story
* Writing correct words
 | Introducing sentences with pictures e.g.The girl has a …..The cow is in the house Introducing story with pictures Dan is a ……He has a …..to play with  | * Explanation
* Demonstrate
 | * Writing words for the pictures
* Naming pictures
* Reading words
* Drawing words
* Drawing pictures
* Completing sentences / story
* Fill in the correct words
 |  |  |  |
|  |  |  | * Learners should be able to
* Use two words correctly
* Wirte sentences using the two words
* To give correct answer for the question
 | Introducing of new words ye and no Use of yes e.g.Is this a pencil?Is this a book?Yet it is a book. | * Demonstrate
 | * Constructing sentences
* Complete the sentences
* Write sentences for a picture
* Answer correctly
 | * Stencil work
 |  |  |
|  |  |  | * Pronouncing the new words correctly
* Reading sentences using the correct punctuation
* Write sentences using the familiar words
 | Writing sentences using yesIntroducing no in sentences Is this a boy?No it is not a boy It is a girl Is this a table?No it is not a table It is a treeIntroducing true or untrue sentences Daddy is a man. TrueReading and writing sentences  | * Explanation
* Imitation
* Discovery
 | * Writing sentences
* Using yes and no
* Completing the sentences
* Writing sentences using
* Answer correctly
* Complete the sentences
* Write the correct answer
 | * Real objects
* Charts
 |  |  |

**SCHEME OF WORK FOR ENGLISH TOP CLASS TERM III.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **Day**  | **Learning outcome**  | **Competence**  | **Suggested developmental activities**  | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** | **1 TO 5**  | Knowing how to keep and care for my environment  | I can use my language confidently. | Revision of on, under and in in sentencese.g. the pencil is in the tin. The cup is on the table Writing sentences for pictures  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teaching the new prepositions near, over , under , between, behind, infront of Using new words in sentences  | * Explanation
* Demonstrate
* Application
* Look and say
* Guided discovery
 | * Pronounce new words
* Construct sentences
* Writing sentences
* Drawing pictures
* Reading
* Substitutional table
* Using words in sentences orally
* Answer correctly
* Make sentences for the pictures
* Use the words in the sentences
 | Real objects * Models
* Exercise books
* Blackboard
* Charts
 | Teacher’s collection  |  |
| **2** | **1 to 5**  |  | I can make use of the important places and things responsibly  | New wordsIntroducing the use of want and wants mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etcI want ……………..We want ………………They want …………….He wants ………………She wants ……………..Jane wants …………..Peter wants …………..Introducing the substitution table  | * Explanation
* Demonstrate
* Application
* Guided discovery
* Question and answer
* Explanation
* illustration
* guided discussion
 | * Pronounce new words
* Make new words in sentences
* Forming sentences from a substitution table
* Finding missing letters
* Using words in sentences orally
* Completing the sentences
* Read and draw
 | * Flash cards
* Chairs
* Pencil
* Stencil work
 | Teacher’s collection  |  |
| IWeThey  | want | to play eat fooddrink juice  |
|  |
| He She JaneJohn | wants  | to play football skip the rope fly a kite eat food  |
|  |
| **3** | **1 to 5** | Communicating effectively, confidently and meaningfully  | I can use my languge appropriately | Plurals ending with se.g. book – bookstree – trees use of ‘is’ and ‘are’Plurals ending with “es”Plurals ending with “ves” | ExplanationIllustrationWriting the words correctly | To write the plurals correctly.Using plurals in sentencesUse ‘is’ and ‘are’ appropriately | Flash cardsCharts Blackboard Work cardsReading cards Exercise books and pencils |  |  |
| **4** | **1 to 5** | Exploring and knowing my immediate environment  | I can respond to instructions and commands  | Verbs (action words) Introducing doing words e.g. stand drawjump cryeat walkfly sleepverb ending with ‘ing’verbs ending with double letters verbs ending with e crossed Reciting a rhyme about verbs  | * Explanation
* Illustration
* Look and say
* Demonstrate
* Role playing
* Filling in the missing letters
* Writing the words correctly
 | * Pronounce the words correctly
* Perform actions
* Read words
* Read sentences
* Draw pictures
* Write sentences
* Singing
* Role play
 | * Charts
* Flash cards
* Exercise books and pencils
 | Teacher’s collection  |  |
| **5** | **1 to 5**  | Writing different kinds of letter formation  | I can write letters and words | Revision of new words horsestation police stopstreetfarm etcIntroducing capital and small lettersWriting in small letters Writing in capital letters Letter before e.g. cLetter after e.g. fArranging letters in order  | * Guided discussion
* Explanation
* Look and say

Activities* Changing words into small letters and capital letters.
* Changing small letter sounds into capital
* Changing capital letter sounds into small.
 | * Pronounce the words
* Use words in sentences
* Read sentences
* Complete sentences
* Writing the words correctly
* Fill in the missing letters
* Circle, underline, ring, tick the correct word
* Arranging letters in order
 | * Lady bird book
* Pencils
* Flash cards
 | Teacher’s collection  |  |
| **6** | **1 to 5**  | Writing different kinds of factual and imaginative tasks depicting creativity  | I can use my hands and eyes to perform different activities as instructed.I can use my language confidently  | Introducing coloursNaming colourse.g blue,. Green, orange, brown, pink, white, black, purple, grey Singing a song about coloursGetting a small word from a big word e.g. teacher – tea – her Flower-girl – girl - flow – flower Policeman – man – police – ice – an etc | * Guided discussion
* Look and say
* Question and answer
* Illustration
 | * Naming different colours
* Pronounce colours
* Spell words
* Shade the shapes
* Fill in the missing letters
* Sing the song
 | * Crayons
* Pieces of paper
* Chalk of different colours
* Exercise books
* Pencils
 | Teacher’s collection  |  |
| **7** |  | Communicating confidently, effectively and meaningfully  | I can use my language confidently  | New words About some Out off please etc.Obeying commands ExamplesStand upSay the word come Go and sit Acknowledging commands Examples Go to the table and bring the book. Animal young ones e.g. cow – calfhen – chick etcread and write animal young ones matching Animals kept at home. (Domestic animals) | * Discussion
* Explanation
* Demonstrate
* Application of knowledge
* Look and say
* Guided discovery
* Phonic methods
 | * Writing sentences for the given words
* Writing words correctly
* Filling in the missing letters
* Completing the sentences
* Obeying commands
* Drawing animals with their young ones
* Completing the table for animal young ones
 | * Real objects
* cards
* Flash cards
* Paper work
* Exercise books and pencil
 | Teachers’ collection  |  |
| **8** | **1 to 5**  | Communicating confidently, effectively, and meaningfully  | I can use my language confidently  | Following pictures sequences Discussion of events Tense to be used Writing sentences  | * Guided discussion
* Explanation
* Observation
* Role play
* Question and answer
 | * Talking about the pictures
* Reading sentences to form a story
* Using the structural pattern correctly
* Writing sentences for pictures
* Imaginative drawing
* Complete sentences
 | * Pictures
* Flannel board
* Masks
* Illustration
* Flash cards
* Exercise books and pencils
 | Teachers’ collection  |  |
| **9** | **1 to 5** |  |  | Teach children to discover the word for the picture given e.g. Nakato is a \_\_\_\_\_\_\_\_She has a \_\_\_\_\_\_ and a\_\_\_\_\_\_\_\_\_.She sits on a \_\_\_\_\_\_\_in the \_\_\_\_\_\_\_\_\_\_.Reading lady bird book 5 and 6a ) individually b) groups c) loud reading  | * Explanation
* Guided discover
* Look and say
* Demonstrate
* Illustration
* Individual participation
* Group participation
 | * Completing the story with correct words
* Draw the pictures
* Naming the pictures
* Reading with correct punctuation
* Reading intonation
* Writing sentences
* Use pronouns correctly
 | * Real objects
* Illustration
* Charts
 | Teachers’ collection  |  |
| **10** | **1 to 5** |  |  | Reading the story e.gPeter and Jane are at home. They have a dog and a hen. The dog keeps the home and the hen gives them eggs. Question I) Who are in the story?2) They have a ……. and ….at home.3) What do we get from a hen?4) Draw Peter and Jane at home.  | * Discussion
* Explanation
* Guided discovery
* Illustration
* Question and answer
 | * Reading the story
* Answering questions orally and written
* Drawing pictures to interpret the story
 | * Story book/cards
* Flash cards
* BB illustration
* Exercise books and pencils
 | Teacher’s collection  |  |
| **11** |  |  |  | Revision exercises in the following areas:--Prepositions-Finding what is missing -constructing sentences using the words given-Completing sentences -Puzzles Substitutional tables using the structural patterns learnt  | * Explanation
* Discussion
* Questions and answer
* Application of knowledge
 | * Using prepositions
* Finding missing letters and words
* Writing sentences
* Completing sentences
* Filling in the puzzle boxes
* Making sentences from the tables
 | * Paper work
* Cards
* Charts
* Reading cards
 | Teacher’s collection  |  |

**SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM I.**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **LEARNING OUTCOME**  | **COMPETENCIES**  | **CONTENT / SUGGESTED DEVELOPMENT ACTIVITIES**  | **METHODS** | **ACTIVITIES**  | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** | **1 to 5** | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence  | I can recognize numerals 1 - 10 | - Oral counting of objects and pictures 1 up to 10.- Singing number songs - Reciting rhymes - Number games e.g one crocodile………, One yellow duck……., 1, 2, 3 its time to tea etcWrite number 0 – 10 in order  | DemonstrationExplanationQuestion and answer  | Counting objectsWriting numbersMatching numbers to pictures  | Flash card ChartReal objectsPaper work Exercise booksBB illustration  |  |  |
| **2** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numerals 1 - 20 | - More introduction of number - count and write - Identifying numbers 0 – 10- write numbers in order 0 – 20 - Counting objects and writing numbers 0 – 20. = 3 = 2 =  | Discussion ExplanationQuestion and answer  | Oral counting Counting objects and circle Writing numbersCount the pictures Write numbers 0 – 20  | Cards ObjectsPicturesPrinted workChartsExercise books  |  |  |
| **3** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numerals and enumerate them | Application of quantitative e.g. Make 4s 4 2 3 = 2 3 4 = Make 2s 0 2 1 = Draw pictures for the numbers 4 = 6 =  |  | Counting objectsWriting numbersMatching numbersDrawing objects of the given numbers Ticking Circling Underline Ring Cross  | Flash cardsReal objectsPaper workExercise books Pencils BB  |  |  |
| **4** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can perform activites involving adding. | Arraging numbers in order 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 103, 0, 1, 2 = 3, 2, 1, 0 = 1, 4, 2, 3 = Filling in the missing numbers 1 \_\_\_\_ 3 \_\_\_\_\_ 56 \_\_\_\_ 8 \_\_\_\_\_100 \_\_\_\_ 2 \_\_\_\_\_ 4Write the number after 2 = \_\_\_\_\_\_4 = \_\_\_\_\_\_7 = \_\_\_\_\_\_ | Demonstration Discussion ExplanationQuestion and answer  | Counting numbersWriting numbersFilling in the missing Arranging numbers in order  | Cards Real objectsExercise booksChartPencils BB  |  |  |
| **5** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can add using objects up to 10. | - Introduction of plus sign and equal sign.- Addition of objects  +  =  +  =  +  = v v + v v v = x x x + x =  |  | Counting objects and writing numbers Drawing pictures Adding pictures | Flash cardsReal objectsCounters e.g. sticks and bottle tops  |  |  |
|  |  |  |  | Addition of objects 6 – 10\ \ \ + \ \ \ \ = \ \ \ \ \ \ \ O O O + O O O = C C C C + C C = 6 |  | Oral workCounting following proper sequenceAdding picturesDrawing pictures  | Real objectsPencilsBlackboardPaper work Exercise books  |  |  |
| **6** |  |  Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can add objects with numbers up to 10 | - Introducing addition of numbers using pictures. ΔΔ + ΔΔ = ΔΔΔΔ 2 + 2 = 4b b b + b b = b b b b b  3 + 2 = 5ΔΔ + Δ = \_\_\_\_\_\_ + \_\_\_ = \_\_\_\_**Add these**d d + d = ddd2 + 1 = 3c c c + =  3 + 0 =  | ExplanationDemonstrationDiscussion Question and answer  | Oral work Counting following proper sequence Adding of picturesDrawing pictures Count the pictures  | Real objectsPencilsBB illustrationsPaper work Exercise books  |  |  |
| **7** |  |  Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can add things and numbers up to 10. | Addition of numbers with balls 0 – 10 2 + 3 = 3 + 3 = 1 + 1 = Addition of numbers 2 4 1+2+ 1+ 0\_\_ \_\_\_ \_\_\_ | ExplanationDiscussionQuestion and answer  | Oral work Counting following proper sequence Adding pictureDrawing pictures  | Real objectsPencils BB illustrations Paper work Exercise books  |  |  |
| **8** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show relations among things/numbers in a serial order. | Circle the greater number Tick, ring, cross, underline 4 2 Finding the less number 7 10 | Demonstration Explanation Question and answer  | Practical work using objectsIdentify and show the greater / less number  | Printed paper work Blackboard  |  |  |
| **9****10** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can perform a ctivities involving adding and take away.I can recognize and add numbers. | Write the number before;\_\_\_\_\_ 2\_\_\_\_\_ 6\_\_\_\_\_ 3\_\_\_\_\_ 1Revision of after Write the number after 1 \_\_\_\_\_0 \_\_\_\_\_5 \_\_\_\_\_Write the number between 3 \_\_\_\_ 54 \_\_\_\_ 61 \_\_\_\_ 3Add these3 + 1 = 1 + 1 =  3 4 0+ 3+ 1+ 0\_\_ \_\_\_ \_\_\_ | ExplanationDiscussion Demonstration Question and answer  | Writing the number afterWriting the number before Identify the number Writing the number between  | NumberChart CardsCounters Exercise books Pencils  |  |  |
| **11** |  | Surveying, knowing and distinguishing the attributes of objects. | I can collect objects according to stated features. | Read and match to the shape A rectangleA circleA starA squareA triangleAn oval  | Demonstration Explanation | MatchingDrawingNamingIdentify the shapes Write names for the shapes  |  |  |  |

**SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM II**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **LEARNING OUTCOME**  | **COMPETENCE** | **Content / suggested development al activities** | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** |  | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes | - Read and draw A circle A square A star An oval Rectangle Triangle Zig zag Kite  | Explanation Discussion Demonstration Question and answer  | ReadingDrawing  | Real objects Cut out of shapes Paper work Exercise books and pencilsBlackboard  |  |  |
|  |  |  |  | Name the shapes Read and match CircleStarOval Cone Modeling the shapes Pasting shapes with torn papers/ cereals Painting / tearing the shape  | Explanation Discussion Demonstration Question and answer  | Naming shapes Identifying  | Real objects Cut out of shapes Paper work Exercise books and pencilsBlackboard  |  |  |
| **2** |  | Surveying, knowing and distinguishing the attributes of objects. | I can identify relationship and differences between different objects and shapes | Find the missing letters of the shape names sq\_\_\_recir\_\_\_letrain\_\_\_leov\_\_\_l re\_\_\_tanglezi\_\_\_ zags\_\_\_arMaking patterns using the shapesForming objects using the patterns e.g. house, boat, girl, car | Explanation Discussion Demonstration Question and answer Ticking Underlining Circling Crossing  | Naming shapes  | Real objects Cut outs of shapes Paper work Exercise books and pencils Blackboard  |  |  |
| **3** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can recognize numbers 1-20 | - Counting numbers 0 – 30 orally 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30Copying numbers Find the missing number - Write numbers 0 – 300, 1, 2, ….., 4, ……, 6, …., 8, 9, …….11, 12, ….., 14, 15, ………20, 21, 22, … 24…, 26, ……28, 29, ……Finding the next number using what number comes just after 13, \_\_\_,1 5, \_\_\_, 17, \_\_\_, etcWhat number comes before \_\_\_\_21\_\_\_, 29\_\_\_\_, 14 | ExplanationDiscussion Demonstration Question and answer  | Counting numbersWriting numbers Subtract numbers Identifying the numbers Arrange the number  | Flash cardsReal objects Books and pencils Work cardsBlackboardsCalendars  |  |  |
| **4** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  | Number rhyme / song involving subtraction Take away using objectsc c c c c = 3 a a a a a = o o o o o = ΔΔΔ = Take away involving numbersΔΔΔΔΔ5 – 1 = 4O O O O 4 – 2 = 2V V V 3 – 0 = 3- Take away O O O O O = \_\_\_\_ - \_\_\_ = 🚺🚺🚺= \_\_\_ - \_\_\_ =  3 OOO 2OO  5 /////- 2- 0- 5\_\_ \_\_\_ \_\_\_ | Explanation Discussion Demonstration Question and answer  | Subtracting objects Subtracting numbersDrawing objects Counting correctly Writing correctly Count the objects Draw objects Write the number correctly  | Flash cardsReal objects Books and pencils Work cardsBlackboard  |  |  |
| **5** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can count, add and takeaway things up to twenty | Reciting a number rhyme involving additon Adding three addend numbers 1 + 1 + 1 = 34 + 2 + 4 = 3 + 1 + 2 = 6 + 3 + 1 =4 + 1 + 2 =5 + 2 + 4 = 3 + 3 + 3 =Adding vertically  3 5 4 3 2 2 +1 + 6 + 1 | Explanation Discussion Demonstration Question and answer  | Counting Adding numbers Drawing counters e.g. ballsArranging numbersWriting numbers correctly  | Flash cardsCountersBooks Charts Real objects Exercise books and pencilsBlackboard  |  |  |
| **6** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show relations among things in cereal order  | - Use of full, empty, half, more, less \_\_\_\_\_\_ \_\_\_\_\_\_ \_\_\_\_\_\_\_- Read and match  full  empty  half  Less **B A**Which tin has less water?Tin \_\_\_ has less water than tin \_\_\_\_. **K F**Which tin has more milk?Tin F has more milk than tin K. |  Discussion Demonstration Question and answer  | Reading wordsDrawing picturesFilling containers with waterMatching correctly Identify tines Comparing Writing wordsUnderline, circle, ring, tick, cross  | Flash cards CountersBooksCharts Real objects Exercise books and pencilsBlackboard  |  |  |
|  |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  | Comparing the length of objectsNew words:Short, shorter, shortest Long, longer, longest **N T**Pencil \_\_\_\_ is shorter than pencil \_\_\_\_\_.**B C**Tree \_\_\_\_\_ is longer than tree \_\_\_\_\_\_. | Explanation Discussion Question and answer Comparison  | Finding length of objects using strings in group.Identifying objectsDraw objectsWriting statements  | Real objects Flash cardsBlack boardIllustration Exercise books and pencils |  |  |
|  |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  | - Comparing of heights using different objects .Use of tall, taller, tallest **MarySarah**🚺🚺Tall taller tallest\_\_\_\_\_\_ is taller than \_\_\_\_\_.- Use of short, shorter, shortest **Z B**Tree \_\_\_\_\_\_ is shorter than tree \_\_\_\_\_\_\_.  | DemonstrationExplanation Question and answer  | Use of tall, taller and tallestUse of short, shorter and shortestFinding heights of objects using strings Drawing Comparing Identifying Writing Naming | BB illustration String Paper work PicturesMeter rulers Exercise books and pencils |  |  |
| **7** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can tell more equal less quantities  | Finding the greater number 8, 3, 4, 710, 2, 3, 1Finding the less number 4, 2, 1, 63, 7, 6, 5  | Explanation Demonstration Question and answer  | Finding the greater numberFinding the less number  | Cutout of numbers Exercise books and pencils blackboard |  |  |
| **8** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  I can show one to one correspondence  | - Introducing number wordsZero – ten Zero, one, two, three - Matching words to figures Zero 8One 7 Two 6Three 5Four 0Five 1Six 2Seven 3Eight 4.- Read and draw the beads one two Read and draw pictures one = three cats two balls = four cups = six stones = five brooms = eight chairs = seven apples =  | Explanation Discussion Question and answer  | Reading words Matching words to figures Drawing pictures for the number wordsWriting for numbersCount and write in words  | Real objects Flash cardsBlack boardIllustration Exercise books and pencils |  |  |
| **9** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  I can show one to one correspondence | Count and write numbers in words  = ……ballls = …….trees= ….sweets = …..book = ……..baskets | Explanation Discussion Question and answers Demonstration  | Reading words Counting objects Drawing pictures Identifying the words  | Real objects Flash cards Exercise books and pencilsBlackboard  |  |  |
| **10** |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence | I can show one to one correspondence | Addition of number words Three and two is five 3 + 2 = 5 Six and four is ……..Five and one is …….Three and nine is ……Two and two gives Five plus two equals…Two bananas plus one banana equals…..bananas |  Explanation Discussion Question and answers | Reading wordsCounting objects |  Real objects Flash cards Exercise books and pencilsBlackboard  |  |  |

