

THE REPUBLIC OF UGANDA

Ministry of Education, Science,
Technology and Sports

The National Primary School Curriculum for Uganda

Teacher's Guide Primary 1



NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE



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DEVELOPMENT CENTRE



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Website: www.ncdc.go.ug

Abbreviations

CCT	Coordinating Centre Tutor
DIS	District Inspector of Schools
LoI	Language of Instruction
MIS	Municipal Inspector of Schools
TP	Teaching Procedure
TRB	Teacher's Resource Book

This Teacher's Guide was developed by the Thematic Curriculum Review Panel:

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Foreword



Hon. Geraldine Namirembe Bitamazire

The P1 Thematic Curriculum Teacher's Guide

This *Teacher's Guide* to the Primary One Thematic Curriculum provides enduring support to the teachers in interpreting the curriculum into lessons designed for effective learning. It is the source of guidance to the teachers on:

(a) Teaching resources that make learning easier and enjoyable.
(b) How to acquire teaching/learning resources from the schools' immediate environment.
(c) How to set an appropriate scope of content in lessons for Primary One learners.
(d) Basic instructional exercises and class drills that set a desirable pace in various activities for learning.

This *Teacher's Guide* presents complete schemes of work and lesson plans for the initial part of the curriculum and gradually enables the teacher to make own schemes of work and lesson plans for the rest of the P1 Thematic Curriculum. Thus, the document provides a readily available continuous orientation to the teaching of this curriculum.

The *Teacher's Guide* to the P1 Thematic Curriculum is written in such a way that the teacher has resource to it:

(a) While planning the lesson.
(b) During lesson time, as the bare minimum of what the planned lesson should be.
(c) For self-appraisal on how well the completed lessons were conducted.
(d) As a constant reference when drawing up realistic schemes of work and effective lesson plans.

This *Teacher's Guide* should be the first reference resource on the teaching of the P1 Thematic Curriculum. The effectiveness of the lesson is judged by the learning outcome by the pupils; and thus, the Teacher's Guide is a ready-made tool for this purpose.

I, therefore, recommend the P1 Thematic Curriculum *Teacher's Guide* for use in all primary schools in Uganda to enable a speedy achievement of literacy, numeracy and life skills as specified in the Curriculum

Hon. Geradine Namirembe Bitamazire, (MP)
MINISTER OF EDUCATION AND SPORTS

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Part A

BACKGROUND AND INTRODUCTION

1. How to Use the Teacher's Guide

This *Teacher's Guide* is designed to provide you with most of the support you need to teach the thematic curriculum. You will also need to study the new National Primary Curriculum for Uganda to be sure that you are familiar with the general aims and objectives of PI curriculum and themes.

You will also be given a *Teacher's Resource Book,* which is a collection of materials in your local language for oral literacy work which includes songs, rhymes, riddles, proverbs, etc.

The *Teacher's Guide* is divided into two main parts:
Part A provides guidance on the general teaching approach recommended for the PI teacher who is preparing to teach the new curriculum. This section provides ideas on the overall methodology and class management recommended for teaching with a thematic approach as well as providing the rationale and teaching procedures for each strand.

Part B provides Schemes of Work Guidelines for each teaching week as well as Lesson Plan Guidelines. The Schemes of Work Guidelines are brief statements on the topics and competences that should form the basis of each lesson. The schemes can be used to plan your week's teaching in advance so that you can integrate the target topics and competences. Make sure that you understand what each competence means. If several of you are teaching PI, arrange time with colleagues in your school so that you have a common understanding of what the main competences are, and how they differ (or are similar) from strand to strand.

The Lesson Plan Guidelines form the largest part of the *Teacher's Guide.* These guidelines are examples. They do not show, for example, learning outcomes and competencies of each lesson. They are intended to support your regular lesson planning. For this reason, they have been presented in such a way that all the lessons for a single day can be seen easily on a double-page spread of the *Teacher's Guide.*

The Lesson Plan Guidelines have been provided to help you become familiar with the thematic approach, to provide support and help you make lesson plans. If you and your colleagues are able to develop alternative approaches that will adequately address the themes and competences, you are encouraged to do so; and your District Inspector and CCT should support you in your alternative approach.

The Schemes of Work and Lesson Plan Guidelines have been arranged on a day-by-day basis. However, there are days when the school is not functioning — for example public holidays. When this occurs, find a way of covering the work as it builds on previous one. You should always try to cover the target topics and competences in a particular week (or sub-theme). If you find that you have hot spent enough time on a newly introduced topic or concept, you will need to make time the following week(s) to review it.

Remember that you will receive children with different abilities and special learning needs in your class. How to help them is provided for in specific areas in this *Teacher's Guide.* Note that learners with special needs may either work ahead of others (the gifted & talented) or slower than others due to their impairment or disability.

Whatever you do, remember that your approach to teaching should be thematic and integrated. The teaching day should be planned as an integrated day in which the learners are helped to carry out a series of activities that follow from each other naturally and that, together, enable each learner to develop or begin to develop the specific desired competences.

2. METHODOLOGY

The Thematic Curriculum calls for participatory learning with hands-on activities. The methodology below has been identified to guide you on how to handle each theme and learning areas.

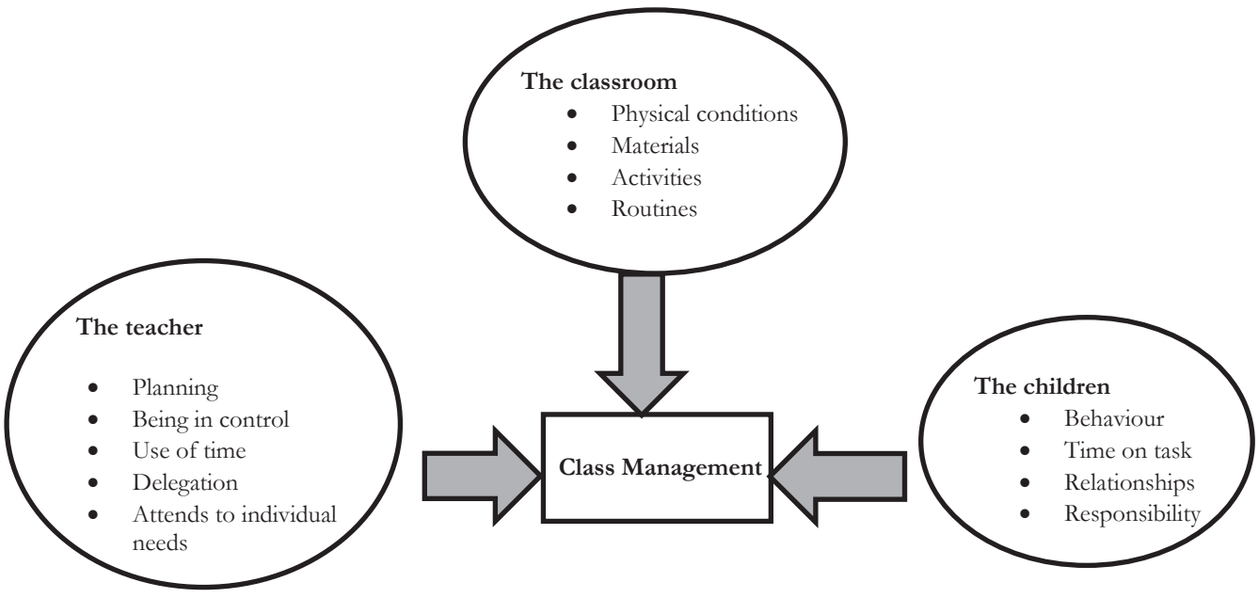
2.1 Child-centred learning

The Thematic Curriculum is designed to be learner-centred. The notion of themes is itself based on a learner-centred approach. Therefore, the methodology for teaching the curriculum should be appropriately learner-centred. By learner-centred we mean that:

- Learners should have a chance to interact with each other and with you during the lesson.
- Class activities should be organised so that learners learn by doing. They should be able to move around from time to time, and to use their hands.
- Activities should be organised around a variety of learning materials, and learners should be able to handle the materials.
- Learners should have an opportunity, from time to time, to have influence in the direction that the lesson (or day) takes. Allow the lesson to reflect the interests, abilities and concerns of the learners.

2.2 Class management

Good class management is the starting point for providing a learner-centred learning environment. This diagram shows the three elements needed for good class management.



We will look at each of these three elements in more detail.

2.2.1 You, the teacher

For a well managed class you should be competent in three different areas of your teaching:

- Planning
- Being in control
- Delegation

Provide a variety of materials for children to use during the teaching and learning process as they carry out different activities.

Planning

The Schemes of Work and Lesson Plan Guidelines are arranged according to the days of the week. However, it is noted that teachers and learners work at different speeds. There are also unexpected events and public holidays that cause a day to be missed from school. The use of the labelling 'Monday', 'Tuesday' et cetera should, therefore, be taken as a guide and not as a rigid structure.

You should plan your day carefully. For every lesson you should have a lesson plan written. We have given you a daily guide which you can use to help you do this. Of course you must be flexible because you can never predict exactly how a lesson will go. However, you should always have a plan in place. Well-planned teaching is likely to lead to a good atmosphere in the classroom and achievement of the set competences by the children.

If there is more than one PI stream, the teachers should plan together for uniformity.

Here are some things that are important in your planning:

- Plan a variety of activities that keep all the learners involved. In any lesson there should be at least three of these activities, e.g. teacher talking, children writing, learners working in pairs, learners making something, a child coming to the front, everyone answering questions, etc.
- Make sure you have all the materials together that you need for your lesson.
- Give clear instructions so that there is no confusion. If you have a class with mixed languages you may need to give instructions in more than one language in the first year.
- Provide activities that cater for learners with special needs.
- You should have in mind that some SNE learners cannot draw on their own, so modify the activity by shading and doodling.

Being in control

Young learners can be difficult to control. They often have a short attention span and sitting still for a long time is not very natural to them. This means that you must have a lot of interesting things for them to hear, see, feel and do. When you are talking to the whole class, some learners do not realise that you are talking to them, so they fail to do what you have asked. They are not being naughty- they are waiting until you come and speak to them as individuals. Thus, you need a lot of patience, understanding, and use of appropriate language.

The most important thing to remember is that learners need to know the rules, and understand that the rules are for them. There will be school rules but you should also have your own classroom rules which you should explain clearly during the Orientation Week.

Teacher control does not mean that there is silence with all learners working at their individual desks. In a well- managed PI class there is often a degree of talk and the learners may be moving around the classroom depending on the task, but whatever activity is happening you should ensure that you are in control.

Delegation

This is perhaps one of the most difficult things for any teacher to achieve, especially in a PI class. It means asking your learners to carry out certain responsibilities. Therefore, delegate responsibilities to them in order to develop their leadership skills. Allow them to try and you should try not to interfere. A good task for this first term is to delegate a small group of learners to be responsible for cleaning the classroom, for example, after a free activity lesson or after an Art lesson or just before going home. You can change the group each week and be sure to have both boys and girls. In large classes this becomes very important. You will want every learner

to develop the skills and attitudes of responsibility. Therefore, let some of them be responsible for giving out pencils, chalk and slates, while others act as group leaders. If you have learners who are a little ahead of the others, perhaps they have been to pre-school, use them to help others to learn. Ensure that those who have not yet acquired necessary skills and those with special needs are supported as well.

2.2.2 The Learners

The learners in your class have to learn to share the responsibility for their learning by getting involved. They have to learn not to waste time but to get on with the task at hand. If the school has a policy of learner-centred education or cooperative learning this will spill over into your class and the learners will take their responsibilities seriously. This means those with mental retardation (MR) should always be programmed.

It is important to build good relationships between you and the learners, and between the learners themselves in order to develop trust and good behaviour.

Always make sure that *all* learners, both boys and girls, including those with special needs get the chance to participate in class activities and not just the few very confident ones. Take care not to make fun of the learners when responding to their answers.

2.2.3 The classroom

Your learners spend most of their time in your classroom and this may affect the way they view and value what is taught to them. To make your classroom welcoming you can:

- Avoid distracters
- make posters and charts for the walls
- display learners' work
- keep the classroom clean
- have a notice board with relevant information in print (& Braille)
- have a display of real objects or models
- have adequate light in the room/space
- etc.

Make good use of the available space in your classroom. If there is a large chalkboard, use it. Change the position of your desk every now and then, and have the learners work in different positions.

However, the classroom can be a difficult area for you if you are short of space, desks or chairs. You may be in a situation where you cannot leave anything around in class in case of fear of thieves or destruction. We hope that with the new Government initiatives and help from NGOs these difficult situations will be resolved. With time every class should have a cupboard for storage which is lockable. Note that it may not be necessary for a class that has learners with Mental Retardation to learn while sitting on chairs all the time.

2.2.4 Group work and pair activities

Group and pair work provide opportunities for learners to learn cooperatively, to begin to direct their own learning rather than depending all the time on the teacher, and to allow a variety of learning experiences and styles. Group work includes shared reading, role-play, group investigation, debate, presentation, and discussion.

You can use group work for many purposes:

- to motivate learners to learn by participation
- to encourage learners to talk to each other
- to give learners confidence. Learners who are too shy to talk in front of the whole class will happily talk in front of a smaller group
- to promote cooperative learning and personal development
- to improve and practise speaking and listening skills
- to ensure that anything learners write, say/sign or do has an audience
- to share scarce materials. In fact, the number and size of your groups will often be decided by the number of learning materials you have for the class.

a: Arranging the groups - by ability or mixed

Use **ability groups** when you want to give learners of different ability different work. For example,

- If you have learners who have attended pre-school and are faster and can read, put them in a separate group and give them some work that can challenge them.
- If you have learners who are slower, put them in a separate group so that you, or a helper can give them extra assistance.
- If you have learners who are deaf (hearing impaired) put them in their own group so that they can effectively use sign language.

Only use ability groups if you can give them different materials and extra attention to weaker learners.

Use **mixed ability** groups if all the learners are doing the same activity. Then the able learners can act as group leaders and help the others. This is particularly useful when doing shared reading.

b: Group size - large or small groups

Large groups in large classes
The way you use group work will vary according to the number of learners in your class. The larger the class the more important it is to use group work. In very large classes, for example, between 80 and 120 in a class, you may then need to use very large groups, i.e. 20 in a group. Such groups will depend on one or two able group leaders. If there are between five and eight groups in the class, you, the teacher, should visit each group.

Many small groups in large classes
An alternative form of grouping in very large classes is to use very small groups, that is, three or four learners per group, who sit at the same desk or in the same area of the classroom. You then let them work together. This type of group work is best when the tasks are simple and the aim is for them to do a lot of practice.

Group work in smaller classes
In smaller classes you will have more choices. Ideally a group should be between five and eight learners; and you have up to eight groups in a class. In this way each child can contribute and the teacher can work with each group. The group leaders do not necessarily have to be the best in the group and you can change the leaders regularly. Some activities can be done in pairs rather than in groups, especially simple conversation and discussion of answers to a task.

c: Teaching procedures when using group work
You must plan your group work to enhance your lesson and guide the learners to the desired competencies and not just because you think it is an easy way of teaching. Once you have decided on the size and composition of your groups, there are four important stages to successful group work:

1. Prepare carefully
If you use large groups with group leaders, then tell the leaders what you want them to do first and give them the necessary materials. While you are doing this the rest of the class should be busy with another activity, e.g. reading or handwriting practice by copying letters or words from the blackboard. Learners with visual impairment will explore by touching. Every group needs to have some materials as the centre of their work, even if it is only a piece of paper to draw on or to put down the answers.

