**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.**

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| **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   |  |  |  | | --- | --- | --- | | Sam  The  Dog  Dad | Has | A duck  Two cows  An 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 ball  that is …  e.g. That is a book  that is a pencil  use of possessive pronouns  His, our, her, their, my, your  E.g. This is my pen.  This is my book  Write sentences of the pictures  What is this?  e.g. That is my dog  that is my hut  writing sentences for the picture  that is my book  that 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 look  Constructing sentences using the new words  I have a cup  Daddy has a big chair  Writing sentences using the words  Completing 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, home  Constructing sentences  I can jump  We are here  Finding missing letters  J\_\_mp s\_\_\_eets, y\_\_\_s  Building 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 | Chart  Cards  Flash cards  Single 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 letters  W\_\_ntf\_\_\_r  Co\_\_\_es\_\_\_\_me  Wa\_\_\_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 work  Reading cards  Lady 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, see  Use 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\_\_\_ke  Writing words with the correct spelling  Layp - 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 please  Station  Train  Rabbits  That help constructing sentences using the new words  They are at the station  That is a class  Please go away  Finding the missing e.g.  Tr\_\_\_in h\_\_\_lp  Wi\_\_\_hpl\_\_ \_\_\_se  St\_\_\_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, bus  Using the words in the sentences  He is a policeman  I will give you a red pencil  Building up words using single letter cards  Reading 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, school  Using the words in sentences e.g.  He is a policeman  I will give you a red pencil  Building 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 yes  Introducing 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 tree  Introducing true or untrue sentences  Daddy is a man. True  Reading 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 sentences  e.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 words  Introducing the use of want and wants  mosque, horse, station, nurse, police, church, stop, street, shop, farm, doctor etc  I 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 |  |
| I  We  They | | want | to play  eat food  drink juice |
|  | | | |
| He  She  Jane  John | 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 s  e.g.  book – books  tree – trees  use of ‘is’ and ‘are’  Plurals ending with “es”  Plurals ending with “ves” | | | | Explanation  Illustration  Writing the words correctly | To write the plurals correctly.  Using plurals in sentences  Use ‘is’ and ‘are’ appropriately | Flash cards  Charts  Blackboard  Work cards  Reading 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 draw  jump cry  eat walk  fly sleep  verb 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  horse  station  police  stop  street  farm etc  Introducing capital and small letters  Writing in small letters  Writing in capital letters  Letter before e.g. c  Letter after e.g. f  Arranging 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 colours  Naming colourse.g blue,. Green, orange, brown, pink, white, black, purple, grey  Singing a song about colours  Getting 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  Examples  Stand up  Say the word come  Go and sit  Acknowledging commands  Examples  Go to the table and bring the book.  Animal young ones  e.g. cow – calf  hen – chick etc  read 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 6  a ) 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.g  Peter 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 etc  Write number 0 – 10 in order | Demonstration  Explanation  Question and answer | Counting objects  Writing numbers  Matching numbers to pictures | Flash card  Chart  Real objects  Paper work  Exercise books  BB 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  Explanation  Question and answer | Oral counting  Counting objects and circle  Writing numbers  Count the pictures  Write numbers  0 – 20 | Cards  Objects  Pictures  Printed work  Charts  Exercise 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 objects  Writing numbers  Matching numbers  Drawing objects of the given numbers  Ticking  Circling  Underline  Ring  Cross | Flash cards  Real objects  Paper work  Exercise 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, 10  3, 0, 1, 2 =  3, 2, 1, 0 =  1, 4, 2, 3 =  Filling in the missing numbers  1 \_\_\_\_ 3 \_\_\_\_\_ 5  6 \_\_\_\_ 8 \_\_\_\_\_10  0 \_\_\_\_ 2 \_\_\_\_\_ 4  Write the number after  2 = \_\_\_\_\_\_  4 = \_\_\_\_\_\_  7 = \_\_\_\_\_\_ | Demonstration  Discussion  Explanation  Question and answer | Counting numbers  Writing numbers  Filling in the missing  Arranging numbers in order | Cards  Real objects  Exercise books  Chart  Pencils  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 cards  Real objects  Counters 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 work  Counting following proper sequence  Adding pictures  Drawing pictures | Real objects  Pencils  Blackboard  Paper 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 = 4  b b b + b b = b b b b b  3 + 2 = 5  ΔΔ + Δ = \_\_\_  \_\_\_ + \_\_\_ = \_\_\_\_  **Add these**  d d + d = ddd  2 + 1 = 3  c c c + =  3 + 0 = | Explanation  Demonstration  Discussion  Question and answer | Oral work  Counting following proper sequence  Adding of pictures  Drawing pictures  Count the pictures | Real objects  Pencils  BB illustrations  Paper 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  \_\_ \_\_\_ \_\_\_ | Explanation  Discussion  Question and answer | Oral work  Counting following proper sequence  Adding picture  Drawing pictures | Real objects  Pencils  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 objects  Identify 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  \_\_\_\_\_ 1  Revision of after  Write the number after  1 \_\_\_\_\_  0 \_\_\_\_\_  5 \_\_\_\_\_  Write the number between  3 \_\_\_\_ 5  4 \_\_\_\_ 6  1 \_\_\_\_ 3  Add these  3 + 1 =  1 + 1 =  3 4 0  + 3+ 1+ 0  \_\_ \_\_\_ \_\_\_ | Explanation  Discussion  Demonstration  Question and answer | Writing the number after  Writing the number before  Identify the number  Writing the number between | Number  Chart  Cards  Counters  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 rectangle  A circle  A star  A square  A triangle  An oval | Demonstration  Explanation | Matching  Drawing  Naming  Identify 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 | Reading  Drawing | Real objects  Cut out of shapes  Paper work  Exercise books and pencils  Blackboard |  |  |
|  |  |  |  | Name the shapes  Read and match  Circle  Star  Oval  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 pencils  Blackboard |  |  |
| **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\_\_\_re  cir\_\_\_le  train\_\_\_le  ov\_\_\_l  re\_\_\_tangle  zi\_\_\_ zag  s\_\_\_ar  Making patterns using the shapes  Forming 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, 30  Copying numbers  Find the missing number  - Write numbers 0 – 30  0, 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, \_\_\_, etc  What number comes before  \_\_\_\_21  \_\_\_, 29  \_\_\_\_, 14 | Explanation  Discussion  Demonstration  Question and answer | Counting numbers  Writing numbers  Subtract numbers  Identifying the numbers  Arrange the number | Flash cards  Real objects  Books and pencils  Work cards  Blackboards  Calendars |  |  |
| **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 objects  c c c c c = 3  a a a a a =  o o o o o =  ΔΔΔ =  Take away involving numbers  ΔΔΔΔΔ  5 – 1 = 4  O O O O  4 – 2 = 2  V 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 numbers  Drawing objects  Counting correctly  Writing correctly  Count the objects  Draw objects  Write the number correctly | Flash cards  Real objects  Books and pencils  Work cards  Blackboard |  |  |
| **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 = 3  4 + 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. balls  Arranging numbers  Writing numbers correctly | Flash cards  Counters  Books  Charts  Real objects  Exercise books and pencils  Blackboard |  |  |
| **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 words  Drawing pictures  Filling containers with water  Matching correctly  Identify tines  Comparing  Writing words  Underline, circle, ring, tick, cross | Flash cards  Counters  Books  Charts  Real objects  Exercise books and pencils  Blackboard |  |  |
|  |  | Recognizing describing and representing numbers and their relationships and solving mathematical problems with competence and confidence |  | Comparing the length of objects  New 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 objects  Draw objects  Writing statements | Real objects  Flash cards  Black board  Illustration  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 \_\_\_\_\_\_\_. | Demonstration  Explanation  Question and answer | Use of tall, taller and tallest  Use of short, shorter and shortest  Finding heights of objects using strings  Drawing  Comparing  Identifying  Writing  Naming | BB illustration  String  Paper work  Pictures  Meter 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, 7  10, 2, 3, 1  Finding the less number  4, 2, 1, 6  3, 7, 6, 5 | Explanation  Demonstration  Question and answer | Finding the greater number  Finding 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 words  Zero – ten  Zero, one, two, three  - Matching words to figures  Zero 8  One 7  Two 6  Three 5  Four 0  Five 1  Six 2  Seven 3  Eight 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 words  Writing for numbers  Count and write in words | Real objects  Flash cards  Black board  Illustration 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 pencils  Blackboard |  |  |