**SCHEME OF WORK FOR NUMBERS FOR TOP CLASS TERM III.**

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME****LEARNING OUT COME**  | **COMPETENCE** | **SUGGESTED DEVELOPMENTAL ACTIVITIES**  | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** | **1 to 5** | Recognizing Describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can count , add and take away things up to 10 | Revision of addition of numbers both horizontally and vertically Addition of 3 addends6 + 1 + 0 =2 + 1 + 1 = 4 + 0 + 2 = 4 6 2 1 1 1+2+0+1\_\_\_\_ \_\_\_\_ \_\_\_\_\_Revision of subtraction of numbers both horizontally and vertically 4 - 1 =3 – 0 = 7 – 4 =  5 4 6 - 2 - 0 - 2  | -Explanation-Illustration - Question and answer Finding less  | - counting numbers - Writing numbers - Finding correct answers by adding and subtracting- Addition Subtracting  | Counters -Chalkboard- Books-Pencils- Charts-Flashcards  |  |  |
| **2** |  | Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence  | I can tell more, equal and less quantities  | Identifying the operation used to find the correct answer.Circle the greater numbers Ring the less numbers Finding the answer using balls800000000 200 4 7 10 2-Ring the less number4  6 9 | -Explanation-Discussion- discovery -Question and Answer | Writing numbers Finding the less numbers Ring the greater number Finding the answer Showing the operation usedCounting Using ticking, circling, ringing, underlining, crossing  | Objects Work cardsCounters  |  |  |
| **3** |  | Recognizing , describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can show one to one correspondence  | Introducing number words zero – tenZero, one, two, threeWriting numbers for the words -Matching word to numbersZero 2One 3 Three 0Two 1-Read and draw beads Zero = One = Four = Three = -Read and drawTwo tins = Four cups = Three cats = -Count and write in words  = three balls = four sticks = two chairs  | -Explanation -Discussion-Questions and answersDemonstration  | -Matching - Drawing -Circling Writing Ticking UnderlineRinging Finding Identifying  | -Flashcards -Charts -BBPaper work Exercise books and pencils |  |  |
| **4** | **1 to 5**  | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence  | I can show one to one correspondence  | reading word statements with addition Three plus two equals fiveOne plus one equals two Two plus one equals three Plus means addEquals means all Put together  | Explanation Discussion Discovery Practical method  | Reading and understanding the statements Understanding the operation usedWriting the statements Counting the drawn balls Finding the answers  | Counters Real objects Blackboard Books and pencils  |  |  |
| **5** |  | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can represent numbers for number words  | Identifyign figures for wordsDrawing balls Counting balls Writing words for the numbersFinding the answers Three plus one equals four3 + 1 = 4One plus one equals two 1 + 1 = 2Zero plus one equals one0 + 1 = 1 | Discussion Explanation Question and answerInterpretation  | Reading and comprehending the statements Adding and finding the answersDrawing balls for the number words  | CountersReal objects Chalk board |  |  |
| **6** |  | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can show one to one correspondence  | Reading and understanding of new words Plus Altogether Colected JoinedPut together How many?Reading and interpreting the statements correctly  Writing the words correctly Counting and adding numbers to find the answer Daddy has a henMum has three hens How many hens do they have altogether? 1 + 3 = 4 They have four hens  |  Explanation Question and answer Discussion Interpreting statements Illustrating the context read with pictorial work  |  Finding sums using the number words Adding numbersCounting Identifying Drawing | Real objects Counters Blackboard Books and pencils  |  |  |
| **7** | **1****To** **5** | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can tell more and less quantities I can show one to one correspondence  | Identifying the less number e.g. Circle/ cross/ tick/ underline the less number 7 31 96 2 Reading new words to represent (-) Take away, remain broken, fell down, flew, away, left, how many?Read and interpret the short stories.Draw balls and cross the less number Identify numbers for words Musa had 3 cowsHe gave 2 cows to Ali. How many cows remained?3 – 2 = 1 One cow remained. | Explanation Discussion Discovery Practical Question and answer Story telling  | Writing numbersDrawing balls for the numbers Circle the less numbers etc.Reading stories Drawing balls Crossing the balls for the less numbers Interpreting the story  | Chalk boardCountersBooks and pencils Number work cardsBlackboardBooks and pencils CountersNumber work cards |  |  |
| **8** | **1 to 5**  | Recognizing describing and representing numbers and their relating and solving mathematical problems with competence and confidence | I can subtract and tell the difference between numbers  | identifying the answers identifying the less number subtracting the less number from the gtreater number Find the answer 3 + = 77 – 3 = 4 | ExplanationIllustration DiscussionDiscovery Questions and answer | Identifying the greater and less numbers Subtracting the less number from the greater numberDrawing balls Crossing balls for the less numberFinding the answer to be put in the box  | Counters Blackboard Plain papersPencils Books and pencils Number work cards |  |  |
| I can count add and take away things up to 10 | Revision of subtraction of numbers both horizontally and vertically 7 – 3  7 – 3  | ExplanationIllustration DiscussionDiscovery Questions and answer | Drawing balls Crossing balls for less number Finding the answers | Books and pencilsBlackboard Number work cards |  |  |
| **9** |  | Comparing and ordering things according to different attributes  | I can show relations among things in serial order  | Comparing and sorting objects into two groups basing on a particualr criteria big / small tall / short hard/ soft half/ fullrough / smooth loud/ softlong/ shortwide/ narrowheavy / light etc Arranging several thhings in order along some dimensions and dscribing relationship e.g. long – longer – longest big – bigger – biggest Small – smaller – smallest **Note**: You can include any revision of concept that seemed difficult for the pupils  | Group work Discovery Explanation Illustration Question and answer Practical method Demonstration  | Comparing objects in the environment Drawing pictures Filling containers Measuring using different dimensions Sorting Matching Arranging things in order Describing the relations  | Use of class and environment Containers Ropes and strings Books pencils Papers etcRulers  |  |  |
| **10** | **1 to 5**  | Understanding and using the concept of time  | I can describe sequence of events by telling the time  | Telling the daily routine activities Role playing of daily routine activities Describing things I do before and after an action Reciting rhymes about timeNaming days of the weekNaming months of the year Observing and talking about the clock face Telling the use of the clock face Telling the use of time, hands of clock face (long and short hand)Showing and telling time on a clock face e.g. it is \_\_\_\_\_\_\_o’clock it is \_\_\_\_\_o’clock It is \_\_\_\_\_o’clock drawingclock faces play – lets about time showing time It is 4 o’clockIt is 11 o’clock | Explanation Discussion Question and answer Illustration Demonstration Role play  | Reciting rhymes Discussion of proper sequence of activities done for each day, month, yearNaming days of the week Naming months of the year Talking about the clock facesIdentifying the use of the two hands Showing time of drawn clock facesWriting the time shown on clock faces  | A clock faceChalkboardExercise books Pencils  |  |  |
| **11** | **1 to 5**  |  | Have many revision exercises for this week | Play many number games e.g dominoes, jigsaws, lotto etcInlcude singing of number songs, reciting of rhymes, constructing , modelling , drawing Shapes Tearing, cutting, threading, building, measuring shouldn’t be be neglected Following direction to move or place self within class room e.g. at the back between at the front  |  |  |  |  |  |