2. Clear instructions
Explain the task to the learners and how they should work. They must know what they have to do during the group work and what they must produce as an outcome of the group work.

3. Monitor the groups
As they start working, you will need to try and visit each group quickly and make sure they are doing the correct thing. This is why you may prefer a few larger groups to many smaller groups. You will also need to watch the timing carefully so that you leave enough time at the end of the lesson for reporting back. In a PI class where the learners cannot read the time, you can use a bell or another signal to tell them when time is nearly up.

4. Group feedback

Make sure that there is some task of reporting back what has been completed at or by the end of the group work. Ensure that each group has completed their task. Give plenty of time for each group to give feedback to the rest of the class and display their work. It is very important to display over time all the learners' work and not just the best. For larger classes you can display in instalments of perhaps 20 pieces of their work a day so that each learner sees his or her own work. Learners' work removed from display can then be stored in the wall pockets or reading corner for further reading. Displays motivate learners and develop their creative skills to improve day by day. This can also contribute to the learning materials available in the form of reading and number cards, story books and work books.

Good group work should always have a clear outcome: This may be very simple, for example, every member has read something, or answered a question, or it may be quite complicated, e.g. the group has completed one picture, made a model, acted out a short role-play, or selected and told their best story.

During group work, try to keep every member busy. Group leaders should be encouraged to involve, support and motivate everyone. For example, within one group different members can carry out these tasks:

- a leader should makes sure everyone is participating and that bright or talkative learners do not dominate and stop others from participating.
- a reporter should listen and report back orally, by drawing or signing.
- a time-keeper should listen out for the bell and make sure the group activity comes to an end.
- a resource manager should make sure the group has all the resources needed.

Finally, while the groups are working you must move around from one group to another, listening and helping only when absolutely necessary. While doing this, you assess how the group task is being done, how each learner is participating and how the group is working together. You take the role of a facilitator.

Group work is often quite noisy and you may need more space than in the classroom. Don't be afraid to take the whole class outside for some lessons in order for them to have more room, and avoid disturbing other classes.

Individual work

Sometimes you will need to get learners to work on their own. This will enable you to carry out an assessment of how far a learner has achieved the competence. This is especially for competences based on writing or drawing. For example, you will need to assess a learner's handwriting, or their ability to hold writing materials, hand movement, identifying the right materials.

Note: Learners with visual impairment should be given modelling instead of drawing, wherever necessary. Some learners with Mental Retardation may not be able to draw but can shade with guidance.

2.3 Using instructional materials

You will have to make use of the instructional materials that are already in your school, in particular, the wall chart. You will also need to make your own picture cards and word cards.

Teacher's Resource Book

The Teacher's Resource Book (TRB) is a new kind of resource that provides teachers with material in their local language, including guidelines on orthography, and recommendations for the sequencing of language in each local language. The TRB provides material to support teaching in Term 1. For Terms 2 and 3 you should start to collect local language material as soon as you can. Use the Scope and Sequence for Terms 2 and 3 to see what material you will need.

Wall charts

Recent research in Uganda has shown that teachers have been able to adapt the existing English language wall charts into their own local languages. You will need to do the same. Word lists have been provided in the TRB for all local languages. However, for the first term of PI, you do not need to teach learners to

read many of the words that will be written on the wall charts- (See TRB for lists of words that learners are expected to be able to read within each theme.)

In instances where there are learners with special needs, the wall charts should be prescribed in Braille (for the blind) and modified by a teacher (for other impairment) while preparing a lesson.

Picture cards and letter/word cards
These are two types of flashcards. One type has a picture, while the other consists of a letter, word or number symbol. You might also find it useful to make cards that have a picture on one side and a word or a letter or a number symbol on the other. Some activities will require you to make several copies of a flashcard so that several groups of learners can do an activity at the same time.

Dictionaries and grammar books
You will be provided with a dictionary and grammar book. These will support the language lists that are in the TRB.

Art materials
The Thematic Curriculum depends on the availability of a wide range of materials for learners to use in writing, drawing, colouring and model-making. Schools are expected to use part of their UPE funds for this purpose.

2.4 Meeting Different Needs

2.4.1 Varying the Thematic Curriculum to meet different language situations

The Thematic Curriculum for PI-3 was designed for learners who are using their first language, or a language with which they are very familiar as the medium of instruction; and therefore, as the language in which they first acquire literacy. This policy is followed because evidence has shown that learners who first acquire literacy in their home language learn to read more quickly and efficiently than in a language they do not know or know less well. Furthermore, once they have acquired literacy in one language, they can transfer easily to a second language such as English provided they have first learned to speak English.

However, although this language situation is the most common, it is not the only one. There are also other common situations and, in each case, the curriculum will need to be adopted.

Where the area language is not the first language for some or most of the learners
In this situation, learners need to be given extra support to strengthen their oral skills in the language. If the learners do not know the area language well, then increase the oral work in the first and second term. In particular, use more songs and games in the area language, increase the number of stories you tell them and encourage learners to tell more stories. You will need to delay the introduction of reading and writing until the second term, or until you are confident that the learners are proficient in that language. In all other ways, however, you can use the same themes and the same scope and sequence.

Where learners have attended pre-school
Although most learners do not get the opportunity to attend pre-school a number of them are fortunate enough to do so. Many of them who have attended pre-school can already read and write or at least know the alphabet and can recognise many words either in the area language or in English. They may also already know how to count.

It can be difficult to handle such classes. However, it is very important to challenge these learners and not to teach them what they already know. If the whole class is in this situation, then the PI teacher must build on the reading levels that exist, should spend less time on letter work and should make sure that learners are given short texts to read. Teachers should keep to the themes and content indicated but make sure that more challenging reading and writing is offered. In future, when more local language reading books have been developed, teachers can introduce some of the challenging reading books to the learners. If the class is of mixed ability where some learners have attended pre-school and others have not, the teacher will need to use more group work. The more advanced learners must be given work that challenges them, but the class will have to follow the main curriculum for the sake of those who have not yet acquired any reading or writing. Teachers should also use the learners who can read to help those who can't.

Schools that have to use English as their medium of instruction

In many schools there is no obvious approved local language either because the learners have different languages or because the language that they use does not meet the necessary conditions for it to be used as a medium of instruction. These schools will need to use English as their medium of instruction and as the medium in which the learners acquire literacy. In order to guide the teachers, a modified curriculum has been provided. The existing content of the English strand in the main 2007 curriculum has been modified and new content of the local language developed, which is in the TRB. The school will select an area language and learn it as a second language.

In adapting the Literacy in English and local language strands the following assumptions and principles have been used:

- The learners do not know English before they come to school
- A majority of the learners know some of the local language but are not fully competent; and therefore, need to expand their vocabulary and grammar.

2.4.2 Learners with Special Learning Needs

In every class we teach, we interface with learners who have various forms of special needs. Some special needs are visible while others cannot easily be identifiable. The teacher should be aware of these needs so as to help the learners to overcome them as this will affect their learning both in and out of the classroom.

Learning difficulties

Some learners will experience difficulties in specific subjects or activities. As a teacher you should help the learner either individually or in groups through further reading, writing, speech or mathematical problems.

Sensory impairment

Learners with sensory impairment have a visual impairment (blindness or low vision), hearing impairment (deaf or hard of hearing), motor or communication difficulties. As a teacher you should identify any unique features in a learner and plan for him/her appropriately. In particular, you should consider:

- Real objects or models to be explored
- Appropriate colouring that attracts the learner's attention or vision
- Life skills training that includes mobility and orientation, communication and interaction
- Attending to them as individuals with different abilities and challenges as a result of their impairment
- Appropriate lighting and positioning in the room

Mobility and orientation
Ensure that the classroom is well spaced to allow a learner with motor and visual impairment to access any position in the class. Train the learner to move freely in the class by noting landmarks in the class. This should also be done in the school environment generally as a routine activity.

Communication tools
Talking with learners with hearing impairment must be done in sign language, while those with visual impairment use Braille to write and, read prints and pictures. This is referred to as the tactile method. Communication boards can be used for learners with speech or motor problems or those with no limbs. Ensure that you use all means possible - speech, sign language, pictures, gestures, facial expression, body movement - to help the learner understand. This is called total communication.

Gifted and talented learner
These learners learn at a higher pace. The teacher should help them to keep their pace and encourage them to do better by giving them appropriate tasks. Ensure that the learner goes through all the learning stages in the curriculum. It is not advisable to miss any topic or make him/her skip a class as this may retard his/her ability.

Learners who live under difficult circumstances (with psychosocial problems)
Many schools in Uganda have learners who, due to different situations, live under difficult circumstances that obstruct their learning and development. This, therefore, causes a special learning need. These learners include child-parents, children affected by war, those affected or infected by HIV and AIDS or other diseases, those around fishing and pastoral areas, those in violent homes or child- soldiers/ returnees, children on the street, and those from broken homes. As a teacher, you should identify and support them in their daily classroom and out of class activities. If their needs are left unattended to, their intelligence, concentration, self-esteem, interaction and communication will be affected. For such learners, the teacher should always use or involve play as it is therapeutic to children who are especially traumatized.

2.5 The Timetable
Although individual lessons continue to form the basis of planning in the thematic approach for P1-3 there are important differences that you need to consider.

The Thematic Curriculum requires a class-based approach. The same teacher should therefore remain with the class for each lesson, each day. However, in large classes, more than one teacher may be allowed to operate a class system. They would do so by team teaching with both teachers in the classroom throughout the teaching day.

While the class teacher will plan the teaching day around a sequence of lessons of approximately 30 minutes each, the precise duration of each lesson is not critical. Schools should allow class teachers to follow a flexible timetable (especially those with SNE).

The following is an example of a possible teaching timetable based on the number of lessons per learning area specified in the National Primary School Curriculum for Uganda. Actual times may of course vary from school to school.

Example of teaching timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	News	PE	News	PE	Oral Literature
9:00-9:30	Literacy I	Mathematics	Literacy I	Mathematics	Mathematics
9:30-10:00	Literacy II	Literacy I	Literacy II	Literacy I	English
10:00-10:30	Mathematics	Literacy II	Mathematics	Literacy II	PE
10:30-11:00	**BREAK**				
11:00-11:30	English	English	English	English	Literacy I
11:30-12:00	PE	News	PE	Oral Literature	Literacy II
12:00-12:30	RE	RE	Free Activity	RE	Art and Craft
12:30-1:00	Music	Music		Music	
1:00	**LUNCH**				

The following principles should be observed in planning a school timetable:

- Literacy I and Literacy II should always be consecutive.
- Creative Performing Arts should be a double lesson and should come at the end of the day so as to allow learners time to clear and tidy up the classroom after the activities.
- The Free Activity lesson should also be a double lesson so as to allow enough time for learners to change activities, talk about their work, clear up and store the materials.
- Story Time should be scheduled on consecutive days to allow continuity of longer stories and consolidation of concepts, for example, life skills and values contained in the story. The Teachers' Guide has scheduled Story Time for Thursday and Friday, but schools are not strictly obliged to follow this timetable.

3. TEACHING MATHEMATICS

3.1 Rationale

The content of the thematic curriculum is close to the content outlined in the present syllabus. However, you will note that the mathematics strand includes not only numeracy but also covers wider conceptual topics in mathematics including probability, shape, size, measurement and data handling. These are all concepts that need to be developed from PI. For this reason, we have used the term 'mathematics' throughout the curriculum, rather than 'numeracy'.

Learning mathematics is like building a wall — there must be a strong foundation to be built upon. Each competence is gradually extended only when the previous work is well understood. If we use the idea of the wall in the example above, then the previous brick must be firmly put in place. Table 3.2 shows the sequencing which is appropriate for the different competences in PI mathematics.

Care must be taken for the learner not only to **know** and use the basics of mathematics, but also to **understand** the concepts. To achieve this there are certain things you can do when teaching mathematics:

- Mathematics for the young learner should be closely related to their everyday life.
- The use of concrete materials is essential and the learner should be allowed to use these as long as they are needed. Sticks, bottle tops and beans are recommended in Term 1 for sorting, describing and grouping and later these activities can be expanded as each theme is explored.
- Story sums emphasise the use of numeracy for daily living and these slowly become more

advanced as the child progresses.

- Oral work is particularly important with opportunities for the learners to speak about mathematics and not merely listen to the teacher.

For some learners with SNE, it is vital to do mathematics practically For example, the teacher should use different teaching methods such as exposition, discussion, activity and enquiry. Games, puzzles, rhymes, songs and number patterns are enjoyed by everyone and should be included right from PI. One of your important tasks at the early stage is to help the child understand the beauty of mathematics and realise that it can be fun learning it. You can introduce activities such as games, experiments and competitions to illustrate this aspect of mathematics to the children.

In the following sections we have suggested a sequence for your teaching, an idea of the pace you should follow and some procedures for teaching various concepts. Each class is different and each teacher is unique, so you should use this material as an aid to your teaching rather than a rigid schedule. You will find that some learners understand quickly while others need longer period of time to internalise concepts. (Read section 2.2.2, dealing with different abilities for this is a common problem in Mathematics).

3.2 Sequencing of the Mathematics Strand

	TERM 1				**TERM 2**				**TERM 3**			
	1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	Theme 7	Theme 8	Theme 9	Theme 10	Theme 11	12
Counting		1-10	1-20	140	1-50	1-60	1-70	1-80	1-90	1-99		REVISION
Understand and writing number symbols		1-5	1-9,0	0-20	0-30	040	0-50	0-70	0-80	0-90	0-99	
Writing number names					1-5	6-10	11-15	16-20	21-40	41-60	61-99	
Symbols for the operations				+, =	X	-						
Addition	+ 1	sum <10 orally with concrete material	sum <20 orally with concrete material	sum <10 vertically and horizontally	sum <20 vertically and horizon! ally no carrying ones and tens	sum <40 horizontall y and vertically no carrying ones and tens	sum <50 horizontall y and vertically no carrying ones and tens	sum <60 horizontall y and vertically no carrying ones and tens	sum <70 horizontall y and vertically no carrying ones and tens	sum <80 horizontall y and vertically no carrying ones and tens	sum <99 horizontally and vertically no carrying ones and tens	
Subtraction						up to 10 orally with concrete material	up to 20 horizontall y and vertically no borrowing	up to 30 horizontall y and vertically no borrowing	up to 40 horizontall y and vertically no borrowing	up to 80 horizontall y and vertically no borrowing	up to 99 horizontally and vertically no borrowing	
Multiplication					x2		x10	x3	x2,3,10	x2,3,10	x2,3,10	
Time		Times of day, morning etc	Days of the week (ordinal)	Months of the year (ordinal)	Seasons of the year	Hours in a day	Hours on a clock	Number of days in each month	Personal calendar			
Measurement		Height	Capacity	Length	Weight	Further capacity	Length, breadth, width	Non-standard units	Money units up to Sh500	Money units up to SM.OOO		
Drawing shapes		Straight lines	Circles	Patterns	Sun and moon	Squares and rectangles	Recognitio n of shapes	Drawings showing halves	Drawings showing quarters			

3.3. Mathematics in P1

The Mathematics strand in the first term of P1 develops as follows:

Theme 1: Our School

Introduction to shapes, sizes and numbers; counting up to 5 with addition of 1

Shape, size and number require the use of real concrete materials in order to develop the concepts clearly. The learners can count their fingers on one hand as they say the numbers. Then they should use objects such as stones, beans, and bottle tops for counters to count up to 5. They can name describe and group them according to shape, size, colour. It is good at this stage for the learners to work in pairs. Ask them to go to the playground and collect three objects, then collect four objects and then five objects. See Teaching Procedure for mathematics 3.4 page (18).