| **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 words  Counting objects | Real objects  Flash cards Exercise books and pencils  Blackboard |  |  |

**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 addends  6 + 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 balls  800000000 200  4 7  10 2  -Ring the less number  4  6  9 | -Explanation  -Discussion  - discovery  -Question and Answer | Writing numbers  Finding the less numbers  Ring the greater number  Finding the answer  Showing the operation used  Counting  Using ticking, circling, ringing, underlining, crossing | Objects  Work cards  Counters |  |  |
| **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 – ten  Zero, one, two, three  Writing numbers for the words  -Matching word to numbers  Zero 2  One 3  Three 0  Two 1  -Read and draw beads  Zero = One =  Four = Three =  -Read and draw  Two tins =  Four cups =  Three cats =  -Count and write in words  = three balls  = four sticks  = two chairs | -Explanation  -Discussion  -Questions and answers  Demonstration | -Matching  - Drawing  -Circling  Writing  Ticking  Underline  Ringing  Finding  Identifying | -Flashcards  -Charts  -BB  Paper 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 five  One plus one equals two  Two plus one equals three  Plus means add  Equals means all  Put together | Explanation  Discussion  Discovery  Practical method | Reading and understanding the statements  Understanding the operation used  Writing 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 words  Drawing balls  Counting balls  Writing words for the numbers  Finding the answers  Three plus one equals four  3 + 1 = 4  One plus one equals two  1 + 1 = 2  Zero plus one equals one  0 + 1 = 1 | Discussion  Explanation  Question and answer  Interpretation | Reading and comprehending the statements  Adding and finding the answers  Drawing balls for the number words | Counters  Real 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 Joined  Put together  How many?  Reading and interpreting the statements correctly  Writing the words correctly  Counting and adding numbers to find the answer  Daddy has a hen  Mum 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 numbers  Counting  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 3  1 9  6 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 cows  He 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 numbers  Drawing balls for the numbers  Circle the less numbers etc.  Reading stories  Drawing balls  Crossing the balls for the less numbers  Interpreting the story | Chalk board  Counters  Books and pencils  Number work cards  Blackboard  Books and pencils  Counters  Number 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 + = 7  7 – 3 = 4 | Explanation  Illustration  Discussion  Discovery  Questions and answer | Identifying the greater and less numbers  Subtracting the less number from the greater number  Drawing balls  Crossing balls for the less number  Finding the answer to be put in the box | Counters  Blackboard  Plain papers  Pencils  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 | Explanation  Illustration  Discussion  Discovery  Questions and answer | Drawing balls  Crossing balls for less number  Finding the answers | Books and pencils  Blackboard  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/ full  rough / smooth  loud/ soft  long/ short  wide/ narrow  heavy / 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 etc  Rulers |  |  |
| **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 time  Naming days of the week  Naming 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’clock  It 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, year  Naming days of the week  Naming months of the year  Talking about the clock faces  Identifying the use of the two hands  Showing time of drawn clock faces  Writing the time shown on clock faces | A clock face  Chalkboard  Exercise books  Pencils |  |  |
| **11** | **1 to 5** |  | Have many revision exercises for this week | Play many number games e.g dominoes, jigsaws, lotto etc  Inlcude 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 cards  Bb 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 | Chart  Stencil 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 , church  completing 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 – za  ga – 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 day  pay way  gay tray  say 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 | 1  To  5 | * 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. | Discussion  Picture description  Explanation  Recitation  Imitation  Dramatization | * 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 |  |