**SCHEME OF WORK FOR READING FOR TOP CLASS TERM I.**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **Learning outcome**  | **Competences** | **Competencies**  | **Content / suggested development activities**  | **Methods** | **Activities**  | **LIFE SKILLS** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** | **1 to 5** | * Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations
 | * Letter sounds
 | * Pronounces the vowels correctly
* Recognize and identify the letter sounds
* Match the sounds to the correct pictures
* Listen and write the letter sounds correctly
* Sorting
 | * Teaching vowels a e I o u
* Using the phonic method
* Sorting given sounds
* Identifying different sounds
* Singing a letter sound song
* Writing the letter sound
 | * Explanation
* Demonstration
* Groups work
* Phonic method
* Look and say
* Rote method
 | * Pronouncing letter sounds
* Sorting sounds
* Matching sound to picture
* Drawing pictures for the sound given
* Singing
 | * Appreciation
* Sharing
* Cooperation
* Fluency
* Writing
 | * Real objects
* Single letter cards
* Charts
 |  |  |
| **2** |  | * Listening with acuity for information and enjoyment and responding appropriately in a wide range of situations
 | * Letter sounds
 | * Pronounce the given sound correctly
* Recognize and identify the letter sound
* Match sound to pictures
* Using the alphabet song following the pictures given
* Draw pictures for the given sound
 | * Teaching consonants

 b, d, c, g, m, h, j, k, l , n* Using the phonic method
 | * Phonic method and look say
* Observation
* Illustration
* Dictation
* Write the words correctly
* Listen and write the sentences.
* Completing the sentences.
* Read the sentences orally
 | * Pronouncing letter sound
* Tick letter sound
* Tick a sound for a picture
* Sorting sounds
* Underline a sound for a picture
* Circle a sound for a picture
* Matching sound to pictures
* Drawing pictures and sounds
* Singing the alphabet song
* Drawing pictures for a sound
* Listen and write the sound
 | * Accuracy
* Confidence
* Fluency
* Application of knowledge
* Writing
 | * Teacher’s collection
 |  |  |
| **3** |  |  | Letter sound  | * Pronounce the given letter sound correctly
* Recognize and identify the letter sounds
* Match sounds to correct pictures
* Write the letter sound correctly
* Drawing and colouring pictures for the given sounds
 | * Teahcing consonants

p q r s t u v w x y z using phonic method  | * Phonic
* Observation
* Dictation
* Illustration
* Look and say
 | * Pronouncing letter sounds
* Sorting sounds to pictures
* Drawing pictures for the sounds
* Singing colouring discovering imitating sounds
 | * Appreciation
* Fluency
* Tolerance
* Sharing
* Endurance
* Writing
 | * Letter cards
* Bb illustration
* Picture cut outs
* Real objects
 |  |  |
| **4** |  |  | Identifying syllables  | * Identify the given syllables
* Match the same syllables
* Read and draw pictures for the sentence
* Construct
* Naming pictures using the words formed from the syllable
* Discovering words
* Using syllables learnt
* Write words and simple sentences using the syllable
 | * Teaching syllables with sound ‘a’ ba ga fa ra bat fat gap rat
* Forming three words using the syllables
* Forming short sentences using the words orally
 | * Discussion
* Look and say
* Demonstration
* Imitation
* Syllabic method
* Phonic method
 | * Reading syllables
* Discovering word using syllables
* Match the same syllables
* Filling in the missing syllable of a given picture
* Writing syllable and words
* Sorting syllables
* Listen and write syllables
* Write a syllable for a picture
 | * Sharing
* Socialization
* Appreciation
* Confidence
* Loud reading
* Listening
* Tolerance
* Critical thinking
 | * Single letters
* Cards
* Bb
* Chart
* Flash cards
 |  |  |
| **5** |  |  | Identifying syllables |  |  | * Syllabic method
* Demonstration
* Look and say
* Phonic method
 | * Building up syllables
* Reading syllables
* Writing syllables
* Forming words with ‘e’ sound
* Read and draw pictures
* Fill in the missing sound
* Naming pictures constructing sentences using the words
 | * Fluency
* Patience
* Sharing
* Application
* Confidence
* Loud reading
* Listening
* Tolerance
* Critical thinking
 | * Letters
* Cards
* Charts
* Bb
* Illustration
* Flash cards
 | Teacher’s collection  |  |
| **6** |  | Syllables | * Identifying syllables
 | * Read syllables with sounds
* Discovering the syllables in the word
* Identify the given syllable
* Form words using syllables
* Construct simple sentences using the words formed
* Read and draw pictures for the sentences constructed
 | * Introducing syllables with sound ‘e’

be de ge te re me bed den get then red men, etc * Forming three letter words using the syllables
* Forming short sentences using the words orally
 | * Phonic method
* Look and say
* Explanation
* Imitation
* Bb illustration
* Ticking, circle, ring, cross, underline the syllables
 | * Reading syllables
* Building up words using the syllable
* Writing sentences correctly
* Reading sentences loudly
* Constructing sentence using the words
* Read and draw pictures for sentences words
 | * Sharing syllables
* Building up words using the syllable
* Writing sentences correctly
* Reading sentences loudly
* Constructing sentences
 | * Sharing
* Confidence
* Application
* Appreciations
* Fluency
* Critical thinking
 | Chart Letter cardsBb illustration Individual reading card |  |
| **7** |  |  |  | Read syllables Discover words from word s from word wheel Write words from word wheel Write words from simple sentences correctly Read sentences correctly Drawing pictures for the given sentence Identify formed words (sorting)  | * Revision of syllables and words with sound a and e
* Introducing syllables with sound I

si fi ti vi sit fish tin vim * Forming simple words using the syllables
* Constructing sentences using the given words
 | * Demonstration
* Explanation
* Imitation
* Guided discovery
* Child to child
 | * Reading syllables
* Writing syllables
* Ticking,
* Underlining
* Circling
* Discovery of words using the syllables constructing sentences
* Reading sentences from cards
 | * Tolerance
* Appreciation
* Fluency
* Sharing
* Application
 | Single letter cards  | Teacher’s collection  |  |
| **8** |  |  | Identifying syllables  | * Read and write the syllables with the correct sound
* Discovering words using the syllables
* Read the write sentences using the words formed
* Discovering the syllables in words given
 | * **Revision of syllables with sound (i)**
* **Introducing syllables with ‘o’ e’g’**
* **Po go do bo**
* **Pot dot hop got cot jot**
 | * Explanation
* Demonstration
* Look and say
* Child to child
* Guided discovery
 | * Reading syllables
* Writing syllable
* Forming words
* Constructing sentences
* Writing words and sentences
* Reading sentences cards charts
* Find the odd man out
* Underline, circle, tick, ring, cross the odd man out
* Drawing pictures for the sentences
 | * Fluency
* Confidence
* Appreciation
* Application
* Critical thinking
 | * Chart
* Reading cards
* Stencil work
* Exercise books
 |  |  |
| **9** |  |  | Forming  | * Children should be able to
* Read and write syllables correctly
* Build up words using the syllables
* Read the words formed
* Construct sentences usign the words formed
* Identifying the odd man out in sounds already learnt
* Listen and write the sentences given
* Draw pictures to the sentences
 | * Revision of syllables with sound ‘o’
* Introducing syllables with ‘u’

mu du pu * Discovering words using syllables
* Bull put pull full push true blue
* Constructing sentences orally
 | * Rote method
* Role play
* Discussion
* Illustration
 | * Reading syllables
* Writing syllables word and sentences
* Forming words using syllables
* Drawing pictures for words formed
* Filling in missing words
* Reading words from the black board
* Filling in missing syllables
* Reading cards
 | * Appreciation
* Tolerance
* Sharing
* Application of knowledge
* Confidence
* Fluency
 | * Charts
* Bb illustration
* Reading cards
* Exercise books
* Pencils
 |  |  |
| **10** |  |  | * Identifying sounds
 | * Revision of syllables with all vowel sounds
* Ba be bi bo bu
* Forming words using any of the syllable e.g.
* Bato babo balo satu sagala amata
 | * Read the words formed using all the syllables correclty
* Name the given pictures by joining the syllables given
* Read sentences using the wors
* Write words joining syllables given
* Write the sentence usign words formed
 | * Explanation
* Demonstration
* Look and say
* Phonic method
* Imitation
* Dictation
 | * Reading the words with sound
* Construction sentences using the simple words
* Listen and write simple words and sentences
* Tick, underline, cross, ring the words of the sound
 | * Fluency
* Sharing
* Confidence
* Tolerance
* Listening
 | * Chart with sound ‘u’
* Reading charts
* Exercise books
* Flash cards
 | Teacher’s collection  |  |