It is important that at this early stage learners have the concept of number and not just the ability to repeat the words.

Begin addition by adding in ones using concrete objects and the learners themselves. Bring three learners out to the front of the class. Ask the class to count them and repeat the numbers as you point - one, two three. Now bring out one more learner and again count — one, two, three, four. Then tell thethem, 'If you have 3 children and you add one more then you have 4 children.' Now ask individual learners to answer the question ' If you have three children and you add one more how many do you have?'

Repeat with different learners up to sum of 5. Use rhymes and songs about numbers that they know. Play games in the playground with numbers 1-5.

Theme 2: Our Home

Counting is extended to 10 with an introduction to number symbols, 1-5. Addition is extended to sums less than 10. The concept of time of day is begun. Comparison of size is also extended, but with new vocabulary.

Ask the learners to bring objects to school from their home in addition to those collected by you. They will use them to continue considering different shapes, sizes and colours (working in pairs). Objects are shared round the class. Sets of similar objects are made, using picture cards or objects in the home. Comparisons, for example, of the people, are made according to size. Words for size are introduced, e.g. 'bigger', 'smaller', 'wider' etc.

The number symbols 1-5 are introduced with flashcards as the learners count. First, the learners have to learn to recognize these symbols and then write them. See *Teaching Procedure 3,* page xx

You should make flashcards of symbols 1-5 and use these as you call out the numbers. The learners will also have smaller flash cards of the numbers and also picture cards of things up to 5 for the theme 'Our Home'. These picture cards and other cards with dots are matched to the number symbol flash cards and marked correctly.

Pin a large number line up on the wall showing numbers 1-5. Writing these number symbols should be slowly introduced as is on the Teaching Procedure for number symbols page (24).

You can introduce a number game on the chalkboard, writing number sequences with missing numbers as a competition using groups, e.g. (orally) which group can first say what the missing number is in the pattern 1, 2, 3, □, 5.

Extend counting orally to 10 and ask the learners to illustrate using their fingers as they count. Use picture and dot cards up to 10. Ask them to match (orally) the number to the card. Ask the learners to count and tell the class the number of people in their home, count things on the wallchart of 'The Home' and collect things up to 10 from the playground.

In this theme you will continue introducing addition orally using concrete objects adding within 10. This should be done slowly with much practice using the same methods as before. You also now start adding using your number line. Ask a learner to show a number on the number line up to 5. Now

ask her/him to do the sum '2 + 3' by starting at 2 and moving forward 3 steps up to 5.

As well as straightforward adding questions with numbers only, ask problem questions with stories such as 'I have 6 bananas and my mother gives me one more. How many bananas do I have now?'

Show the learners how to add up to 5 using the number line. *See Teaching Procedure 6* (using number line, a good activity is to make a large number line marked 1-5 on the floor). Ask some of them to come out one by one and add numbers to it by walking forward.

At this stage too you can indicate to the learners the commutative property of addition (without of course saying the word 'commutative'), e.g. '2 bananas plus 1 banana is the same as 1 banana plus 2 bananas.'

Introduce time by using cards to show morning, afternoon, evening, night. The learners should be asked what they do at each time of the day.

The learners can practice drawing straight lines on their slates in any direction — up, down, across. This will help their work in writing and they will enjoy the exercise.

It is important that learners enjoy their mathematics lessons and see subject as useful for their everyday life even at this stage. Encourage songs and rhymes, number games, quizzes, competitions and questions about everyday life situations. See Teaching Procedure 7 for songs, games and competitions.

Theme 3: Our Community

Counting number symbols and addition are extended with writing of number symbols. The concept of an empty set and zero is introduced with its symbol. Time is extended with the days of the week. Capacity is compared using common water containers. Drawing of shapes is begun with circles drawn.

Introduce sets from the community, for example, types of buildings with different attributes.

Introduce the concept of an empty set, i.e. a set with no members, with suitable empty sets. Make them laugh by giving funny examples, e.g.:

'How many people in our community have five eyes?'

'How many do you think are in the set of elephants on my table?'

Then give the following task to be done in pairs:

'Think of a set with no members.'

They then share their empty sets with the class. Tell them these are called 'empty sets', which means sets with no members.

Extend counting to 20 with number symbols from 6-9. Again use and match concrete objects and cards. Extend the large number line on the wall to 9. If you have one on the floor extend it also to 9. Practice writing these symbols. Again start by asking the learners to draw them in the air with their finger. This will be a slow activity but the learners are also beginning to write letters and so it supports the literacy lesson.

Extend the missing number games using the chalkboard and asking learners to come out and write the missing number, e.g. complete 5, 6, □,8. (Or make this a group competition.)

Give the symbol for zero and learners practise drawing circles.

Extend addition with sums up to 20. Do this first orally using concrete materials, and by using the large extended number line, show addition up to 9 by learners moving forward, e.g. for the sum 'three plus four' ask a learner to start at 3 on the number line and move forward four steps to reach 7.

Use the term 'add', and show them the symbol for addition " +" and for equality " =". Tell them that these symbols are used all over the world in every country to mean 'add' and 'equal' so that they begin to realise that mathematics is a universal language.

Using, songs, rhymes, etc. introduce the days of the week. From now keep reminding and encouraging the learners to say each day what day it is.
Start drawing shapes with circles. Bring common objects like tins from the community to class and use them to be copied. Pin the best drawings up on the wall.

Theme 4: T he human body and health
This extends counting, number symbols and writing them, addition and drawing shapes. Written addition starts with sums up to 10, horizontally and vertically. Weights are compared using non-standard units and a simple weighing machine. The months of the yearare taught in the literacy lessons and can be revisedin the mathematics lessons.

In this theme use parts of the body and diseases to form sets for the learners to describe, classify, compare and match. Try and get some charts and posters from the Ministry of Health.

Extend counting to 40 with symbols from 10 to 20 — the children practise writing the new symbols. The number lines are extended to 20.

Comparison of weight is now introduced using simple scales and common objects, e.g. bags of sugar. If there is a seesaw in the playground, this can also be used. Use the words 'lighter' and 'heavier'.

At this stage introduce written addition with sums less than 10. You must go slowly. Orally ask simple addition questions and then write the same ones on the board first horizontally and then vertically using the number symbols and the symbols for addition and equality. Do this many times and then do some addition sums without doing the concrete work first. The sum must not exceed 9. Finally, the children s h o u l d do as many sums as possible on their slates themselves and you mark them as they work. Make up some story sums for the theme and ask learners to answer them mentally. See Teaching Procedure 2 Introducing Additions.

A good problem at this stage is to ask the learners to think of how many sums they can make with three numbers, e.g. with 2, 3 and 4. You can make your own rules. Here are some rules you can use but you will probably think of others:

- allow the numbers to be repeated
- ask the pairs to give you oral sums or ask them to write down their sums
- ask them to use only two numbers at a time or all the numbers

Continue teaching time as the learners revise the months of the year t h a t they are learning in their literacy lessons. Ask them questions about their birthday month and the present month.

Put a calendar on the wall of the classroom showing which day and which month it is. Let different learners mark it each day and at the start of each new month.

Use number games, e.g. lotto and dominoes, and counting songs and rhymes.

3.4 Teaching Procedures (TPs) for Mathematics

The following procedures provide some recommended approaches to teaching the various competences, using various methods. However, you should try to vary your approach so that learners do not get used to only one way of approaching problems.

Maths TP1: Teaching counting
The learners start to count using their fingers. They hold one hand up and count as they point to a finger 1, 2, 3, 4, 5. Then bring out to the front of the class 5 learners and in unison the class count them

1, 2, 3, 4, 5. Send 2 learners back to their seats and again count those on the floor: 1, 2, 3. Repeat with 4 and 5 using other objects. This helps learners to count in context.

There are many ways to consolidate counting. Here are a few:

- Illustrate with picture cards showing things in the classroom, e.g. 2 desks, 3 pencils, 4 books, 5 chairs.
- Play a game dividing the class into two groups and ask a child from each group to give the number of things on a picture card you are holding up. If the answer is correct the group gets a mark, otherwise the other group has the chance to answer.
- Cards with dots can also be used - ask the learners to say what number is shown.
- Match the picture cards to the dot cards, 1 to 1 etc.
- Ask the learners to find on the chart of 'Our School' 1, 2, 3, 4, 5 things which match the number 1-5.
- Put the learners into pairs and ask them to go into the playground and bring back 1, 2, 3, 4, 5 things that match the numbers 1-5, e.g. leaves, stones etc and display them on their desks.

Similar activities can be used when counting orally and extending the numbers first to 10 and then gradually to 99 by the end of the first term. Use picture cards with things from the theme to illustrate the number as you change the theme.

There are many number songs, rhymes and games in Uganda that you can use regularly to suit the number you are teaching.

Maths TP2: Introducing addition

This is the first of the four numerical operations that the learners learn and must be taught orally at the beginning, going very slowly and using a lot of concrete material. Collect as many different kinds of counters as you can, e.g. bottle tops, stones or sticks. Start by drawing 3 simple objects on the board, birds, pigs, books, pin head people, etc., and ask the learners to count them with you in unison. Then draw one more saying, 'I am going to add one more' as you do. Now ask them: 'How many are there now?' Repeat this activity by drawing 1, 2, and 4 objects, each time adding 1 more.

Ask the learners to make pairs with their neighbour and hand out 5 counters of any kind to each pair. (If the class is very big tell the learners the day before you introduce addition to bring 5 stones to school the next day.) Ask one of them in each pair to place 2 counters on their desk and ask the other to add one more and say, how many there are now. The pairs repeat this with the other partner and with different numbers. As this activity is going on, go round the class listening to the learners' conversation, but not interrupting unless necessary.

Play a game, bringing one learner out to the front of the class and ask 'How many?' Then bring another and ask:

'How many are there now?'

'If another comes out, how many now?' Continue this up to 5.

Make up simple story sums associated with the theme, e.g.:

'If I have 2 bananas and my mother gives me 1 more, how many will I have?'

You will see from the sequence chart that oral addition is extended bit by bit, continuing to use concrete objects for those who need them. Use similar methods each time using story sums.

Start written addition only when the learners have learned the symbols. From the sequence chart we recommend this to be done during Theme 4 at the end of the first term. The learners will have learned the number symbols 0-9 and the symbols "+" and "=" in Theme 3. They will now learn how to do written addition using these symbols with sums up to 9.

A useful aid for teaching addition using number symbols is a number line. See Teaching Procedure 6 on using number line for teaching Mathematics in the early years.

Revise orally sums up to 9 by asking simple addition questions, allowing the learners to use concrete materials if they need to. Now after a few questions write the sums and answers on the chalkboard horizontally, using the number symbols and the symbol for addition and the equal sign. Do this many times, asking learners to come to the chalkboard and write the question you have asked orally and the class has answered orally. The sum must not exceed 9.

When this is well understood show on the board how the same questions can be written vertically and repeat asking orally and then ask learners to write the question on the chalkboard vertically. Finally, the learners do as many sums as possible on their slates themselves and you mark them as they work. Do some story sums associated with each theme.

Each morning ask the learners some number bonds up to 10 to answer mentally so that they begin to remember them. You will find that some of them need concrete materials longer than others, so always accept it as long as there is need.

Term 2 extends written addition both horizontally and vertically to tens and units columns. However, there is no carrying in PI, so children add each column separately. You must, however, make sure they always start working from the *right,* NOT in the way they write and read which is from the *left*. This is very important for addition in future years when there is carrying.

Addition is extended in similar ways during PI up to sums not exceeding 99.

Maths TP3: Teaching the number symbols
A number line and flashcards will help when you are teaching learners to recognise and write number symbols. You should make large flashcards. Where possible, the learners should have their own smaller sized flashcards to use. These can be used to:

- match the words for numbers to their symbols as you speak them
- label their picture cards with the correct symbol
- hold up the correct flashcards when you call out a symbol
- use them to copy when starting to write the symbol

Begin with the symbols 1-5. As the learners count their fingers and say the numbers, write the symbols on the chalkboard or hold up your large flash card.

Now concentrate on the numbers 1, 2, 3:

- Hold up a picture card of one thing and then beside it hold up the flashcard for 1. Do this with two things and three things.
- Ask the learners to hold up their own flashcard for each picture
- If the learners have their own picture cards ask them to find cards with 1, 2 and 3 things.

When you are sure the learners know the symbols for 1, 2, 3 they will begin to write them. Using your large flashcards or the chalkboard, write the symbol for 1. Make a large gesture in the air with your arm indicating a "1" and ask the learners to do the same. They will find this amusing. Help learners to write on the ground. Now ask them to write many 1's in their exercise books or slates.

Do the same with the symbols for 2 and 3 which will take longer as they are more difficult. Again first write a 2 on the chalkboard or show a large flashcard associated with a picture card of 2 things. Make the symbol in the air with your hand and ask the learners to do the same. If they have flashcards for 2 they can use this to help. Now ask some learners to come and draw a 2 on the chalkboard and finally have all the learners write many 2s in their exercise books or slates. As they do this, go round the class checking and helping. Repeat for 3.

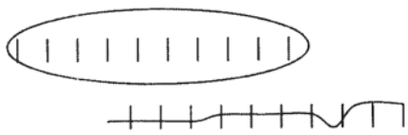
Repeat this work for the symbols for 4 and 5. Each time you move to new number symbols, revise the early symbols first.

Using a large number line on the wall marked with numbers 1, 2, 3, 4, 5, divide the class into two groups and play a game. Ask each group to come out one by one and show a number. If they are correct they get a point, otherwise the other team gets a chance.

Have a competition between groups by asking who can fill in the missing number first in sequences like 1, 2, 3, D, 5.

In Theme 3 the number symbols are extended to 9 and the symbol for zero is also introduced. When introducing zero make sure the learners understand the concept of zero by asking them to think of a set with no members. This can amuse them.

Once they know zero, the concept of ones and tens must be introduced. Ask the learners to bring to school twelve things, e.g. 12 stones, 12 small sticks. Begin the class by drawing ten sticks on the board and then underneath make a bundle of 10 like this



Explain that instead of writing all the sticks you can save time and write only 1 for the bundle, but it is written in what is called the tens place with a 0 in the ones place and so the number for ten sticks is written as '10'.

Repeat this with 13 sticks, showing that it can be written as 13. Then do numbers up to 19 on the chalkboard.

Now ask the learners to put their 12 sticks on their desks and collect 10 of them so they have 1 bundle of ten and 2 ones. Ask them to write this number in their exercise books or slates. They should write 12. In a similar way introduce 20 by making 2 bundles of 10 on the board and writing 20. Finally ask the learners to write all the numbers from 0 to 20 in their exercise books or slates.

Use flashcards and picture cards in a similar way as before, matching and recognizing the symbols.

Extend the number line and play the number line game with larger numbers. You can also play the competition with missing numbers now going up to 20.

The learning of number symbols and writing them is extended during Primary 1 to 99 in a similar way.

Maths TP4: Using simple Story Sums of everyday life situation

It is important that learners do not see mathematics as a strange subject that has little to do with their ordinary daily lives. By using the Thematic Curriculum dealing with 'Our School', 'Our Home', 'Our Community' and 'Human Body and Health', we can base the mathematics we teach on the experiences and the familiar things and activities of the learners. By using everyday examples, learners are able to understand mathematical concepts more quickly.

One of the easiest ways to keep the links with everyday life experiences for the learners in PI is to use story sums. You will not find it hard to think of simple story sums that are associated with your own school and environment, but you must not forget to do this. You should not simply give sums like '2 add 3' or '4 add 3' — you must also give example like this: 'If Mary has 5 sweets and she is given 2 more how many will she have?'