| 2  to  3 | 1  to  5 | * 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 | Explanation  Discussion  Role playing  Recitation  Demonstration | * drawing * filling in missing parts * singing * demonstrate * matching * naming * jig saws/ joining * modeling * reciting rhymes * poems * prayer | * jig saws * picture interpretation | * LFW Pg 33 |  |
| 4  to  5 | 1  to  5 | * 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. | Discussion  Explanation  Role playing  Demonstration  Singing  Reciting 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 |  |
| 6  to  7 | 1  to  5 | * 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) | Discussion  Explanation  Demonstration  Recitation  Singing  Story 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 |  |
| 8  to  9 | 1  to  5 | * 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 | 1  To  5 | * 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 | Explanation  Demonstration | * 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 |
| 1  and 2 | 1  To  5 | * 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 food  Naming foods and drinks  Singing songs  Reciting rhymes  Praising God for t he gift of food and drinks  Telling stories  Drawing and colouring foods and drinks.  Helping in preparing food.  Advising the parents on good feeding  Modeling and pasting  Types of foods  Making scrap books about food/drinks | Real foods and drinks  Magazine  Clay/dough  Papers and colours  Glue and cereals | * LFW Pg 36 – 37 |  |
| 3  and  4 | 1  to  5 | * 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 clothes  Drawing and colouring  Cutting and sticking  Pasting with cereals  Displaying cutouts  Painting the colours | Paper work  Scissors  Colours  Glue  Cereals  Paint  Brushes | * LFW Pg 10-20 |  |
| 5  And  6 | 1  To  5 | * 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 know  Creating a class garden with vegetables  Watering the seedlings  Transplanting 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. | Hoes  Slashers  Trowels  Seeds  Manure  Strings | * LFW 19-20 |  |
| 7  And 8 | 1  To  5 | * 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 places  Drawing pictures  Narrating short stories  Dramatizing the roles of each  Paying visits to any nearby place. | Pictures  Magazine  Scrap books  Newspapers  Photographs  Costumes e.g policemen, doctors, | * Resourceful people * LFWW Pg 21 |  |
| 9 | 1  To  5 | * 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 | 1  To  5 | * 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 things  Talking about precautions  Drawing, colouring, modeling  Singing  Reciting  Role playing about dangerous situations  Watching film shows  Dramatizing/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 |
| 1  and 2 | 1  To  5 | * 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 people  Naming good and bad behaviours  Playing games  Dramatizing  Reciting  Singing  Picture talk  Telling news | Pictures  Film 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 | Sweeping  Mopping  Dusting  Cleaning  Drawing and naming | Brooms  Water  Basin  Detergent  Dustbins  Papers  Pencils | * 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 pictures  Modeling pictures with clay/dough  Pasting pictures | Papers  Paint  Clay  Cereals  Glue  Painting brushes  Water  Containers  Banana fibres | * Pg 26 |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Learning area 3.Taking care of myself for proper growth and development** | | | | | | | | | | |
| 4 and 5 | 1  To  5 | * 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 forms  Sorting objects  Playing/ role playing  Singing and praying | Stones  Sand  Sugar  Flour  Cotton  Beans  Hot water/tea  Hot and cold milk water |  |  |
| **Learning area 5: Developing and using Mathematical concepts in my day to day experiences** | | | | | | | | | | |
| 6  And  7 | 1  To  5 | * 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 and  9 | 1  To  5 | * 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 commands  Class/group situation  Concrete materials | LFW Pg 46 and 53 |  |