**SCHEME OF WORK FOR READING FOR TOP CLASS TERM II**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **PD** | **THEME** | **Learning outcome**  | **COMPETENCE** | **Content / suggested development**  | **METHODS** | **ACTIVITIES** | **LIFE SKILLS** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** |  | **Letter sound** | * identifying and reading letter sound
 | * Children should be able to
* Read and write the syllables
* Join and read the words correctly
* Read and write the sentences correctly
* Forming words correctly
* Make sentences for the words
 | * Revision of syllables of o bo co ‘o’

Ro so no fojo ho go ho po do moko* Joining and reading words

bo – x = box ho – t = go – t = no – t = * Reading sentences
* Tea is hot.
* The box is not good.
* Put the box on the table
* Forming words
 | * Imitation
* Look and say
* Phonic
 | * Reading syllables
* Reading words and sentences
* Forming words
* Naming pictures
* Read and draw for words or sentences
* Ring, tick, circle, underline, cross the syllable
 | * Fluency
* Tolerance
* Confidence
 | Reading cars Picture cards  |  |  |
| **2** |  | **Sounds**  | * Identifying and reading letter sounds
 | * Children should be able to
* Read and write the syllables of u correctly
* Join and read the words
* Read the sentences correctly
* Read and draw pictures for the syllables
* Completing sentences
* Forming words from the wheel.
* Discovering words using syllables learnt.
 | * Revision of syllables

u rubusu mu fu du jukupu nu tu vu zu hu cuu* Joining and reading words

pu – t = put pu - ll = bu - sh = pu – sh = ju – g = cu – t hu – t * Reading sentences
* Jane has a jug
* I can cut the tree
* Put the jug in a hut
 | * Imitation
* Look and say
* Phonic method
 | * Reading syllables
* Words and sentences
* Making words
* Making sentences using the words
* Completing sentences
* Finding the missing words
* Forming words
* Read and draw
 | * Confidence
* Tolerance
* Fluency
 | Reading cards  |  |  |
| **3** |  | **Letter sound**  | Identifying letter sounds  | * Children should be able to
* Pronounce the words correctly
* Write words and sentences using the words
* Finding the missing letter sounds
* Form words
* Complete sentences
* Read and draw
* Make sentences for a word
* Listen and write words with sound ‘oo’
 | * Introducing words with sound ‘oo’ (u) book, fool, noon, moon, room, spoon, school, zoo, room, stool
* Finding missing letters
* b\_\_oks\_\_onro\_\_\_m
* sto\_\_l no\_\_nfo\_\_l
* Completing sentences
* I have a ………….
* He has a …………
 | * Imitation
* Look and say
* Phonic method
 | * Reading words with correct pronunciation
* Writing words and sentences
* Filling in the missing letters
* Drawing pictures for some words
* Completing sentences
* Write words correctly
* Tick, underline, cross, circle, ring, words with sound ‘oo’
 | * Fluency
* Sharing
* Tolerance
* Appreciation
* Confidence
 |  |  |  |
| **4** |  | **Letter sound**  | Identifying letter sounds  | * Children should be able to
* Read the words with correct pronunciation
* Write the words correctly
* Construct and write sentences with the words learnt
* Complete the sentences
* Listen and write words with sound ee
 | * Introducing words with sound ‘ee’
* Tree bee see free three teen green meet
* Constructing sentences
* I have a tree
* The bee is on the flower
* Completing sentences
* He has 3 ……….tins
* This is a …………..
 | * Demonstrations
* Explanation
* Look and say
* Phonic
 | * Reading words
* Completing sentences
* Filling in the missing sounds
* Naming pictures
* Forming sentences using the words
* Identifying / giving words
* Underline, circle, ring, tick words with sound ee
 | * Fluency
* Sharing
* Confidence
 | ChartStencil work Reading cards Picture cards  |  |  |
| **5** |  | **Letter sound**  | Identifying letter sound  | * Children should be able to
* Read the words with their correct pronunciation
* Form word with sound ‘sh’
* Construct sentences using the new words formed
* Listen and write the words given with their correct spellings
 | * Introducing sound ‘sh’
* She shoes shorts shirt sheet shop
* Forming words with ‘sh’ sound
* Constructing sentences
* He has a shirt
* She has a big shop
* Finding the missing letters
* sh\_\_p shor\_\_ sh\_\_\_ep
* sh\_\_\_rt
 | * Look and say
* Phonic
* Imitation
* Demonstration
 | * Pronouncing words correctly
* Writing words and sentences
* Identifying words of ‘sh’ sound
* Drawing pictures for the given words
* Finding the missing letters
* Naming pictures
* Completing the sentences
* Listen and write words with sound ‘sh’
* Underline, circle, tick, cross, words with sound ‘sh’
 | * Application
* Fluency
* Confidence
* Sharing
* Appreciation
 | * Reading cards
* Charts
* Stencil work
* Single letter cards
 |  |  |
| **6** |  |  |  | * Write words and sentences using the words
* Form words from the word wheel
* Complete the sentences
 | * Introducing words with sound ‘ch’
* Chair chip chop chick chain chips chart children check
* Using word in sentences e.g.
* Here is a chair
* Theya re in a church
* Forming words from the word wheel

e.g. chair , churchcompleting sentences the cihldren are in the ….The chicks have some … |  | * Identifying words
* Write words
* Make sentences
* Fill in the missing sounds
* Write the words correctly
* Read and draw for words and sentences
* Listen and write
* Naming pictures
* Cross, circle tick, underline, ring words with sound ‘ch’
 |  |  |  |  |
| **7** |  | **Letter sound** | * Identifying letter sound
 | * Children should be able to
* Read the correct sound
* Identifying word with sound ‘all’
* Write the words correctly
* Write sentences correctly
* Complete the sentences
* Fill in the missing words
* Find the missing words
 | * Introducing words with sound ‘all’
* e.g. tall ball fall call mall hall wall
* reading words with the sound
* identifying the words
* writing words and sentences e.g
* he is a tall boy
* the girl can fall on the bed
* completing sentences e.g.
* the children will call the fat man
* the ……are in the hall.
 | * Look and say
* Phonic method
* Demonstration
* Discovery
* Imitation
 | * Identifying words with sound ‘all’
* Forming words with sound ‘all’
* Reading words and sentences
* Writing words and sentences
* Completing sentences
* Read and draw
* Forming sentences using the given words
* Underline, tick, circle, cross words with sound ‘all’
 | * Fluency
* Cooperation
* Sharing
* Appreciation
 | Stencil work Reading cards |  |  |
| **8** |  | **Letter sound** | * Identifying letter sounds
 | * Children should be able to
* Read the correct sound
* Identify words with sound ‘ea’
* Write sentences correctly
* Complete the words and sentences
 | * Introducing wors with sound ‘ea’
* e.g. beans leaf fleat steal
* identify words with sound ‘ea’
* reading words with the sounds ‘ea’
* writing words and sentences e.g.
* he likes beans
* peter has meat
* it is a green leaf
 | * Phonic method
* Look and say
* Imitation
 | * Read and identify the sound
* Reading words and sentences
* Writing words and sentences
* Form sentences using the given words
* Completing sentences
* Read and draw
* Naming given pictures
* Tick, cross, underline, circle, ring the words with sound ‘ea’
 | * Fluency appreciation
 | Reading cards |  |  |
| **9** |  |  | * Letter sounds
 | * Pronounce the sound correctly
* Idnetify words with sound ‘st’
* Read words correctly
* Write words correctly
* Construct sentences
 |  |  | * Pronouncing sound correctly
* Forming with the given sound
* Reading words
* Form sentence using the given words
* Read and draw
* Tick, circle, cross, underline words
 |  |  |  |  |
| **10** |  |  | * Letter sound
 | * Revision of the learnt sound ‘ie’