Other topics in the mathematics curriculum can also have story sums. When teaching measurement for example it is important to give examples that the learners can identify with. Here is an example of a measurement problem that learners can do in pairs:

'Measure your partner's wrist with this piece of string. How many times does this length go round her

little finger? Now ask your partner to see if yours is the same.'

When learners start school they have already experienced mathematics informally in their daily lives. They have some grasp of number, shape, direction and some skills in counting, sorting and sharing through their play and their everyday activities like dressing, eating, shopping and travelling. This should continue in their school mathematics; and one way you can do this is by giving learners a lot of story sums.

Maths TP5: Teaching problem-solving
During all your teaching of mathematics you should remember that mathematics is primarily a problem-solving activity. Your task as a mathematics teacher is not merely to make your class understand concepts, know facts and carry out techniques, but also to *use* these facts, concepts and techniques to solve problems. You must help your class to be active problem- solvers.

Learners ask questions naturally and should be encouraged to continue to do so in school. You will find that some learners when they come to school are dependent on you for giving all instruction and knowledge. They will be reluctant to start a task by themselves and use guessing as a way of answering questions. Your task is to make sure this attitude changes and every learner in your class shows confidence by being happy to discuss their mathematics with you and their friends, to ask questions and enjoy their work. It is your responsibility to help them build confidence.

Many problems can be best answered using group work in the early years. This can either be a small group of 2 or larger groups. Look back at the section on group work (section 2.2.4).

Once you have decided on a problem and constructed your groups, here are three steps which you should ask your groups to remember to do for every problem:

1. Start the task
   They must
   - know exactly what is wanted. Do they understand the problem?
   - make a plan and discuss together with them what to do.

2. Solve the problem
   They must
   - try out their plan and see if it works. If it does, they should work out the answer together. If it does not work, they have to go back to step 1 and try another plan. Give them enough time to work out the answer in their groups.
3. Report back
   They must finally
   - tell you and the class what they have found out. This can be done in various ways, for example, by one member of the group speaking or by the group drawing a picture or by encouraging them to ask further questions.

While the groups are working you should not just sit at your desk, but walk around and listen to the discussions in the groups. However, you should not interfere unless absolutely necessary.

It is important that the problems given are not too difficult for the majority of the class to do. If a learner loses confidence in her/his ability to do mathematics, it is difficult to revive it. Start with easy problems like the examples given.

Maths TP6: Using a Number Line for teaching mathematics in the early years
The number line is one of the most useful tools for developing early numeracy. It can be used for showing the number symbols, for ordering numbers, for teaching the four operations - addition, subtraction, multiplication and division, and later for more difficult work on number systems and work with decimals.

Number lines are easy to make, and you also need many different number lines. It is important that you should always remember to make the divisions between each number equal: the distances between 1 and 2 and between 2 and 3 and so on MUST be equal.

Here are some examples of the use of a number line in Primary 1.
Either
Make a large number line according to the numbers you are working with for the classroom wall and pin it up fairly low so that learners can reach it.
or
Make a large number line using masking tape according to the numbers you are working with and stick it on the classroom floor.

Use your number lines:
For recognition of the number symbols, ask the learners to come out and point to a symbol you have called out.

For ordering numbers, ask learners to come out and show you bigger numbers than the ones you have called out.

For addition, ask learners to come out and add numbers by starting at the first number in the sum and counting forward the second number either on the number line with their finger or on the floor by walking forward.

Maths TP7: Teaching through songs, competitions and games

In Uganda there are many songs and rhymes about numbers. These vary from district to district. You will know the ones for your district and some of your class may know others. Choose the relevant ones according to the number you are teaching and then sing it to the class, and ask how many know this song or rhyme. If a few know it, ask them to sing it to the others; and you can repeat it until every child knows it. In the first year songs and rhymes are very important. Learners enjoy singing and so you should repeat your songs in many lessons.

Competitions and games also help learners enjoy their mathematics. When using competitions and games, it is useful to have the learners in groups, either small ones or big- ones. This helps to ensure no child is too shy to participate. In the Teaching Procedures above, some games have been described but again there will be some others common in your district.

When playing a game or competition, it is important that all the learners understand the rules. Before you begin you must either demonstrate how this is done, or ask one group to do so. Games or competitions that can be played outside are always particularly popular.

4. TEACHING LITERACY

4.1 Rationale

4.1.1 What do we mean by Literacy?

Literacy used to have the narrow definition of 'knowing how to read'. In the Thematic Curriculum we define it in a much broader sense, that is 'the ability to identity, understand, interpret, create, communicate, use printed and written materials.'

Learners should be fully involved in a learning process that is intended to develop not only their ability to read, but also their cognitive and social abilities. This clearly implies integration with other content areas such as science, mathematics, social studies, life skills and values.

In addition, literacy includes developing a strong oral command of the language. Learners will only become fluent readers if they have first become fluent language users. Thus, the literacy strand includes developing effective communication in all its aspects. Thus, where a school uses English as the medium, learners will need to develop strong oral English BEFORE they can start learning to read in English.

'Reading readiness' is a well-known concept among those teaching young learners. It is also an important aspect of early literacy development. Thus, any literacy programme for learners includes activities that prepare them for reading. This means developing their ability to recognise and differentiate shapes, their ability to master pen control and to be able to conceptualise that print has meaning; and as well, developing their spoken language. Such activities continue throughout PI.

By using the thematic approach, literacy integrates different areas. Learners learn to read and write across the curriculum, so our interpretation of literacy has to include the ability to operate in different subject areas, e.g. sub-theme 4.1, 'Parts of the body'. Reading and writing, therefore, integrates elements of science, social studies, life skills and language.

In this curriculum, the literacy sequence is based on the development of specific competences. These are the building blocks, the mini-steps that must be achieved to enable learners to read and achieve wider literacy.

4.1.2 The Literacy strand

The language of instruction will be the language approved locally and will follow MoES's language policy. Under this policy a majority of learners will learn to read in their first language or in a language with which they are familiar. It is important that the language you use when talking in the classroom is also the language in which they learn to read. If some learners do not know this language well then you will need to spend more time on oral work, teaching them this language. The best way of learning at this age is through play, acting, singing songs and rhymes.

The Scope and Sequence and Schemes of Work Guidelines for this curriculum are given in English. However, if the equivalent word in the local language is complicated or not in common use, then use a different word. The Teacher's Resource Book will recommend where changes are necessary and also the order in which the letters are taught. Each letter should be introduced in the context of common words, preferably as the first letter of those words. Therefore, when adapting the literacy syllabus into the local language different letters and words will match the criteria listed below.

In some cases a particular letter may not exist in the local languages (e.g. 'h' does not exist in Luganda). In this case, the letter should be taught either at the end of PI or the beginning of P2 in preparation for writing and reading in English.

For the first 50-100 words, select those that:

- Are well known to the learners orally
- Are likely to be used frequently
- Relate to the theme and sub-theme
- Start with the letter being taught that week (Although this may not always be possible, try to select at least two of the words that illustrate the target letter.)
- Are phonically regular (most but not necessarily all the words presented)
- Are variable in length (Length is a factor in word recognition.)
- Represent concrete nouns that are easily pictured (for the first 20+ words) *or* represent actions that are easily mimed
- Are singular or uncountable if nouns and in the 'command' (or imperative) form if verbs

Note that different forms of the same word, e.g. plural forms and the most common prefixes in the case of verbs, will need to be introduced as soon as learners are familiar with 50+ reading words.

When selecting the letters, the following principles will need to be followed. You will usually be able to follow the same order as given in this guide:

- Use letters that can be illustrated to form the words known, especially initial letters
- Always introduce the letters in the context of words, never in isolation
- Group letters by their similar shapes or sounds wherever possible
- Present letters after practice with the similar patterns
- When presenting a letter for the first time, avoid presenting it together with others that are easily confused through reversal (d, p, b, g). (This will be done later, once the letters are known.)

Thus, the literacy strand covers all the above aspects of literacy, i.e. oral development, pre-reading and pre-writing, reading and writing. The literacy strand has been designed with the assumption that the child is learning in the first language or an area language with which the learner is familiar and this is the language in which they first acquire their literacy. If a learner does not have a good command of the language, or if he/she is using English medium for developing literacy, then extra oral work must be done before they can start any reading or writing activities. *(See section 4.1.2page 31)*

4.2 Sequencing the Reading and Writing Programme

The Scope and Sequence provides a careful sequencing of the literacy competences at a level where most learners should be able to acquire the basic skills of reading and writing. Some will acquire the skills more quickly, while a few will not be able to progress quickly enough. You will need to monitor progress so as to provide a challenge to those who learn quickly, but make sure that the slower learners continue to acquire literacy at their own 'pace. Do not let them fall too far behind. Do not be tempted to go at the speed of the fastest learners because this will mean that many of them will be left behind and may never be able to catch up. Below is an outline of the pace development of literacy in PI. It is followed by advice on how to carry out the various activities needed when developing literacy.

Orientation week: Incidental reading

Aim: Learners recognise their names on a label

In the orientation week learners are given their name tags. They are likely to start to recognise their names on the tags and the names of their friends. In the language of instruction (LoI) you may ask them,

"What is your name?'
'Show me your name?'
'What is your friend's name?'
'Show me her/his name.'

This is as far as you need to go. This establishes that the writing on the card has meaning.

Theme 1: Incidental reading
Aim: Learners recognise that printed labels have meaning

Learners become familiar with their names and their friends' names and with the look of 4-5 classroom labels. Thus they become aware that print has meaning.

Thus, in sub-theme 1.2, label 5-6 of the classroom objects in the LOI using flashcards, e.g. for English the words could be 'table', 'blackboard', 'door', 'window'. (The TRB will indicate which words to use for your LOI. They should be simple and regular.) Paste the word onto the object. Read the labels to the learners but do not ask them to repeat the words yet.

Theme 2: First sight words as labels for pictures
Aim: Learners become familiar with 4-6 words and can relate these to their pictures or objects. Sample activities:

- Learners draw a picture of their home. Show them the label: 'My home'.
- Put a selection of pictures on the wall and label them, e.g. put the label 'Abdi's home'.
- Walk round and label each child's picture. (If children are ready for writing they may copy the label.)

Learners draw pictures of animals or common landmarks near their home, for example, cat, dog, cow, sheep, mango tree. Show them the label for each of these words. Put the best pictures on the wall and label them. Keep to a maximum of 4-5 words. Write the labels/names on the learners' work. (In a large class this may take a long time. Get them to draw a second picture. You then walk round and label their pictures.)

At the end of Theme 2, see how many learners can match the names of animals on flashcards to their pictures. Get them to hold up their picture and name the animal. Then get them to pick up a flashcard with that word on it. (For how to present letters and words see TP 1.)

Theme 3: Additional sight words related to pictures / First introduction of letters
Aim: They become familiar with three or four letters, e.g. c, d
They can recognise and match 3-6 more words with their pictures or objects

Letters
Present the first two letters in sub-theme 3.1. Present two more letters in 3.2 and two more in 3.3. In each sub theme you should also revise the letters so far introduced. The letters chosen will depend on the language used for literacy and are given in your TRB.

Wherever possible the TRB will have chosen letters that are at the start of the names of animals already presented in Theme 2 or objects labelled in the classroom from Theme 1 that are phonically regular and simple. (For how to present new letters see TP2.)

NOTE: The letters specified in the Scope and Sequence and Schemes of Work Guidelines will not necessarily be the letters you want to use. Different languages may change the order of letters introduced. Letters should only be used if there are a reasonable number of relevant reading words. Therefore, always check the Teacher's Resource Book to see which letters should be introduced in each theme. Only if there is no guidance should you use the letters specified in the Scope and Sequence or Scheme of Work Guidelines.

'Reading words'
In 3.1, introduce the 4 family members as 'reading words' (two in each lesson), e.g. mother, father, child. The learners draw pictures of their family and you label the pictures. Learners then copy the labels.

In 3.2, introduce 3-4 activity verbs as whole words. Use the imperative form of the verb, i.e. the form you use for commands, e.g. 'Go', 'Come here', etc. Select words that include the letters you are presenting.

In 3.3, revise the words and letters introduced. In addition, present the labels from theme 1 that have been for incidental reading up to now, i.e. classroom objects, and match them with the objects. Revise

reading words from Themes 2 and 3.

Theme 4
Add three more letters in the same way. The selection of letters will depend on the language, as the letters should, if possible, be initial letters of reading words introduced.

Read, draw and label 4 or 5 parts of the body.
Read and draw 3 actions related to washing and hygiene.

By the end of Term 1 learners should have been presented with 20-30 reading words and should be able to recognise most of these words and match them with pictures. They should be able to label their own pictures with single words or phrases by copying these words; and they should be able to recognise their own names and the name of at least one friend.

They should be able to recognise and copy 4*-8 letters and relate these letters to initial sounds in known words and to their own names.

Themes 5-8
These themes continue with the development of word recognition skills and letter work. By the end of Term 2, majority of the children should be able to recognise 50-100 words and should be able to recognise and shape the letters of the alphabet.

By the end of Term 2 you will have presented all the letters of the alphabet for the first time. (Classes may omit the least common letters or any that are not used in your local language, e.g. 'h', 'x' or 'q'. These letters will be taught in English when they are needed.)

The learner will now have been presented with approximately 80 sight words. The average learner should be able to recognise at least half of these. He/she will also be able to recognise 5-10 function words within the context of a short sentence. (Function words are small common words that provide grammatical support, e.g. in English 'the' and 'is'.) They will be able to copy short words when labelling pictures with varying degrees of neatness, but at least at a level where the word is recognisable. The first short sentences are introduced at the end of Term 2.

Themes 9-12
The reading and writing work will now include reading and forming short sentences, commands and writing words from memory rather than always copying. Most learners will be able to recognise between 100 and 150 words and write short sentences that describe a picture. They will also be able to recognise simple function words and/or parts of words that carry these functions in word building exercises.

Themes 9.1 and 9.2
At the beginning of Term 3, no new reading words should not introduced, but already learnt words should be recycled by using them in short sentences with an increasing range of function words.

4.3 Grammatical Awareness

In any language many of the most common nouns and verbs change according to the grammatical function. In local languages in particular, the words may change at the beginning by the use of markers to indicate tense or plural forms. This can be a problem for learners when they first start to read because the initial letter is often the first clue learners use when decoding a word. Therefore, it is important that learners recognise the different ways words change. For this reason, from Theme 7 onwards, the reading programme includes a number of grammatical features, e.g.:

- In Theme 7 learners learn to recognise the singular and plural forms of the same word.
- In Theme 8 they learn to recognise how words change when possession is indicated.

In your Teacher's Resource Book, look at the table that summarises the sequence in which you present words and parts of words. This table indicates when learners can start reading verbs in the past or present tense, and when learners can start to read the plural forms of the words. The table also shows how the grammatical markers are presented within the reading programme. Obviously,

different languages use different systems. Thus, this table is general. The Teacher's Resource Book for your language will specify how the grammatical markers are sequenced for your language. Remember, at this point in the programme the aim is to help learners to recognise and write words. It is not intended to 'teach the grammar' of your language.

That will come when the learners are older and within a local language syllabus. It does, however, mean that you should not present syllables in isolation but show how they carry meaning such as in a plural prefix.

4.4 Literacy in PI

4.4.1 Approaches to reading and writing

Learning to read printed material is a combination of many factors including social factors, psychological readiness, and physical readiness including motor mechanical skills. In addition, different learners will learn to read in different ways and at different speeds unrelated to ability. This means that, you will need to use a variety of approaches when teaching. You can base the content of the reading lessons on:

- the theme (i.e. select vocabulary related to the theme)
- the learner's own interests and experiences

Thus the learner needs to read and write about things familiar to him/her such as his/her home, his/her picture and friend etc.