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.g  Aa AaAa  Shading the pattern | Writing capital and small letters.  Writing words starting with sound “a”.  Shading the pattern | Listening  Speaking  Paper work | Chalkboard  Paper 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 BbBb  Writing names of people e.g  Ben Bob  Shading the patterns | Writing capital and small letters.  Writing words starting with letter “b”  Names of people, animal or countries  Shading the patterns  Writing a sentence | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours | 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.g  Cc CcCc  Words with sound “c Cat cow cup  Shading the pattern | Writing capital and small letters  Writing words with this letter.  Names of people , countries and animals  Shading the pattern of apples. | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours | 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.g  DdDdDd  Words with sound “c  Dog doll duck  Writing a sentence Dan has a duck | Writing capital and small letters  Writing words with this letter.  Names of people , countries and animals  Shading the patterns. | Listening  Speaking  Writing and shading | Chalkboard  Paperwork | 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.g  EeEeEe  Words with sound “e  Egg egg plant  Shading the pattern | Writing capital and small letters  Writing words  A sentence  Shading the pattern of eggs. | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours |  |
| 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.g  FfFfFf  Words with sound “f”  Fish frog flag  Writing a sentence “I have a fish.” | Writing capital and small letters  Writing words  A sentence  Names of people, animals names  Shading the pattern of flowers. | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours |  |
| 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.g  Gg GgGg  Words with sound “g”  Girl goat gate  Writing a sentence  A girl has a bag. | Writing capital letters.  Writing words.  A sentence  Names of children in class e.g Gareth  Drawing and shading a pattern | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours |  |
| 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.g  HhHh H  Words with sound “h” Names of pupils in class  Ian Ibrahim | Writing capital letters.  Identifying words  Write a sentence  Drawing and shading a pattern. | Listening  Speaking  Writing and shading | Chalkboard  Paperwork  Books  Pencils  Colours |  |
| 10 | 1  To  5 | Developing and using my language appropriately | Use my hands and eyes to perform different activities as instructed | Writing capital and small letter “i” e.g  Ii IiIi  Words with sound “i”  House horse  Writing a sentence  A hen has an egg. | Writing capital letters.  Identifying words  Write a sentence  Drawing and shading a pattern. | Listening  Speaking  Writing 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.g  JjJjJj  Words with sound “j”  Jik joke jam  Pattern | Writing capital letters.  Identifying words  Write a sentence  Drawing and shading a pattern. | Listening  Speaking  Writing 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 words  Write a sentence  Drawing  Shading a pattern. | Listening  Speaking  Writing and shading | Teacher’s collection |  |

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

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| **Wk** | **Pd** | **Learning area** | **Learning outcome** | **Competencies** | **Content** | **Learning Activities** | **Life skills** | **L/Aids** | **Ref** |
| 1 | 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 Kk  KkKkKk  Kitty kin  Kim has a kit  k kkk | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 2 | 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 l  LlLlLl  Lillian Lilly  I have a lily  l ll | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 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 m  Mm MmMm  Mum man  Mum has my mat.  m mm | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 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 n  NnNnNn  Nanny Nan  My nanny has a nun.  n nn | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 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”  OoOoOo  Onion oats  Opio has old books.  O OO | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 6 | 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 p  Pp PpPp  Papa Pop corns  P PP | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 7 | 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 “q”  QqQqQq  Queen quack  It is a quilt | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 8 | 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 “r”  Rr RrRr  Rolin Robin  Roland has a lorry | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 9 | 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 “s”  SsSsSs  Cissy Stop  Cissy hasa pussy cat.  S SSS | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |
| 10 | 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 “t”  Tt TtTt  Tom Tim  Titty has a kit  t tt | Writing the letters in the air  Writing the letters in books  Writing given patterns.  Colouring patterns | Eye hand coordination  Decision making | Pencils,  Book  Blackboard illustration  Colours |  |

**END**