‘oo’, ‘ee’, ‘sh’, ‘ch’, ‘st’* And formation of words using local language
* Spoon wasp spot rasp
* Span spill grasp speak

la – ba wa – la wa – zaga – ba sa – la la – ga sere fe – ne me – re me – se ge – re be – re zi – ri bi – ri ki – ri ki – ki bi – ki mi – ti go – ba ko – la yo – za wo – za yo – ta so – ta bu – za ku – za lu – ba wu – ta ku – la bu – ka  | * Pronounce the learnt sounds correctly
* Identify words for the given sounds
* Read the sounds correctly
* Form / identify words for the given sounds
* Write words and sentences for the given sounds
 |  | * Read the sounds
* Identify words
* Read and draw pictures
* Construct sentences
* Name pictures
* Write words correctly
* Complete sentences
* Circle, tick, cross, ring, underline words with given sound
 |  |  |  |  |

**SCHEME OF WORK FOR READING FOR TOP CLASS TERM III.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **Theme****Learning out come**  | **COMPETENCE**  | **SUGGESTED DEVELOPMENTAL ACTIVITIES**  | **METHODS** | **ACTIVITIES** | **INSTRUCTIONAL MATERIALS**  | **REF** | **RM** |
| **1** | **1 to 5** | * Reading to acquire knowledge and understanding
 | * Pronouncing discovered phonic method of words with the correct sound.
* Constructing sentences using the words orally.
* Reading the sentences
* Writing the sentences
* Completing the sentences
* Dictation
 | * Introducing the new sound ‘ay’
* Words with sound ‘ay’

may bay lay daypay way gay traysay play  | * Imitation
* Explanation
* Look and say
* Guided discovery
 | * Pronounce new words
* Construct sentences
* Complete the sentences
* Read and draw
* Reading words
* Writing words correctly
* Identify the words
* Sorting words
* Tick, underline, cross, circle the word
* Find the missing sound in the word
 | * Real cards
* Blackboard
* Pencils
* Exercise books
* Charts
* Real objects
* Small single letters
* Paper work
 |  |  |
| **2** |  | * Reading to enjoy, acquire knowledge and understanding
 | * Pronounce words correctly
* Construct sentences orally.
* Write words as read by the teacher.
* Write sentences using the words
* Underline words with the correct sound
* Completing the sentences
 | * Introducing sound ‘nd’
* Words

hand land grand band sand mind find kind bond wind under pond bend lend pend send etc | * Phonic
* Guided discussion
* Explanation
* Demonstration
* Dictation
* Look and say
* Illustration
 | * The words correctly
* Perform actions
* Read words
* Read sentences
* Draw pictures
* Listening
* Writing
* Identifying words
* Use given words to form sentences
* Fill in missing letters
* Form words
* Complete the puzzle
* Complete the story
 | * Bb illustrating
* Real objects
* Exercises books
* Pencils
* Small single letters
* Work cards
* Paper work
 |  |  |
| **3** |  | * Reading to acquire knowledge and understanding
 | * Pronounce words correctly
* Construct sentences using the words orally
* Write sentences
* Identifying words from the given words
* Completing the sentences
 | * Introducing sound ‘fl’

fly flock flat flue flash flame flow flea flag  | * Explanation
* Dictation
* Look and say
* Demonstration
 | * Pronounce words
* Construct sentences
* Write sentences
* Draw pictures
* Sorting words with sounds
* Reading sounds
* Circle, tick, underline, words
* Forming sentences using the given words
* Answering a guided story
 | * Charts
* Bb illustration
* Real objects
* Exercise books
* Pencils
* Single small letters
 |  |  |
| **4** |  | * Reading to acquire knowledge and understanding
 | * Pronounce words correctly
* Construct sentences
* Read words and sentences
* Write words and sentences
 | * Introducing sound ‘br’ words

brush broom brash break bring bright breast breath bread brick | * Phonic
* Imitation
* Explanation
* Look and say
* Guided discovery
 | * Pronouncing words
* Constructing sentences
* Reading sentences with the words
* Write sentences
* Sorting sounds Listen and write
* Identifying words
* Naming pictures
* Read and draw pictures of some words
 | * Reading
* Bb illustration
* Pencils
* Exercise books
* Real objects
* Single small letters
* Paper work
 |  |  |
| **5** |  | * Reading to enjoy, acquire knowledge and understanding
 | * Recite the rhyme correctly
* Identifying words with sound ‘**sw’**
* Read words
* Construct sentences using the words
* Complete the sentences
* Building words using small letters cards
 | * Teach, rhyme swing me over
* Introducing ‘sw’ words

swing swarm sweet sweep swim sweater  | * Guided discussion
* Explanation
* Demonstration
 | * Recite the rhyme
* Read words correctly
* Construct sentences
* Write sentences
* Complete sentences
* Write words
* Make sentences for the given words
* Naming pictures for some words
* Circle, underline, cross, ring, tick words
 | * Chart
* Flash cards
* Exercise books
* Pencils
* Real objects
* Paper work
 |  |  |
| **6** |  | * Reading to enjoy, acquire knowledge and understanding
 | * Read the words correctly
* Construct sentences using words orally
* Write words and sentences
* Complete the sentences
* Form words
 | * Introducing sound ‘ck’ words

sick pick stick kick tick cock shock * Introducing puzzles through finding the missing letters e.g.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| p | e | n | c  | i | l |
| o | r | a | n | g | e |
| l | o | r | r | y |  |
| i | n | k | p | o | t |
| c | a | r | r | o | t |
| e | m | p | t | y |  |

 | * Guided discussion
* Explanation
* Demonstration
 | * Reading words correctly
* Constructing sentences using the words
* Write sentences using the words
* Complete the sentences
* Form words using the sound
* Write words for the sound
* Complete the story
 | * Chart
* Flash cards
* Exercise books
* Pencils
* Small single letters
* Paper work
 |  |  |
| **7** | **1 to 5**  | * Reading to enjoy, acquire knowledge and understanding
 | * Pronounce the new words correctly
* Write words
* Construct sentences
* Draw pictures
* Write sentences using the words
 | * Introducing sound ‘wh’ words

what which where why when wheel who whom whose wheel | * Guided discussion
* Explanation
* Demonstration
* Dictation
* Look and say
* Illustration
 | * Pronounces words
* Constructing sentences
* Writing sentences
* Drawing pictures
* Using rhymes
* Complete the story
* Sorting
* Sounds
* Circle, tick, underline, ring, words with sound ‘wh’
 | * Charts
* Bb illustration
* Real objects
* Resourceful person
* Exercise books
* Pencils
 | Teacher’s correction  |  |
| **8** | **1 to 5**  | * Reading to enjoy, acquire knowledge and understanding
 | * Label and decorate the work books for the sounds.
* Draw pictures
* Colour pictures drawn
* Write sentences about pictures (cut from magazines)
 | * Making individual work books using different letter sounds
* e.g. letter sound ‘a’

apple arm ant etc  | * Guided discovery
* Explanation
 | * Naming and decorating work books
* Writing words and sentences to a given sound
* Drawing pictures for the possible words
* Following teachers instructions
* Colouring pictures
 | * Paper
* Colours
* Pencils
* Bb illustration
* Rubbers
 | Teacher’s correction  |  |
| **9** | 1 to 5  | **Reading to enjoy, acquire knowledge and understanding**  | * Pronouncing words correctly
* Constructing sentences using the words orally.
* Reading the sentences
* Completing the sentences
* Dictation
 | * Introducing sound ‘cl’
* Words with the sound ‘cl’
* Class clap clot clip cloth clan
 | * Imitation
* Explanation
* Look and say
* Guided discovery
 | * Pronounce new words
* Construct sentences orally
* Complete the sentences
* Read and draw
* Reading words
* Writing the sentences correctly
* Writing words correctly
* Identifying the words
* Sorting words
* Tick, underline, cross, circle the word
* Find the missing sound in the word
 | * Real cards
* Blackboard
* Pencils
* Exercise books
* Charts
* Real objects
* Single small words
 |  |  |
| **10** | **1 to 5**  |  | * Pronouncing word correctly
* Constructing sentences, using the words orally
* Reading the sentences
* Completing the sentences
* Dictation
 | * Introducing sound ‘tr’
* Words with sound ‘tr’

trap truth track true trick truck tree trip  | * Imitation
* Explanation
* Look and say
* Guided discovery
 | * Pronounce new words
* Construct sentences orally
* Complete the sentences
* Read and draw
* Reading words
* Writing the sentences correctly
* Writing words correctly
* Identifying the words
* Sorting words
* Tick, underline, cross, circle the word
* Find the missing sound in the word
 | * Real cards
* Blackboard
* Pencils
* Exercise books
* Charts
* Real objects
* Single small words
* Paper work
 |  |  |
|  |  |  | Sound  | Sound ‘tr’ Trap train truck tree truth  |  |  |  |  |  |