Fortunately most local languages are phonically regular. This means that the sounds of the letters remain the same wherever they are used (unlike English). Thus, the phonic and syllabic approach can be easily mixed with the whole word approach, provided the learner has learnt enough whole words for the letters and syllables to have meaning.

The most important factor is to make sure that everything the learner learns is in a meaningful context. Thus, a learner can memorise and recognise a letter if it is in a meaningful word and the learner can best recognise a word when it is related to a picture, an object or in a meaningful sentence. Avoid teaching letters in isolation. Therefore:

- Teach letters and their sounds in the context of words the learners know. They should be drawn from meaningful situations and interesting or relevant words that they already know, that is, word labels, learners' names, animals' food etc. For example, present the sounds **'taa'**, or **'maa'** in the words they already know such as taataa or maamaa, and in learners' names such as Maria or Tania.
- Similarly, present syllables within the context of known words. Special emphasis should be given to syllables that carry a change of tense or other grammatical meaning.
- New reading vocabulary can be recognised more easily when related to interesting or familiar pictures or objects. They are also better placed within short sentences.
- Use a lot of stories. Read stories to the learners that they enjoy. This will mean they understand that print has meaning and that books contain stories. This will also motivate them to read. You may take words from the stories for them to recognise.
- Make use of words that rhyme and words that begin with the same sounds/letters.

Learners do not need to learn all the letters at once in order to read. Teach them to read words and sentences at the same time as you teach them the letters. When you teach a 'new' letter, let them look for words they can already read that contain that letter.

Alphabetic order is not important at this stage, but parents often like their children to know the alphabet and it is not difficult for them to learn it. Therefore, teach the alphabet as a game, but do not worry if many learners cannot remember it immediately. They will still be able to read some words.

Although reading and writing is an extremely important focus, the literacy strand in lower primary also includes a large amount of oral work. This approach to literacy is based on a belief that young learners should be fully conversant with the linguistic heritage of their own language and culture in order to be able to communicate orally as well as read and write with success.

Oral work helps not only to build knowledge of sounds, vocabulary and structures, but is also vital in

helping learners develop confidence in using language among their peers and among adults. This in turn will help to develop many of the target life skills.

4.4.2 The Literacy Hour

Every day there should be at least one hour in which the class practises reading and writing. The thematic curriculum allocates two literacy lessons each day - Literacy I and Literacy II. The first half-hour focuses on reading with presentation, practice, pre-reading activities and an emphasis on the sight words. The second half-hour focuses on pre-writing activities, drawing, labelling and developing handwriting. Activities such as letter work, reading and labelling as well as many of the pre- reading/writing activities obviously serve both reading and writing; and therefore, should usually come towards the end of the reading for half an hour and then continued into the writing for another half an hour. Note that the last 20 minutes of the literacy hour should be handwriting or pattern practice.

As this is individual work, one would expect to see a lot of work in the learners' exercise books by the end of the term. Inspectors and trainers are likely to want to look at the learners' books to see their progress. Make sure that the learners are writing by themselves and that you regularly check their work.

A typical literacy hour in PI will consist of:

1. Reading a short story from the Teacher's Resource Book (TRB) or from the teacher's own collection of stories (or learners talk about a wallchart).
2. Discussion of story and presentation of three reading words from the story (or wallchart).
3. Learners revise the known sight words from last three lessons using flash cards in their groups
4. Learners draw a picture related to the story (or wall chart).
5. Learners are guided to write a label for their picture using the words practiced.
6. Teacher presents one letter that has been seen as an initial letter in several sight words. Learners identify, sound out and then make the shape of the letter in the air and on the ground.
7. Handwriting practice: learners copy the letter in their exercise books and then practise copying the new letter, the letter from yesterday and words with that letter in it.

A model for a typical literacy hour is provided below. This is only one possible way of organising the one literacy hour. If you find that learners are learning read and write, you may want to modify the timetable.

		Opportunities for listening and speaking	**Opportunities for**	**Opportunities for**
10 mins	Whole class presentation	Oral presentation, story-telling	Presentation of new language on flash cards or chart	None - or write answers on slates
10 mins	Pair or group work	Group discussion, speaking	Shared reading, reading to group, match flash cards, share in decoding, sharing response	Group organisation of ideas, agree what to write, make lists
10 mins(25)	Individual work	Limited (asking questions)	Silent reading and decoding, responding	High frequency copying, writing answers, drawing, etc
5 mins	Whole class	Reporting back		
25 mins(10)	Pre-writing and writing			Handwriting

Mark drawings and handwriting in exercise books while the learners continue to practise copying exercises.

4.4.3 Sequence of patterns

Appendix 4 includes a suggested sequence for practising patterns. The TRB contains the suggested sequence for the introduction of individual letters. When selecting patterns and letters, the following should be the criteria for selection:

- Patterns should develop from the simple to more complex
- Patterns should form the basis for letter shapes
- Where a class has many learners who have attended pre-school, the patterns and pictures for Themes 1 and 2 may be introduced earlier.
- The Scheme of Work and the Lesson Plan Guidelines specify when a pattern can be introduced. The teacher must plan the Schemes of Work and continued revision of both the patterns and the letters once they have been introduced.
- Letters should not be introduced in isolation. Therefore, learners must have read and be able to recognise words and phrases using that letter (preferably as an initial letter) before the letter is taught.
- Do not introduce letters that can be confused in the same week. Therefore, introduce p, b, d, g in different weeks.

4.5 Teaching Procedures (TPs) for Literacy

Literacy TP1: Pre-writing exercises

In order to develop good writing skills, learners need to learn the basics of eye-hand coordination and the ability to control the writing instrument. The literacy curriculum therefore begins with several weeks of pre-writing exercises. These are taught in the second part of each Literacy Hour.

There is a range of pre-writing activities in the literacy strand, including scribbling, shading, tracing, drawing, and colouring. They provide the learner with the opportunity to develop increasing control over his/her pencil and his/her awareness of different shapes. The most important thing is to make sure that all the children practise this. The following typical steps will vary according to the type of activity:

On the chalkboard

Demonstrate the activity on the chalkboard, e.g. draw a shape and shade it. Do the activity with enjoyment and emphasise how you are being accurate.

In the air

If relevant, demonstrate the activity in the air. Get the learners to do the same. However, writing in the air has limited value since it is difficult for you to check what learners are doing, especially if it is in reverse to you. 'Writing' with a finger on the surface of the desk or paper is an alternative activity.

On slates

Learners do the same activity on their slates and then show the teacher or, in a large class, their group leader.

In exercise books or on spare paper

Learners then carry out the activity in their own exercise books or on any scrap paper or newsprint.

Evaluation

As a teacher, evaluate the learners' progress and decide which of them need more pre-writing activities at this level.

As the first term progresses the learners should move from free scribbling with no guidance from the teacher to much more controlled shading within a specific area or shape and thus getting increasing control. They then move on to drawing shapes and colouring. Guide them on the following:

- The way they sit. (This will vary according to whether or not learners have desks and chairs. If they have benches but no desks let them kneel on the floor and use their benches to write on. If some learners have desks or benches and others have to sit on the floor then make sure you change seating so that during the week every one gets the opportunity to write or scribble using a desk or bench.)
- Accuracy of the shading and drawing
- The way to hold their pencil or chalk

Literacy TP2: Pre-reading exercises

There are a variety of these including a number of matching exercises that develop the learner's ability to recognise differences in shapes and recognise the significance of direction. This is to prepare them to recognise small differences in the shapes of words and letters and to be aware of which direction words and letters face. The activities include: matching the same shapes, spotting the 'odd one out', describing pictures and shapes. The most important thing is to make sure that learners do the exercises themselves. Don't do the exercises for them.

Step 1 **Present and explain the activity carefully.** (You may have to write the exercises on the chalkboard or on manilla paper.).
Step 2 **Demonstrate:** With the class discuss one of the exercises as an example and answer it on the chalkboard so that every child understands what to do.
Step 3 **Individual work:** Learners complete the activity on their own.
Step 4 **Group or pair work:** Learners compare each other's answers.
Step 5 **Evaluation:** Evaluate how well learners have done and whether they need more practice with these pre-reading activities.

Literacy TP3: Developing oral skills

Activities that are designed to develop oral language are also pre-reading activities. They also develop the child's general language ability. These activities include songs, rhymes, games, listening to and telling stories. As such, there are many ways of conducting these activities. Therefore, the stages below are just guides and will need to be varied according to the activity and ability of the learners.

Telling stories (from own experience or the Teacher's Resource Book) e.g.

Step 1 Introduce the story by talking about and asking questions about the context. Explain any words or concepts in the story that might hinder understanding, e.g. 'Have you ever seen a ...?' 'Do you know what happens when ...?'
Step 2 Tell part of the story to the learners.
Step 3 Review the story so far by
- asking questions to see if they have understood
- asking what they think about the people in the story
- asking what they think will happen next
- drawing any relevant pictures or showing any relevant visual aids

Step 4 Narrate the rest of the story
Step 5 Review the whole story by asking similar questions as in step 3 and getting learners to discuss the people and events in the story
Step 6 Follow up activities. These can include:
- drawing a picture to illustrate the story
- role playing or acting out the story
- retelling the story in groups

You can use the same story several times, over a period of weeks. Then learners can start to tell you what is coming next. You could even write some of the words on the chalkboard and they can start to guess what the words are. In repeated readings you can stop before a word and ask learners to say the word with you.

When you read a story to the learners make sure that:
- Everyone can hear clearly. Get them to sit close to you.
- You speak slowly but naturally and pause regularly
- Whenever possible you use picture support or use actions
- You vary your voice and use different voices to show when different people are speaking
- Where possible, you act out the different parts.

Using Big Books or Poster Stories

Make 'big books' or series of pictures that tell a story or describe something, and that are large enough for all the class to see as you tell the story. They are both very good ways of introducing children to reading. Your first 'big book' may be one that tells a story without words. Then you will move to big books or poster stories with words. The procedure remains similar and is similar to the procedure used for telling stories but, as you

tell the story, point to the picture and do the actions of people or objects as you talk about them. This is often the best way of using a 'big book' for the first time as the emphasis is on the story. As learners become more confident, point to the words on the page while you are reading.

However, if you want to get more learner involvement, you can use the following steps:

Step 1 **Introduce** the story in the same way by talking about the context.
Explain any words or concepts in the story that might hinder understanding e.g.
'Have you ever seen a…?'
'Do you know what happens when ... ?'

Step 2 **Show** the learners the first picture. Get them to describe 'the picture and ask questions about it.

Step 3 **Tell** part of the story that relates to the picture, pointing to people, objects or actions as you describe them or read the words while you point to each word.)

Step 4 **Ask** learners what might happen next.

Step 5 Turn to the next page and follow the same procedure

Step 6 **Review** the story after several pages by
- asking questions to see if they have understood
- asking what they think about the people in the story
- asking what they think will happen next
- drawing any relevant pictures or show any relevant visual aids

Step 7 **Continue** a page at a time.

Step 8 **Review** the whole story by asking similar questions as in "step 6 and get learners to discuss the people and events in the story.

Step 9 **Follow-up** activities. These can include:
- drawing a picture to illustrate the story
- role play or acting out the story
- re-telling the story in groups

Step 10 **Organising the class**
Wherever possible you need the learners to come close enough so that they can see both the pictures and the words in the big books. This may mean that you will need to get them to sit on the floor around you rather than in their seats. In a large class you will need to use group work. One group will read the big book with you while other groups are doing something else, e.g. handwriting practice. You will then rotate the groups. Section 2.2.4(b) above, on managing large classes, includes suggestions.

Reading pictures

You can use pictures in the same way as you would use a poster or a large story book. If the teacher's guide refers to 'reading pictures', it is intended that, you fully exploit the picture with the class. If it is a series of pictures or a picture book, you can ask the learners to try and work out the story.

If it is a single picture, you could ask the learners to
- Name everything they can see in the picture
- Describe the picture
- Tell a possible story about the people in the picture.
- Describe the emotions of the people or animals in the picture
- Say what they like about the picture
- Say what they think will happen next, or what they think has just happened.

Using songs and rhymes

Every teacher has his/her own way of using songs and rhymes in PI. Make sure you vary your procedures in the teaching of literacy.

For example:
- Tell the background meaning of the song/rhyme.
- You may show picture(s)/illustrations of the song/rhyme.
- Teach the song/rhyme by rote method.
- Learners answer questions about the song/rhyme. Or they can say selected words, names, phrases or lines.

Songs should be short and precise. Songs and rhymes can be used to:

- introduce lessons, but they *must* be in context
- present new content
- consolidate the concept already learnt as you conclude the lesson

Literacy TP4: Presenting sight words using flashcards

This is one of the most common procedures during PI-2. Flashcards help to develop the ability to recognise letters and whole words. This approach is sometimes called the 'whole word / whole sentence' approach — using flashcards with complete or whole words helps learners to develop rapid recognition skills of whole words. Learners' initial reading development is built up through the use of these cards. Your school may have bought some flashcards and matching pictures but you will certainly also need to make your own words and pictures. You, the teacher, should have large flashcards and, if possible, the learners should have their own smaller sized flashcards to play with. They will use these in their groups and:

- match the words to pictures they draw
- form simple sentences
- label their pictures
- hold up a word when you call out that word
- play reading games to practice and consolidate learned vocabulary

Make sure the print on the cards is clear and the letters match the recommended script. Below is a standard procedure. You may want to vary it but make sure the principal activities remain.

1. **Revise orally** the words to be read.
2. **Revise words** already presented during the previous few lessons.
   Hold up the word — learners match it to the object or draw the picture.
3. **Present the new words,** at least two at any one time.
   - Hold the word up and read it aloud.
   - Then put the word next to the object or picture for that word
   - Tell learners to find the same word in their bank of words
4. **Match word to word.** Hold the word and tell learners to find the same word in their bank of word cards (if they have a bank).
5. **Match words to pictures or objects.**
   Get learners to put the words next to the pictures or objects. They should do this without saying the word. The rest of the class can then say if they are correct.
6. **Identify specific letters in the words.**
   Identify the initial and last letters of the words if these letters have already been introduced during the letter work. Towards the end of Term 2 you can also start to get learners to identify other letters in the words.
7. **Reading in groups.** Get learners to work in groups and
   - match the word cards to their pictures (if they have these)
   - draw pictures and label them by copying these words
   - at a later stage put these new reading words into sentences.
8. Revise a set of reading words recently taught as a whole class or group exercise.

Literacy TP5: Teaching learners the- letters

Example:

To present the letter 'd' (always teach one letter at a time):

1. **Revise words or sentences** using that letter, e.g: practise matching words starting with 'd' using pictures of the objects.
   Show the learners flashcards with the words, e.g. dog, donkey, door
   Show the learners the pictures of a dog, a donkey, a
   door. Ask the learners to point to the word.
   Then hold up a word and the learners point to the picture or object.

2. **Identify** letter 'd' in the known words.
   Then tell them to look at the first letter of these words.
   Ask the learners if they can find this letter in their own name or their friend's name.
   Show them the letter on the letter card.
   Ask them if they can see the letter in any other words.
3. **Get the learner to repeat the sound** of the letter as you show the letter.
4. **Write the letter in the air.** Then get the learners to write the letter in the air.