**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM I.**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day  | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1 | 1To5 | * Knowing who I am in the environment
 | * Taking care of myself for proper growth and development
 | * I can tell my name, age, birthday, names of my parents, describe my environment (home) and where I go to learn.
 | * Talk about yourself, sex, age.
* Mention names of my parents.
* Mention where I live.
* Mention where I go to learn.
 | DiscussionPicture descriptionExplanationRecitationImitationDramatization | * naming
* matching
* drawing
* shading
* modeling
* pasting
* role playing
* jig saws
 | * picture compositions
* flash cards
* paper work
* glue
* dough/clay
* cereals
* coloured pencils
* crayons
* art brushes
* paint
* food

colour | * Teachers resource
 |  |
| 2to3 | 1to5 | * Identifying and naming different parts of the body and their uses.
 | * Taking care of myself for proper growth and development
 | * I can name my body parts and confidently describe activities performed by different body parts.
 | * Associating my body parts and their different functions e.g
* eye – seeing
* , shading tears
* nose – smelling
* tongue – tasting
* ears – hearing
* toes/legs – walking
* teeth – chewing, biting
* fingers – writing, eating
 | ExplanationDiscussionRole playingRecitationDemonstration | * drawing
* filling in missing parts
* singing
* demonstrate
* matching
* naming
* jig saws/ joining
* modeling
* reciting rhymes
* poems
* prayer
 | * jig saws
* picture interpretation
 | * LFW Pg 33
 |  |
| 4to 5 | 1to5 | * Caring for our body
 | * Taking care of myself for proper growth and development
 | * I can talk about different ways of caring for our body parts
 | * reciting rhymes about the importance of keeping our body clean.
* Talking about the dangers of protecting our bodies. e.g. Not leaning the nose, bathing, brushing the teeth, cutting finger nails short, etc.
 | DiscussionExplanationRole playingDemonstrationSingingReciting a prayer. | * role playing
* joining of pictures to form a story sequence.
* praising and thanking God for the body gifts.
* Playing listening
* games
 | * tooth brush
* water
* sponge
* soap
* comb
* razor blade
* tooth paste
 | * LFW Pf 28
 |  |
| 6to7 | 1 to5 | * Knowing how to keep and take care of my environment
 | * Taking care of myself for proper growth and development
 | * I can locate the place where I live/stay.
 | * Knowing the name of the home/village.
* Location of the home.
* Naming things that make up a home e.g kitchen, toilet, bedroom, bathroom, etc
* Knowing proper places where to keep pets/ animals at home.
* mention family members (nuclear and extended family)
* Roles of family members (Simplify the roles)
 | DiscussionExplanationDemonstrationRecitationSingingStory telling | * modeling
* drawing
* naming
* cutting
* pasting
* picture description
* matching
* shading
* painting
* joining
* jig saws
 | * jig saws
* scrap books
* charts
* paper work
* dough/clay
* colours
* paint
* books
* paint brushes
* scissors
* paint
 | * LFW Pg 20

Teachers resource |  |
| 8to9 | 1to5 | * Knowing how to keep and take care of my environment
 | * Taking care of myself for proper growth and development
 | * I can locate the place where I live/stay.
 | * Other things found in a home e.g. birds and animals kept at home which are eaten e.g.cows, goats, pigs, hens, sheep, rabbit, ducks, etc.
* Animals which are kept at home and are not eaten, e.g. dog, donkey, horse, camel.
* Uses of animals
* Cows, goats and sheep give us meat, skin, milk, manure, etc.
* Turkeys, hens, ducks give us eggs, chicken
* Rabbits give us meat and skin
* Dogs keep the homes and are pets
* Donkeys, horses and camels transport people, carry luggage and are pets
 |  |  |  |  |  |
| 10 | 1To5 | * Surveying, knowing and distinguishing the attributes of objects.
 | * Taking care of myself for proper growth and development
 | * I can classify things
 | * Filling in the missing parts. e.g missing parts of a car, face, pot, house, tree, etc
* Completing the pattern .eg
 | ExplanationDemonstration | * filling in the missing parts of the objects.
* Completing the given patterns.
 | * Bottle tops, cut outs, counters
* paper work
 | * LF Pg 42
 |  |
| 11 |  | * Revision
 |  |  |  |  |  |  |  |  |

**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM II**

**Learning area 1: Relating with others inacceptable way.**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day  | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1and 2 | 1To5 | * Keeping healthy and practicing good health habits
 | * Taking care of myself for proper growth and development
 | * I can identify food that is good for my health.
 | * Naming foods eaten at home and at school.
* identifying good food to be eaten.
* Identifying sources of food e.g garden, market, shops, lakes, etc.
* Explaining the importance of eating clean fresh foods and safe drinks.
* Explaining the importance of washing hands before and after eating food.
* Talking about foods that make up a balanced diet.
* Identifying foods which aren’t eaten.
 | * discussion
* explanation
* demonstration
* role playing
* recitation
* dramatizing
 | Grouping the foodNaming foods and drinksSinging songsReciting rhymesPraising God for t he gift of food and drinksTelling storiesDrawing and colouring foods and drinks.Helping in preparing food.Advising the parents on good feedingModeling and pastingTypes of foodsMaking scrap books about food/drinks | Real foods and drinksMagazineClay/doughPapers and coloursGlue and cereals | * LFW Pg 36 – 37
 |  |
| 3and4 | 1to5 | * Caring for the body
 | * Taking care of myself for proper growth and development
 | * I can protect and care for my body.
 | * Naming clothes we wear
* drawing types of clothes.
* Explaining the importance of wearing clothes.
* Role playing the safety of keeping clothes.
* Cutting out types of clothes
* Matching clothes to definite parts.
* displaying types of clothes according to colours, sizes, sex
 | * discussion
* explanation
* demonstration
 | Naming clothesDrawing and colouringCutting and stickingPasting with cerealsDisplaying cutoutsPainting the colours | Paper workScissorsColoursGlueCerealsPaintBrushes | * LFW Pg 10-20
 |  |
| 5And6 | 1To5 | * exploring and knowing my immediate environment
 | * Taking care of myself for proper growth and development
 | * I can identify , care,. talk about plants in my environment
 | * The children to practice planting, caring of seedlings.
* Tell uses of plants , food, fruits, flowers, decorations, wood, medicine, shade/shelter, manure, grass, firewood, etc.
* Observing and respecting pictorial environmental messages/signs e.g “Keep off grass.”
* To have a field trip to watch the nature of plants.
 | * Discussion
* demonstration
* explanation
* role playing
 | Naming plants they knowCreating a class garden with vegetablesWatering the seedlingsTransplanting the seedlings to the garden from the nursery beds.Drawing and naming plants at home and at the learning centre.Singing and reciting simple compositions about plants. | HoesSlashersTrowelsSeedsManureStrings | * LFW 19-20
 |  |
| 7And 8 | 1To5 | * Knowing and appreciating important places in my environment
 | * Taking care of myself for proper growth and development
 | * I can make use of the important places and things responsibly.
 | * Naming important places around home or school e.g police stations, clinic, hospitals, churches, mosques, markets, stadiums, schools.
* talking about their importance
* naming people found in each place.
* Role playing/dramatizing activities done at each place.
* Carrying out educational visits to the mentioned places.
* Telling stories or news.
* Listening to a resourceful person
 | * discussion
* explanation
* demonstration
* role playing
* discovery
 | Naming important placesDrawing picturesNarrating short storiesDramatizing the roles of eachPaying visits to any nearby place. | PicturesMagazineScrap booksNewspapersPhotographsCostumes e.g policemen, doctors,  | * Resourceful people
* LFWW Pg 21
 |  |
| 9 | 1To5 | * Experimenting and understanding the concept of movement in the environment
 | * Taking care of myself for proper growth and development
 | * I can compare and contrast different kinds of transport in my environment
 | * Naming things/means we used for transport.
* bicycles, cars, buses, trains, wheel barrows, motorcycles, donkeys, aeroplanes, boats, etc
* Talking about different ways of transport. e.g road transport, water transport, air transport, rail transport.
* Drawing the means of transport used.
* Identifying common means in and out the environment.
* Modeling, drawing, colouring everyday means
* Singing and reciting rhymes related to transport
* talking about the zebra crossing and people who help us.
* talking about different kinds of roads.
 |  |  |  |  |  |
| 10 | 1To5 | * Identify dangers and taking precautions of keeping safe and avoiding accidents
 |  | * I can keep my environment clean and guard against dangerous things.
* I am sensitive to dangerous things and can respond to safety rules.
 | * Talking about dangerous things in our environment e.g sharp objects (Broken things), snake bites, road accidents, poisonous food, and drinks, open/broken electric wires, pot holes, dug holes, ponds, medicine, fire, etc.
* Talking about first aid and what should be done to common accidents.
* Drawing and naming dangerous things.
* Talking about safety rules.
* Watching film shows /CD’s
* Singing and reciting poems.
* Role playin situations
 | * discussion
* demonstration
* role playing
* explanation
 | Naming dangerous thingsTalking about precautionsDrawing, colouring, modelingSingingRecitingRole playing about dangerous situationsWatching film showsDramatizing/practicing satety rules. |  | LFW Pg 22 and 38 |  |

**SCHEME OF WORK FOR APTITUDE FOR TOP CLASS TERM III.**

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Wk | Day  | L/earning outcome | Content | Competence | Suggested development activities | Methods | L/Activities | Instructional materials | Ref | REM |
| 1and 2 | 1To5 | * Identifying, taking interest in and observing people around me.
 | * Taking care of myself for proper growth and development
 | * I can show acceptable behavior to people in my immediate environment e.g parents, guardians and care givers.
 | * Naming people we stay with in the environment.
* Talking about how acceptable behaviours using appropriate language can be done to make
* - requests
* extending sympathy
* apologizing
* responding to when called
* inquiring about things
* practicing good health habits
* talking turns, obeying and following rules
* asking for permission
* telling the truth
* playing games that show good behavior
 | * discussion
* demonstration
* explanation
* role playing
* recitation
 | Naming peopleNaming good and bad behavioursPlaying gamesDramatizingRecitingSingingPicture talkTelling news | PicturesFilm shows | * LFW Pg 14

Resourceful person |  |
| **Learning area 2: Interacting with exploring, knowing and using my environment** |
| 2 | 1 to 5 | * Exploring and knowing my immediate environment
 | * Taking care of myself for proper growth and development
 | * I can care and value my environment
 | * The children name the daily practices the perform.
* sweeping
* mopping
* dusting
* cleaning te home and the school
* Children practice sweeping the rooms and compound.
* They practice dusting and arranging things properly
* Draw and name the actions.
 | * discussion
* demonstration
 | SweepingMoppingDustingCleaningDrawing and naming | BroomsWaterBasinDetergentDustbinsPapersPencils | * LFW Pg 20
 |  |
| 3 | 1 to 5 | * Creating, appreciating, expressing myself through artwork
 | * Taking care of myself for proper growth and development
 | * I can draw, model and paste pictures.
 | * Drawing and painting freely according to what is given .e. playing in the garden
* my home
* at the market
* my school
* my birthday
* Modeling with clay
* pasting pictures with seeds, banana fibres, papers, etc
 | * Demonstration
* discussion
* explanation
 | Drawing and painting picturesModeling pictures with clay/doughPasting pictures | PapersPaintClayCerealsGluePainting brushesWaterContainersBanana fibres | * Pg 26
 |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Learning area 3.Taking care of myself for proper growth and development** |
| 4 and 5 | 1 To5 | * Using the sense of touching and feeling to describe things and situations.
 | * Taking care of myself for proper growth and development
 | * I can differentiate between textures, temperatures and forms of objects.
 | * Naming things which are;
* Soft & hard
* smooth & rough
* heavy & light
* hot and cold
* Sorting objects into different forms.
* Playing guess games
* water play
* sand play
* playing with different textures e.g soil, flour, etc
* talking about many things that the hands can do.
* Singing songs about uses of hands.
* Thanking God for the gift of hands by praying and singing.
 | * Discussion
* explanation
* demonstration
 | Naming things according to textures, temperatures and their nature formsSorting objectsPlaying/ role playingSinging and praying | StonesSandSugarFlourCottonBeansHot water/teaHot and cold milk water |  |  |
| **Learning area 5: Developing and using Mathematical concepts in my day to day experiences** |
| 6And 7 | 1To5 | * Comparing things according to different attributes
 | * Taking care of myself for proper growth and development
 | * I can show relations among things in a serial order.
 | * Comparing and sorting pupils into two groups based on a particular criteria
* - big - small
* tall - short
* hard - soft
* Arranging several things in order a long dimension and describing relationship
* The longest one
* the tallest one
* The fattest
* The shortest
* Arranging things into 3 groups dimensions and describing the relations.
* big - bigger – biggest
* long-longer –longest
 | * discussion
* explanation
* demonstration
 | * sorting pupils according to height and weight.
* Arranging things in order
* arranging things into 3 groups dimensions and describing relations.
 | Real objects | LFW Pg 43 |  |
| 8 and9 | 1To5 | * Using appropriate measuring units, instruments and formulas in a variety of contexts
 | * Taking care of myself for proper growth and development
 | * I can describe positions, distances, directions a nd respond to instructions and commands.
* I can compare and order things.
 | * responding to instructions and commands.
* Describing positions using the vocabulary i.e near, far, in –out, up and down.
* Playing games showing positions
* reciting a rhyme or song or play-lates about near and far (You are going away, You are coming near)
* Working and comparing concrete materials using ;light, heavy, heavier (mass)
* Empty , full, less, more (Capacity)
* longer, shorter, wider, tall, short (length)
 | * Demonstration
* discussion
* explanation
 | * obeying commands
* describing positions
* playing games
* reciting rhymes
* measuring and comparing things
 | Cards with commandsClass/group situationConcrete materials | LFW Pg 46 and 53 |  |

**SCHEME OF WORK FOR WRITING TOP CLASS TERM I.**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Pd** | **Learning outcome** | **Competencies** | **Content** | **Learning Activities** | **Life skills** | **L/Aids** | **Ref** |
| 1 | 1 | Orientation  |  |  |  |  |  |  |
| 2 |  | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed. | Writing capital and small letters e.gAa AaAaShading the pattern | Writing capital and small letters.Writing words starting with sound “a”.Shading the pattern | ListeningSpeakingPaper work | ChalkboardPaper work | Teacher’s collection |
| 3 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed. | Writing capital and small letter “b”Bb BbBbWriting names of people e.gBen Bob Shading the patterns | Writing capital and small letters.Writing words starting with letter “b”Names of people, animal or countriesShading the patternsWriting a sentence | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours | Teacher’s collection |
| 4 |  | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “c” e.gCc CcCcWords with sound “cCat cow cupShading the pattern | Writing capital and small lettersWriting words with this letter.Names of people , countries and animalsShading the pattern of apples. | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours | Teacher’s collection |
| 5 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “d” e.gDdDdDdWords with sound “cDog doll duck Writing a sentence Dan has a duck | Writing capital and small lettersWriting words with this letter.Names of people , countries and animalsShading the patterns. | ListeningSpeakingWriting and shading | ChalkboardPaperwork | Teacher’s collection |
| 6 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “e” e.gEeEeEeWords with sound “eEgg egg plantShading the pattern  | Writing capital and small lettersWriting words A sentenceShading the pattern of eggs. | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours |  |
| 7 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “f” e.gFfFfFfWords with sound “f”Fish frog flagWriting a sentence “I have a fish.” | Writing capital and small lettersWriting words A sentenceNames of people, animals namesShading the pattern of flowers. | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours |  |
| 8 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “g” e.gGg GgGgWords with sound “g”Girl goat gateWriting a sentence A girl has a bag. | Writing capital letters.Writing words.A sentenceNames of children in class e.g GarethDrawing and shading a pattern | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours |  |
| 9 |  | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “h” e.gHhHh H Words with sound “h”Names of pupils in classIan Ibrahim | Writing capital letters.Identifying wordsWrite a sentenceDrawing and shading a pattern. | ListeningSpeakingWriting and shading | ChalkboardPaperworkBooksPencilsColours |  |
| 10 | 1To5 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “i” e.gIi IiIiWords with sound “i”House horseWriting a sentence A hen has an egg. | Writing capital letters.Identifying wordsWrite a sentenceDrawing and shading a pattern. | ListeningSpeakingWriting and shading |  |  |
| 11 | 1 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “j” e.gJjJjJjWords with sound “j”Jik joke jamPattern | Writing capital letters.Identifying wordsWrite a sentenceDrawing and shading a pattern. | ListeningSpeakingWriting and shading | Teacher’s collection |  |
| 12 |  | Developing and using my language appropriately | Revision | All the learnt letters capital and small.Aa Bb Cc DdEeFf Gg Hh Ii Jj | Writing capital letters.Identifying wordsWrite a sentenceDrawing Shading a pattern. | ListeningSpeakingWriting and shading | Teacher’s collection |  |

**SCHEME OF WORK FOR WRITING TOP CLASS TERM II.**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Wk** | **Pd** | **Learning area** | **Learning outcome** | **Competencies** | **Content** | **Learning Activities** | **Life skills** | **L/Aids** | **Ref** |
| 1 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter KkKkKkKkKitty kinKim has a kitk kkk | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 2 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter lLlLlLlLillian LillyI have a lilyl ll | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 3 | 1  To 3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter mMm MmMmMum manMum has my mat.m mm | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 4 | 1  To 3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter nNnNnNnNanny NanMy nanny has a nun.n nn | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 5 | 1  To 3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter “o”OoOoOoOnion oatsOpio has old books. O OO | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 6 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter pPp PpPpPapa Pop cornsP PP | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 7 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter “q”QqQqQqQueen quackIt is a quilt | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 8 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter “r”Rr RrRrRolin RobinRoland has a lorry | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 9 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter “s”SsSsSsCissy StopCissy hasa pussy cat.S SSS | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |
| 10 | 1To3 | Developing and using my language appropriately | Writing different kind of factual and imaginative tasks depicting appropriate letter formation, creativity and writing skills  | Use my hands and eyes to perform different activities as instructed. | Letter “t”Tt TtTtTom TimTitty has a kitt tt | Writing the letters in the air Writing the letters in books Writing given patterns.Colouring patterns | Eye hand coordinationDecision making | Pencils,BookBlackboard illustrationColours |  |

**END**