You will initially present the lower case letters (i.e. small letters which are descending, ascending and natural, i.e. not capital letters). Learners will have read some upper case letters (capital letters) when reading their names but this should not be a teaching point until all the lower case letters are familiar. Then, as the lower case letters are revised in the third term, children will practise writing the upper case letters as well.

5. **Draw the letter on the chalkboard.**
   Use lines similar to those in their exercise books.
   These lines should be drawn on the chalkboard before any lesson.
   Demonstrate as you draw the letter how to use the lines.
6. Learners draw it on their slates.
7. Finally they **draw a picture** of anything starting with this letter and then copy the letter many times under the picture.

Literacy TP6: Improving children's handwriting

Several procedures have already been described for developing handwriting. These include:

- pre-writing activities (see Literacy TP1)
- presenting individual letters (Literacy TP5)

However, you also need to make sure learners spend a lot of time just practising their handwriting. In the early stages this will be a matter of labelling pictures neatly and copying letters and simple words several times. As the learners learn to read and write more you will ask them to copy sentences and shorter texts as well. In all cases try to follow these procedures:

1. **Understanding:** Present the new text, letter or word and make sure learners understand the meaning.
2. **Context:** Present the text or word in a context such as a picture, action or, if a letter, in a word.
3. **Practise in the air:** If appropriate, you and then, the children can practise writing short words or letters in the air.
4. **Practise on slates:** Learners then practise writing the words or letters on slates. When they have written the word they hold up the slate so that you can see and correct any mistakes.
5. **Practise in their exercise books:** Learners then need to write the words, letters or text in their exercise books. They will need to do this several times as this is where 'practice leads to improvement'. As they do so, walk round, looking at their work and;
   - check the accuracy of their words and letters
   - make sure they are leaving spaces between words
   - make sure they are writing correctly on the guidelines
   - make sure they are sitting properly and holding their pencils properly.

Ideally, you should use exercise books that are designed for early handwriting. These have guidelines to show where the top and bottom of letters go. However, if you do not have these books you can still show learners how to use the lines in an ordinary book. Draw these lines on the chalkboard when you demonstrate how to write a letter or word. Also always demonstrate how to space words.

You should try to spend some time every few weeks with each learner, reading one-to-one, so that you can observe their progress. This will also enable you to be able to make a fair assessment of their competence for the purposes of completing their assessment record. You should ask them to read, but help them as they do so. In a one-to-one reading activity you are not attempting to put them in a 'test' situation, you are trying to help them to read. This may be the only opportunity that the learner has to show what he/she can do, so you should be careful that the learner understands that you are reading with him/her in order to help him/her, not in order to test him/her.

4.6 Story time

In addition to the opportunities for reading to children during the literacy hour, the Thematic Curriculum also provides two periods per week for story time. The story time period is called News/Story Time, but you are free to concentrate on either news or stories. In these periods you can read a story to learners, tell a story from your own experience or invite a local story-teller to come to the school. You can also focus on other important linguistic elements of your local culture such as rhymes, similes, proverbs etc. The purpose of the Story Time periods is to allow for extended work on your local linguistic heritage.

You can use a similar teaching procedure to the one outlined for stories above (TP3). However, the longer time available in the story time period provides an opportunity for children to get used to listening for extended periods of time and to begin to appreciate the art of story-making including plot, atmosphere, characterisation and dialogue. Try to find some published examples of longer stories in your local language, so that children begin to realise that imaginative and stimulating stories can be found in printed books. The more the learners are motivated to want to access such texts by reading them for themselves in the future, the faster they will learn to read.

5.0 TEACHING ENGLISH

5.1 Rationale

English is the official language and remains the crucial language for learners' future. Irrespective of the language in which they first learn, learners will need to be literate in English by the end of P3 or at the latest by the middle of P4. All their future studies will be in English and English will provide them with access to jobs and social interaction outside their immediate language group. Therefore, English, and especially literacy in English, continues to be the most important predictor of a learner's future success in school and work after school. In fact the primary reason for developing learners' literacy in the first language rather than in English is the belief that learners who can read in their first language will learn faster and be more efficient readers in English once they have learned the language orally than those who only learn to read through English, a language they hardly know.

5.2. Sequencing the skills

The English syllabus in PI is designed to develop the learners' speaking and listening skills in English. Learners are expected to develop their oral English vocabulary quickly, but they are not all expected to learn any reading or writing in English until they can read and write in their first or a familiar language, i.e. in P2. The vocabulary they learn is based on the simplest vocabulary items that naturally occur within the themes. The structures they learn have been carefully graded and kept to the simplest forms. Thus, they learn to use the present tense and a range of simple structures for asking questions, responding to simple commands, giving instructions, describing and talking about day-to-day life.

Thus, as a first stage in developing their English learners should, by the end of PI:

- Be literate in their first language
- Have a good oral and basic signs of vocabulary of common English words within the different themes they have studied.
- Be able to use a variety of basic structures related to the present and to instructions and descriptions.
- Be able to understand simple English and form simple sentences related to the thematic areas.
- Be able to greet, talk about signs themselves, ask questions etc

If learners acquire all the above, because both languages (English and the language of instruction) use the same letters and have similar sound patterns and sign patterns, it should be easy for the learner to learn to read and write in English in P2-3.

5.3. Teaching English in PI

Note that the English strand follows the thematic arrangement in the same way as the other strands. However, it being a new language, the learner will not be able to learn nearly as much or in the same depth as in the first language. By the end of PI their active English vocabulary should be approximately 200 words. Majority of the English lessons should be singing songs, reciting simple rhymes, playing games and acting situational games in a way that is enjoyable. Learners should be helped to see English as fun so that they get a positive attitude to the language and learn that it is not 'difficult'. The methodology to be used should encourage a lot of revision and repetition of vocabulary items.

This repetition will come in the form of games, songs, short dialogues and listening to the teacher and other learners using English language terms. In addition, much of the vocabulary will be based on concrete objects that are easy to visualise. It will also include a number of simple set phrases including greetings, farewells and a range of polite language expressions. Do not attempt to explain any of the English grammar at this stage. The learners learn by listening and observing and doing. They should understand the meaning through observation, illustrations and the context of the language items.

As many learners will only hear or observe English language and signs in the English lesson, it is important that they are exposed to a lot of English. Therefore, avoid using the local language and local signs in the English lesson.

Try to use English early in the year for all the common phrases that are used in the classroom for praising, giving commands etc. Thus, words like, 'good', well done', 'come here', and 'sit down' should all be in English so that learners learn them quickly and naturally from the context and through natural repetition.

5.4. Teaching Procedures (TPs) for English

The following are teaching procedures that you will need to use regularly in the English lessons. They are referred to in the Lesson Plan Guidelines that follow. We recommend that you try to follow these procedures, but vary them when you think it is necessary.

English TP1: Presenting new vocabulary

The new vocabulary is specified in the Schemes of Work Guidelines and Lesson Plan Guidelines. You may wish to add some words of specific interest to the learners related to their local culture, e.g. when learning names of foods you can add the word for their most popular food.

Avoid teaching more than five new or sign words in a lesson and always revise the previous vocabulary in the lessons that follow. It is often only after five or six lessons using the same word that learners will permanently remember it with its meaning. Thus, any word needs to be revised at least five times.

When teaching new words you need to illustrate the meaning through one of the following ways:

- the real object
- by acting or miming
- by drawing or using pictures, and signs.

We recommend that you use the following standard procedure:

Step 1 **Revise** any words they know that are related, and the structure that you will need to use with the new word (e.g. if you are to teach 'window' then revise 'door', 'wall', 'chalkboard' and revise the structure, 'What is that?' 'It's a door'.)

Step 2 **Present** the word or words with the meaning.
Hold up the object and say / sign the word several times.

Step 3 **The class repeats** the word several times as you point to the object, picture or carry out the action. They can repeat as a whole class, then in groups and individually.

Step 4 **Use in a sentence,** saying for instance, 'That is a window', or Where is the window?' The class repeat.

Step 5 **Learners practise** the meaning, mixing the new word with other words they know, e.g. 'Show me the door.' 'Show me the window.' 'Show me the wall.'

Step 6 **Practise in a structure,** e.g. a question and answer or similar exchange:
'What's this?"It's a ...'
This should be practised in pairs.

Step 7 **Extension activity,** e.g.: drawing a picture, playing a game where they need the new vocabulary, for learners with mental retardation, shade a picture.

Then in future lessons, more revision should be done. The Lesson Plan Guidelines may not always remind you which words to revise so you will need to remember to do this.

English TP2: Presenting new structures

You will need to follow a very similar pattern to that for new vocabulary. However, you cannot isolate the structure in the way you can for a word. Generally, you will teach new vocabulary in one lesson and a new structure in a different lesson. In general, try to avoid teaching new vocabulary and new structures in the same lesson. Follow the principle that "Teach new vocabulary using known structures,

and new structures using known vocabulary".

Thus:

Step 1 **Revise** any vocabulary you will need and any related structure they know.
Step 2 **Present** the new structure using known vocabulary and illustrate the meaning by miming or through a context.
Step 3 **Learners repeat** the new structure. (Make sure correct pronunciation or sign is used.)
Step 4 **Put the structure into an exchange,** e.g. question/ answer
Step 5 **Learners practise** the exchange in pairs and groups through game or rhyme.
Step 6 **Use an extension** activity, e.g. using the new structure when describing a picture they drew or using a dialogue.

English TP3: Using short dialogues

Short dialogues will usually develop out of the presentation or revision of new structures, e.g. a couple of questions and answers. Make sure the answers are natural, and true, e.g.:

Learner A: Who cooks at home?
Learner B: My sister/brother cooks... Who cooks at home?
Learner A: My mother/father cooks …

Step 1 **Revise the structures** and vocabulary to be used. Make sure everyone understands the meaning.
Step 2 **Whole class repeats** after the teacher several times.
Step **Divide the class into half,** or use two groups: they chorus in turns, with each half playing one part.
Step 4 **In pairs,** the whole class practises the exchange. Or make it a chain drill.
Step 5 **One or two pairs** demonstrate to the rest of the class.

English TP4: Using Pictures and Wall charts

A: Learners drawing pictures

As the first year of English is all oral or signs (for those with hearing impairment) learners will do quite a lot of drawing. They will draw the objects and actions they are learning. Once the learners have completed some drawings, the teacher can use the drawings for further practice and as teaching aids. Thus a procedure can be:

Step 1 Learners learn some vocabulary items.
Step 2 Learners draw these items (learners with mental retardation, some shade and those with visual impairment will manipulate objects)

Step 3 As a whole class, ask one or two children about their drawings: What is that?' 'It's a ...' 'How many arc they?'
Or 'What is this?' 'This is my house. It is small.'
Step 4 Then learners work either in pairs or in groups and show each other their drawings.
Step 5 Pairs or groups ask and answer questions about their drawings or they describe their drawings to the rest of the group (or their partner) using simple English phrases they have learnt.
Step 6 In groups they decide which picture they want to display to the class. The learners with Visual Impairment describe objects
Step 7 Each group presents one picture to the class.

B: Using prepared pictures, books and posters
You can also use the wall charts and pictures that you used in the literacy strand. This time you will use them in English. The pictures can be used to present vocabulary TP4 or to tell simple stories or descriptions (see TP3).

English TP5: Teaching through songs
In the first year songs are very important. They provide a lot of enjoyable repetition of both vocabulary and structures and give good practice in pronunciation & signs. Learners do not need to understand all the words in a song, as long as they understand the general meaning. At this age learners learn songs mainly by rote, so they need a lot of repetition and time to memorise. However, they are also at an age when they enjoy repetition and enjoy learning things by heart as long as this is done in fun. The recommended procedure is:

Step 1 Introduce the song by giving a brief background to it. Present or revise any key vocabulary that is essential to the song. Do not, however, try and teach every word. At this stage 2-3 words are enough.
Step 2 Sing the whole song to the class.
Step 3 Hum the tune of the first line or two lines with the class. They should join in.
NB: If teaching learners with Mental Retardation (MR), use name of songs, rhymes, games, role-play and acting with real objects.
Step 4 Sing the first line of the song. Perform any relevant actions.
Step 5 Learners repeat the first line and sing it with you, as a class or group by group.
Step 6 Do the same for the remaining lines in the first verse (4 lines maximum).
Step 7 Sing the first verse with the class several times. Use actions as you sing, if relevant.
Step 8 Get half the class to sing the first line and the other half to sing the second line, and so on. (You may use groups rather than half the class.)
Step 9 Sing the whole song again.
Repeat the song in lots of other lessons

English TP6: Teaching through games
Step 1 Teach or revise any new words they will need in the game.
Step 2 Give the instructions in English.
Step 3 Get one group or one pair to demonstrate the game to the whole class.
Step 4 Once everyone understands the game, let all the groups play it. If necessary, take the learners outside so that they have more space and can make more noise.

English TP7: Role-play and acting
During the first year, use the same procedures as for dialogue (English TP3). When the learners have learnt more English you will be able to use a freer approach to acting and role-play. Note: teach speech exercises to revise intonation, pronunciation and word stress.

6. TEACHING CREATIVE PERFORMING ARTS

6.1. Rationale

The Creative Performing Arts lessons are an opportunity to introduce elements of local culture. This learning area includes music and Art and Crafts. The Art and Craft lessons should be taught as much as possible in double lessons so that learners have a chance to develop and practise their ideas and then to clear up any materials they have used. There should always be time for learners to talk about what they have made.

The Lesson Plan Guidelines for Creative Performing Arts indicate one lesson for each day. However, you will need to organise the content and competences of these lessons so that the Art and Crafts lessons are combined in a double lesson, while the Music and Drama lessons will take place over three single lessons according to your school's timetable. Thus, Creative Performing Arts has five lessons per week, and are as follows:

- Music and Drama: 3 lessons
- Art and Crafts: 2 lessons

6.2. Music

The Music component includes Dance and Drama. It is an important way of developing the following in learners:

- Inculcating moral, ethical and spiritual values
- Developing self-discipline, integrity, tolerance and human fellowship
- Developing fluency, confidence, creativity
- Contributing to their physical development
- Developing a sense of rhythm and time

There are four key areas to be considered in the PI Music strand:

- Listening
- Instrumental work
- Singing
- Movement / dance
- Drama

You should make the music lessons as stimulating as possible so that children develop a love of music. Do not try to do too much in a lesson — give the learners time to express themselves.

Try to include other resource people in the lessons to bring other experiences and skills in addition to yours. These may include fellow teachers or other community members.

Ensure that learners sing in unison. However, their movements may be either free or controlled. Make clear what you want them to do. Learners may even sing their own songs. All songs should be simple and short and may include:

- Poems and rhymes (set to music)
- Simple traditional songs about creatures (e.g. insects, birds, other animals)
- Play and counting songs
- Simple action songs about agricultural activities, etc
- Simple religious songs
- Songs for different occasions, e.g. morning, evening, thanksgiving, grace before meals, festivals, greeting, lullabies

You may also do other activities such as role play, dramatisation, instrumental work (making and playing simple percussion instruments), reciting poems and rhymes.

Music should also be integrated with other strands of the curriculum such as mathematics, literacy and English.

6.2.1 Materials

Make instruments from the environment around you including: sticks, seed pods, drums, gourd rattles, wood blocks, reed rattles, bamboo stamps, gongs, rhythm sticks, bean sacks, wrist bells, ankle bells, flutes. At least two types of musical instruments should be used in a lesson. Guide the learners how to make simple percussion instruments. (Make sure each child has an instrument.)

6.2.2 Assessment

You should assess the following competences:

- Practical and social skills
  - Listening
  - Singing
  - Movement/dancing
  - Making and playing instruments
  - Acting and miming
  - Service and leadership
- Knowledge
  - Observation
  - Discussion with individuals or groups
- Attitudes and appreciation
  - Interest and enthusiasm
  - Participation and effort
  - Creativity

6.2.3 Teaching procedures

Singing

Singing for lower primary is by rote method. This can be done as follows:

Step 1 Tell a story or give the background of the song you are going to teach. You can also use pictures related to the song or you may recite the song in the form of a rhyme after you have gone through the background of the new song.

Step 2 Let learners listen to you as you sing the song.

Step 3 Repeat the song as many times as possible while learners listen. Encourage them to sing along with you when you feel they can. Learners repeat after you, line by line.

Step 5 Let learners sing with you from the beginning to the end. (You will need to identify difficult words or parts and repeat them so that learners can say them and sing them appropriately.)

Step 6 Ask learners to sing along with you. You will need to withdraw from the singing as learners sing with confidence and self-esteem.

Step 7 If you plan to accompany the song with instruments, allow children to play them. Demonstrate the use of the instruments, but then learners can play freely. End the lesson by learners answering questions about the song. They may also sing as a group, in pairs and individually. They can also say what they have learned from the song.

Note:

- Always give a brief background / meaning of the song / rhyme.
- As learners listen to the song or rhyme, you may present it in the best way, e.g: actions, drama, mood, etc.
- If the song has a chorus it is advisable for the children to learn to sing the chorus first. The verse can be sung by you while the learners sing the chorus.
- The verses may be taught in a different lesson if the song is long.

6.3. Movement / Dance

This aspect should be handled with a variety of movements to motivate the learners. It can be of interest to the young ones as they develop their motor skills through fun.

Dance may consist of free, guided or controlled movement. Free movement is often more appropriate to learners because they have not yet developed coordination or rhythm.

6.3.1. Free movement

In this activity, music is played or a song is sung and individuals dance freely, allowing learners to dance from their natural abilities. It can also include clapping of hands and stamping the feet.

6.3.2. Guided movement

This is relatively free but with simple movements that the learners do uniformly.

Steps

- Ask learners to show others the movements they know and like.
- Arrange them in such a way that they all can see you demonstrate.
- Introduce the new movements one at a time.
- Learners watch you as you demonstrate.
- Ask them to imitate you step by step. Don't move to the next step before mastering the first.
- Guide them to follow in the right direction, e.g. right, left, up, down etc.
- Call upon learners, one at a time or group by group to come forward and imitate you. Make sure all are involved.
- Use one or two learners who have mastered the movements to demonstrate to the whole class.
- Let the whole class get involved to the end.
- Reward them with praise
- Allow other children to correct one another

6.3.3. Controlled movement

This has agreed movements. It usually refers to the traditional folk dances of a region. They can be done by at least term 3 when learners have developed skills of rhythm and body coordination.

The following are examples of the dances from different regions:

Bakisimba	- Buganda	Ntogoro	- Bunyoro/Tooro
Kosiyo/Ajore	- Jopodhola	Tameneibuga	- Busoga
Larakaraka	- Acoli	Amasinduka	- Bukonzo

6.3.4. Creative dance

At this stage, the children may have to learn a dance designed after a given theme or topic with rhythm and melody for accompaniment. It may or may not have verses or stanzas but at least have a variety of movements to bring out given messages of a theme e.g:

- Theme: Universal Primary Education
- Message:
  - Background of UPE
  - What happened before UPE?
  - How is UPE designed?
  - Its objectives
  - Its advantages
  - How has Uganda benefitted?
- Each of the above can be presented using actions and movements
- It should not be too long which could tire the learners.
- Design different costumes to depict the various characters and messages clearly to the viewers.

6.4. Listening

All learners are expected to develop the skill of listening. With listening competence an individual can successfully perform other aspects of music like instrumental work, singing and dancing. It is one aspect that easily integrates into the others, i.e. when teaching a lesson 2-3 aspects come up even though one is the major aspect for that lesson.

Other activities which can be used to develop listening are:

- Listening to recorded songs, stories, speeches, instruments and sounds of birds and animals.
- Without recording tools, one can also tell the story or make sounds him/herself, or call a resource person and ask learners questions or to imitate the sounds.

Listening cuts across the curriculum. The PI children are given basic activities and later in other classes are given aspects like 'reading and writing', of music through notation which is at an advanced level. Always vary the activities to motivate the learners.

6.5. Instrumental work

The learners in PI (lower primary) are only introduced to simple instrumental work. Instrumental is mainly in two parts: playing and making simple percussion instruments. It trains eye-hand coordination, listening skill and interest in music.

6.5.1 Making simple percussion instruments

Before they make instruments, children should be asked to collect various materials from their environment. A collection of materials is then assembled in the music corner or store. It is from these that you can choose some in addition to yours and teach learners how to make instruments.

Procedure

- Choose 1-2 instruments to make.
- Put all the materials in one place.
- Allow learners to settle down.
- Give them the rules/guidelines not to touch anything but to observe / listen (learners with visual impairment (V.I) and note each step you describe.
- Show them one complete piece (e.g. a rattle or shaker). Play it to show the sound it makes.
- Now choose the materials that make up the instrument one by one.
- Make the instrument one step at a time as learners watch.
- Distribute the materials to learners either as individuals or in groups.
- Let them imitate you step by step. Be sure to guide them, especially the slow ones and those with special needs.
- Allow a few to describe the steps followed to make the instrument.
- Learners display what they have made and talk about it in terms of quality, time taken, whether it is easy to make, how he or she likes it and if there is any other in the class they admire, and why.
- Give comments on each learner's instrument as they display it. Don't ignore any child's work — it is his /her own creativity.

You can also invite a resource person to teach the learners to make an instrument. These could be: upper primary pupils, other teachers, or talented individuals from the community.

If time and money allows, take them on an excursion to a place where instruments are made and sold or to music festivals and competitions where they can see more.

6.5.2 Playing simple percussion instruments

In order to develop the skill of playing musical instruments, the learners are only introduced to playing simple percussion instruments. These are instruments that do not need to be tuned, e.g. clappers, shakers, drums, rhythm sticks, rattles, ankle bells etc. Select 2-3 instruments for a lesson. Here the teacher for learners with mental retardation (MR) should emphasize on turn taking.

Procedure

- Divide learners into groups according to the number of instruments to be played.
- Allow each group to select the item by their group leader's choice.
- Take one item at a time.
- Use a tune or song well known by the learners...
- Explain to them that they will play instruments as an accompaniment to the song.
- Guide them to follow the rhythm
- Play the instrument as the groups listen.
- Let them then imitate you bit by bit.
- Let them play with you.
- Leave them to play alone to the end.
- Choose another group in the same way until all groups have tried their instruments.
- Let all play as you conduct them.
- Play/sing the tune they started and ask them to accompany it with the instruments.

Note: with the deaf, blind, you describe the instruments using signs & tactile at the same time. Remember that clear instructions both verbal and in sign language will help learners with special needs to follow.

Later in P3, the curriculum will allow the learners to learn to make and play other types of instruments. So take time to teach little for proper concept and competence development.

6.6 Drama

Drama is vital in developing the skills of:

- Creativity
- Imagination
- Reasoning (logic)
- Appreciation
- Communication

6.6.1 Role-play

Role-play is often a source of creativity because learners are asked to act roles of people in their community. However, they are only given the occupation titles but not the context or words to say. The learner is then given a chance to act in front of others. He/She uses his/her own creativity and imagination in relation to his/her daily life experiences and knowledge. If they can do this, then they can be introduced to drama.

6.6.2 Dramatisation

This differs from role-play in that the learners are given roles, and also the setting and context. They then use their words. The teacher corrects their vocabulary use and pronunciation / signs until they achieve agreed standards of presentation.

Procedure

- Ask a few learners to tell you stories about a given topic (perhaps the one you are to use for dramatization).
- Select the vocabulary. :
- Tell them to listen / observe to your story.
- Discuss the connections between their stories and yours. This helps them to understand the theme.
- Ask for volunteers for the drama.
- Guide them to present the story or theme you have narrated.
- After a minimal mastery of the plot and characterisation, allow them to go through it to the end.
- Divide the class into smaller groups.
- Take them outside or make sure there is enough space for acting in the classroom.
- Let all learners take roles following the demonstration.
- Move from group to group to assist them to develop the drama.
- Call them together as a class and let one group present at a time while the others watch and then comment.
- Make sure each group is applauded.

The learners do not use written scripts since they are just starting to read and write.

6.6.3 Miming

Miming in PI can be handled with short messages to convey. This can be part of a drama or song, where the song is only hummed while one or two learners mime an activity. Miming is well developed in creative dance. The only difference is that in creative dance it follows a theme or the rhythm. Give learners simple manageable parts to mime until they can develop the concept and competence.

6.7 Art and crafts

- Decide the topic according to the matrix.
- Plan for the lesson.
- Collect the materials that are supposed to be used before the lesson.
- Write the lesson plan.

6.7.1 Introduction

- Tell a simple story about what you have planned, e.g. family members.
- Explain and demonstrate what is to be done.
- Let the learners look at the item that is to be made
- Group the learners if necessary.
- Give out the learning materials
- Supervise the learners' work.

- Display their work
- Talk about the work with them.
- Learners tidy up.

6.7.2 End of the lesson

- Collect the learner's work for marking *(if it is paper work)*
- Display the work again.

6.7.3 Teaching

Procedures **Drawing**

Is the foundation of learning areas as pattern, design and painting where initial sketching may have to be done. Gaining a substantial skill in drawing can be a slow process and it can especially be so with the young learners who have the extra problem of learning to handle drawing materials. In drawing, learners express themselves - the way they express their emotions, feelings and ideas. As learners carry out more and more drawing assignments in a mood of enjoyment, their skill and ability to draw will be developed gradually.

The drawing will follow the theme for the week or day's lesson or it can be a free choice as guided by you. After drawing they can shade their pictures or, if they have colours, colour them. Painting is done at the end of PI or in P2.

Modelling

Modelling at this stage is done with hands only. This activity requires ample working space. Emphasis should be laid on the attitude towards the use of clay. The pupils should be encouraged to be proud of using clay as a medium of self-expression.

Prepare or collect the clay or plasticine for the day before the lesson. Make sure there are no biting insects or sharp objects in it. You can always get the upper primary learners to collect the clay for you. Put water near the learners so that they can wash immediately after the lesson and can clean the area. Every learner's model is important. Keep them safe or put them on display in the art corner / centre.

Printing

It is the process of reproducing pictures and impression by pressing linked images on a material like paper on fabric. The variety can be achieved through the use of different shapes and colours. This activity can be done using soil and water or paint. The learners are given threads for thread pulling or banana stalks or even leaves of different shapes and sizes. This trains the finger muscles, eyes and their creativity.

Making/Assembling

The learners are encouraged to make their own play materials. This develops their awareness of the importance of the local environment to them in terms of sustainability. They can make balls, ropes, dolls etc. in PE, Literacy, free activity and situational games. These can also be kept in the play area or reading corner.

Tearing and Pasting/Cutting and Pasting

The learners are given paper to tear or cut, and the pictures which they have torn or cut will be pasted onto the wall with glue. This guides them to shade inside the boundaries of a given picture.

7.0 PHYSICAL EDUCATION

7.1 Rationale

Learners should have a PE lesson everyday as PE is an essential part of the curriculum. However, the content of PE does not necessarily relate to the theme of that week. The content of PE is about developing physical skills, coordination, stamina etc. and these need regular practice. Thus, any game or skill learnt in a lesson will need to be repeated and refined over many different lessons both in the same term and over several years.

The overall aim of the PE lesson is for the learner to be healthy and well co-ordinated physically. For this to happen he or she needs regular and planned exercises.

PE also leads to a number of important learning outcomes, including to:-

- be observant in carrying out all actions involving physical movement and play
- enjoy and perform different games for lower primary
- enjoy and perform play and different games that involve rhythmical movement
- appreciate, endure and control emotions while performing traditional games and dances.
- exhibit appropriate self-discipline
- appreciate the value of fitness and sensible ways of using available space in movement.
- appreciate and enjoy healthy competition, team work and cooperation.
- enjoy and preserve traditional games and dances that develop fitness and skills for games and sports.

Physical Education (PE) Programme for the Primary One, Term I Orientation Week (Week 1)

The teacher should introduce the class to PE as follows:-

1. Introduction of the teacher to each learner and to the whole class by:-
   - Inviting the learners to engage in play with the a) Teacher b) Groups of learners c) Partners in pairs
   - Organising the learners to move in and out of the class in lines to avoid stampeding or trampling one another in the doorway.
   - Inviting the learners to sing a play song
   - Inducing the learners to dress appropriately for PE and for games and sports
2. Introduction of the special PE play areas to the class by:-
   - Taking the class to the play area at a measured pace to establish the time limit for changing to PE lessons from previous lessons.
   - Taking the class to the play area again at a measured pace to ensure prompt resumption of other lessons
   - Organising the play in a given play area with demarcated spaces to reinforce the sense of discipline and observance of rules
3. Introduction of special PE play resources / equipment / materials to the learners by:-
   - Inviting pupils to bring to school their favourite playing materials, especially those made by the learners before they joined school.
   - Organising the PE lesson to let the learners use the playing materials they brought
   - Demonstrating a variety of play actions which can be done with the use of the equipment / apparatus / playing materials from the learners
   - Introducing simple materials chosen by the teacher for use on the P1 PE programme

Expected outputs of the orientation week

- Teacher always correctly dress for PE lessons
- Pupils should be ready to change attire for PE
- A class keen to change to a PE lesson and to promptly revert to classroom setting with minimum time loss.
- Learners with a new song to sing to their families/friends.
- Learners with a new game learnt from classmates.
- Learners become acquainted with at least one new playing material
- A class that can use the PE play area with a sense of readiness to share with others
- A class beginning to know how to take turns at
  a) A play action
  b) Using a passage and a path
  c) Demonstrating and learning from one another

Each week includes five periods of PE (one per day). It should be held at a convenient time of the day for each school. For three consecutive weeks you will handle one idea, e.g. traditional games and dancing. Then change for the next three weeks to an idea like games for lower primary.

The rotation is from:

- Traditional games and dances
- Basic movement experience and space awareness
- Games for lower primary (Athletics).

Follow the scheme guidelines under the Scope and Sequence of PE.

PE Scheme of Work Guidelines (example)

Theme 1: Our School

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
• Traditional games • Imitational games	• Introductory warm up • Perform a variety of walking activities (skill teaching) • Run in given formations (a cat chasing a rat) • Skill practice • Game situation • Cool down (stretch the body)	• Warm up (jog on spot) • Skill teaching (twist waist, wrists) • Skill practice • Game situation • Cool down (walking activities)	• Warm up (twist waist, wrists) • Skill teaching (dance to rhythm) • Skill practice • Game situation • Cool down (stretch the body)	• Warm up (apart together) • Skill teaching, pair back to back pushing. • Skill practice • Cool down (imitate teacher's actions)	• Warm up (fire on the mountain) • Skill teaching jump on, off and over. • Game situation • Cool down (baby sleep on mat and stretch)

This pattern will provide some variety and ensure continued practices of crucial skills.

Materials

The materials needed for PI are simple:

- balls (fibre balls locally made in the Craft lesson or bought from the shops)
- sticks, mats, see-saws, strips, ropes, hoops, old tires, bicycle realms and paper for kites
- climbing frames (but only if safe and well made - better none than a dangerous frame)

Uniform

It may not be essential for learners to wear a uniform for PE in PI. This will depend on school policy. However, no one should be deprived of PE because the parents cannot or will not provide PE uniform.

Space
You need space. You or the school should have a specific area for PE. Always take the learners outside to this area for PE. Make sure they keep discipline and stay within the activity area. They should learn to stand in lines, especially for gymnastic exercises. If it rains, then change the lessons and postpone PE. Always finish a few minutes early so that learners can get into the class in time.

Special Needs
If a learner cannot take part because of physical disability, then make sure you provide alternative physical activities and encourage them to join in where it is possible. If necessary, seek advice from a specialist such as can be found at your district inspectorate or local Primary Teacher's College. Do not however just leave the learner watching with nothing to do. A second learner should be appointed as a carer if the learner is blind. Such duties should be shared.

7.2 Sample Game / Activities for PE

Learning Area	Games	Games	Games	Games	Games
Traditional games and dances	• Tails • Who jumps better • Four corner tug of war • Ekibobbo • Nsekula bigomda • Enyonyi terima muwemba	• Tigers tall • Horse and rider relay • Three balls in a circle • Ekyoma kuyalima engudo • Ingeringeri • Apoli apoli • Nyamanyama	• Chase, catch and squat • Three count dodge ball • Who has the loot • enjo-enjojo • tule • wampologoma sawa meka	• throw the hankie • tower ball • cat chasing a rat • panvakurupa • tongweno • cikili cikili • ekunyuku ewelewele amaiclo	• simple wrestling • fire on the mountain • duck fighting • atiyo • eripo • omukidiba ahankungu • kwanyi tele
Basic body movement experience and space awareness	• stretching • make body into shapes e.g. twist, curl • balance on one foot • touch toes • stamping • pumping • throwing and dodging • throwing into a loop in the middle	• walk across bench • walk on a line • dodging • twisting and turning • jumping • running in files • throwing and catching • sticking	• pulling and pushing • running race • crawling race • obstacle race • sliding • running in circles • spinning • kicking a ball	• hopping • dodging • zig-zag race • walking race • leaping • galloping • swinging • kneeling • dodge and mark • pick your partners tail	• star jump • running backwards • imitating animals and birds movements • Skipping • Swaying • Stooping • Aim and throw
Games for lower primary	• Bottle filling • Sack race • Dressing up • Sula akatambala • Cock fight • Bean bags relay • Obstacle race	• Simon keep the basket full • Running anywhere • Bowling a hoop • Pick your partner's tail • From hop • Small ball relay	• Dodge and mark • Car and rat • Chase and catch • Stopping and starting • Ekibobo • flying like a bird • Bean bag circle change relay	• Prisoner escape • Tug of war • Rat rap • Twizire kushoroma ebinyebwa • Duck walk • Fly an aeroplane • Potate relay • In the 'well'	• Kashanashana yeizire • Skipping • Frog jump • Boxing the air • Kangaroo hops • Skittle relay • I sent a letter

The given games may be taught at the pace of the learners. One game may be grasped in one lesson and the next lesson can then take a different game altogether. They should be for the learners and at their level.

7.3. Sample Lesson Plan for PE

Preliminary information

Reminder
The teachers of SNE should be flexible in time management especially when implementing the plan.

Learning Areas
Traditional games and dances (indigenous games and dances) ... "Tails"

Resources
Leaves, banana fibres, whistle, marked space, if possible, involve the children with SNE in getting the resources especially the natural resources.

Competences:
Running, catching, responding, chasing

Preparation
Demarcate the activity area, collect materials for tails (acoustic materials for learners with Visual Impairment (V.I) and learners with Mental Retardation (MR).

References:
- National Primary School Curriculum
- New Uganda Primary School Curriculum
- Teacher's Guide PI
- Games in Primary

Method
- Instruction
- Explanation
- Demonstration / orientation

Phase / Time	Activity / Details	Class organization
Preparation (3 mins)	• Health inspection • Change the PE attire and move to the Field	Double file X X X X X X X X teacher
Warm up (2 mins)	• Fly like a bird • Run there, run here	Free space X X X X X X X X X X X X X X X X
Skill teaching and development (7 mins)	• Explain tail game • Demonstrate with a small group while other learners observe	Double semi circle XX X X X X X X X X X teacher
Skill practice (5 mins)	• Learners get tails • Learners chase around to pick each other's tail • Stop and find the winner	Free space X X X X X X X X X X X X X X Teacher
Game situation / application (8 mins)	• Tail race • 2 groups, 1 with tails, another one without tails The group without tails will chase the group with tails	Double file X X X X X X X X X X X X X X Teacher
Conclusion (5 mins)	• Warm down activities, e.g. breathe in and out • Feedback • Collect equipment • Moving back to class	Free space Double file X X X X X X X X X X X X

There should be a guide for learners with visual impairment or involve a colleague to demonstrate the skill being trained.

Lesson assessment remarks:

(i) Strengths: ……

(ii) Weaknesses: ……

(iii) Strengths: ……

Hints

8. RELIGIOUS EDUCATION

8.1. Rationale

Religious Education forms an important part of the Primary School Curriculum. It is designed to enable the teacher to guide and assist the learner to develop morally and spiritually. It involves the development of ethics through a range of values and life skills integral to the curriculum and so helps learners to grow into balanced, responsible and mature people in the community. The Religious Education Curriculum is composed of two parts:

- Christian Religious Education (CRE)
- Islamic Religious Education (IRE)

It is up to individual schools to decide which part(s) they want to teach.

The Thematic Curriculum has only rearranged the content of the current curriculum. Religious Education (like PE) does not automatically fit with the themes. For further details refer to the *National Curriculum for Primary Schools Vol. II*.

8.2 Sample Scheme of Work Guidelines (for CRE) PI

CRE, TERM 1 (Weeks 2-4)

Sub-theme	Monday	Tuesday	Thursday
Week 2: Discovering more about God's gifts	**Our experience** People found in our school as God's gift to children: • head teacher • teacher (s) **God's message** • Story-telling / signing *Ruth 1: 1-12* **Our response** • Saying a prayer	**Our experience** Pupils and their leaders as God's gift to children, e.g.: • prefects • monitors • their friends **God's message** • Story telling / signing *(Psalm 133:, Ruth 1:1-2* **Our response** Singing about leaders at our school	**Our experience** Support staff as God's gift to children, e.g. cooks, secretaries and visitors: • Naming support staff and visitors **God's message** • Story-telling/signing *Ruth: 1:1- 12* **Our response** Singing about our support staff and members.
Week 3	**Our experience** • Identifying the roles of teachers and head teachers • Discussing how they help us **God's message** • Story-telling/signing *Ref (Ruth 1: 1 - 12)* **Our response** Role-playing teacher and head teacher	**Our experience** • Roles of pupils and their leaders (Heb 13: 17) • Identifying pupils roles **God's message** • Story telling with ref: (Heb 13: 17) **Our response** • Matching pupil leaders to their roles • Singing	• Identifying roles of non-teaching staff. • Discussing which person plays which role **God's message** • Story-telling in relation to how to relate to people who help us, and those that do not help us. **Our response** Role-playing about support staff
Week 4	**Our experience** • Identifying roles of children at school • Talking about specific roles. **God's message** • Tell a story about children's roles Ruth 1: 1 -12 **Our response** • Singing • Praying	**Our experience** • Identifying roles of children in class • Talking about their roles in class **God's message** • Tell a story about the two children one who fulfilled his role and one who didn't **Our response** • Singing • Praying	**Celebrations** • Role playing as Head teacher, teacher, class monitor and prefect • Singing • Praying

8.3. Sample Lesson Plan (CRE)

Theme 1: Our School (discovering more of God's gifts)

Sub-theme:Discovering more of God's gifts

Methods
- Discussion
- Story-telling / signing
- Question and answers
- Explanation
- Demonstration

Competences
- Naming people as God's gifts to us
- Talking about and discussing different gifts
- Asking and answering questions
- Praying

Materials
- A Bible (Brailled Bibles for learners with visual impairment, picture Bibles for MR and H.I)
- A wall chart showing people in a school
- Picture cards

Preparation
- Prepare a story
- Prepare a prayer
- Have all the materials above ready before the lesson (explain the materials to children with V.I)

Reference
- The Bible (Ruth 1: 1 - 12), Psalm 133: 1 - 3

Our experience
- Learners talk about the different gifts they have ever received from the people at home
- Learners talk about how they would respond if they received gifts from people at home.
- Learners mention God's gifts of people at school by name and tide

God's message
- Teacher narrates the story about Naomi and Ruth
- Learners answer questions about the story

Our response
Learners say a prayer to thank God for the gift of people at school:
'God thank you for teachers who care for us at school. Amen.'

Reminder: answering questions about the story may not be possible for all mentally handicapped learners. Therefore, the teacher should be flexible enough.

SAMPLE SCHEME OF WORK: IRE P1

Wk	Day	Period	Theme	Content	Competencies	Methods	Activities	Life skills and Values	Instructional materials	References	Remarks
2	Mon Tue Thur	1 2 3	Salaam	Islamic greetings	• Saying salaam • Telling the meaning of salaam • Importance of salaam	• Brain storming • Oral recitation • Memorisation •	• Teacher defines salaam • Learners respond • Teacher tells the importance of salaam • Teacher tells learners to say salaam • Learners respond	• Effective communication • Interpersonal relationship • Friendship formation - Respect - Appreciation - responsibility	• Pictures showing Moslems greeting	Islam Book One by Sheikh Umar Nsereko	
3	Mon Tue Thur	1 2 3	Reading from the Quran	Sulat Al-Fatiha	Reciting Surat Al-Fatiha	• Oral recitation • Memorisation	• Being the first lesson start by asking the learners what they say before eating • Teacher says **"Bismilla"** while learners respond. • Teacher recites the Surat while learners repeat	• Effective communication • Critical thinking • Creative thinking - Obedience - Appreciation - Responsibility	• Quran • A picture of a girl and boy reciting Quran	Translated Quran by "Yusuf Ali". Translated Quran by "Abdalla Zaake Matovu".	
4	Mon Tue Thur	1 2 3	Quranic interpretation	• Meaning of the Surat • Importance of Surat	• Telling the Surat "Ali Fatiha" • Telling its importance	• Guided discovery • Question and answer	• Teacher tells the learner • Importance of this Surat i.e. it is recited in every unit of prayer	• Interpersonal relationship • Creative thinking • Critical thinking • Effective communication	Quran Pictures	Translated Quran by "Yusuf Ali" Translated Quran by Sheikh "Abdalla Zaake Matovu".	

SAMPLE LESSON PLAN: IRE P1

NO. OF CHILDREN	DATE	CLASS	SUBJECT	TIME
58	2nd February 2006	P1.C	IRE	9.00a.m - 9.30a.m

Theme 1: Reading from the Quran Islamic greeting (Salaam)

Sub-theme: i) Saying Salaam
ii) Telling the meaning of Salaam
iii) Dramatising
iv) Demonstrating/ Role playing

Reference i) The Holy Quran by Yusuf Ali
ii) Islamic Book One by Umar, Juma, Nsereko

Instructional Materials:

A chart showing people greeting

Time	Theme	Sub-theme	Activity	Class organisation
9.00 - 9. 10 a.m.	Reading from the Quran	Islamic greeting (Salaam)	Say Salaam after the teacher	Children sit while teacher stands in front of them
9.10 - 9.20 a.m.	Reading from the Quran	• Who should say Salaam • Meaning of Salaam	• Mention what one entering should say to the people inside • Give the meaning of Salaam	One child knocks the door and enters and he/she says Salaam to others.
9.20 - 9.30 a.m.	Reading from the Quran	• Importance of Salaam	• Repeat the meaning after the teacher	

Our experience

1. Lesson moves from known to unknown
2. Effort be made to capture the interest of the learners
3. Learners talk about what they observe in the picture
4. Learners dramatise the saying of salaam
5. Teacher summarises the lesson.

Self Evaluation

This part is for the teacher to evaluate the whole lesson including her/his activities about the lesson whether it has been successful or not.

9. FREE ACTIVITY LESSON

A Free Activity lesson is when learners are exposed to a variety of materials in different learning centres at particular time of day. It enables them to learn a lot of concepts through play and by them choosing what interests them. The essential idea is that learners choose what learning activity they want to engage in.
During the Free Activity lesson, the teacher goes round, encouraging children to work together and giving them individual assistance accordingly.

9.1. Rationale

Free Activity provides opportunities for learners to explore their environment and talents, interact freely, participate actively and quench their curiosity as they engage in various undertakings to ensure holistic development. Therefore, Free Activity is intended to facilitate learners to consolidate all other various competences, Life skills and Values acquired in different learning areas.

Learning Outcomes

- Defined and co-ordinated motor skills
- Improved language skills
- Enhanced imaginative and logical thinking skills.
- Appreciation of beauty of things in the environment
- Skills of living together
- Control of emotions
- Leadership skills

Competences

- Co-ordination of the muscles (eye-hand, left to right, all senses)
- Tactile (SNE)
- Listening and speaking
- Drawing
- Painting
- Weaving
- Modelling
- Shading and colouring
- Constructing / building

Cutting and pasting

- Folding and tearing
- Tidying up
- Dramatising / role playing
- Making masks and puppets
- Threading
- Assembling / fitting /
- arranging
- Telling story Dancing

- Playing musical instruments
- Measuring
- Weighing
- Balancing
- Skipping
- Sequencing
- Counting
- Marketing

Suggested activities

- Shopping
- Tearing
- Building
- Drawing
- Sequencing
- Combing
- Weaving
- Skipping
- Buttoning
- Colouring
- Singing
- Lacing
- Threading
- Dramatizing
- Buckling
- Shading
- Role playing
- Packing
- Cutting
- Peeling
- Doodling
- Sorting
- Cooking
- Tracing
- Pasting
- Constructing

Possible materials

Water Raffia	Plasticene	Blocks (wooden/plastic)
Costumes Sand	First Aid box	Wendy house
Stones Puppets	Dolls	Needles
Containers	Pencils	Clothes
Seeds	Costumes	Colours / crayons
Bean bags	Brooms	Weighing scale
Clay	Fibres	Thread
See-saw	Jigsaws	Paint
Glue	Counters	TV for MR (toy)
	Bottle tops	Sisal
	Templates	First Aid box
	Paper	Radio (real object)

Life skills

• Critical thinking	Non-violent conflict	Empathy Negotiation
• Creative thinking	resolution	Coping with emotions
• Decision-making	Problem solving	Coping with stress
• Friendship formation	Self-esteem Self-	Peer resistance
• Interpersonal relationships	awareness	
• Effective communication	Assertiveness	

Values

Co-operation	Care Respect	Self-reliance
Sharing	Trustworthy	Joy Concern
Appreciation	Love	Privacy
Endurance	Togetherness	Independence
Patience	Honesty	Sympathy
Responsibility		

Assessment

a) Rationale for assessment in Free Activity

Assessment of learners in Free Activity takes the form of observation. On the basis of this, emphasis should be put on specific competences, Life skills, Values and attitudes of individual learners. All these aspects are assessed so as to enable the teacher to discover the learners' abilities, interests, strengths and weaknesses in order to assist and encourage individual learners.

b) Assessment guidelines

The child can:

- ask and answer questions
- participate in given activities freely
- share materials willingly
- interact with others freely
- concentrate on selected activities accordingly
- decide on an activity to be done
- take turns willingly

- change to another item or he/she sticks to one item
- display and talk about the displayed work
- lead and be led
- make logical reports verbally

Sample Lesson Plan
Duration: 1 hour
No. of pupils: 80 (large class of 10 groups)

Competences
- co-ordination of eye-hand left to right activities (left to right hand activities)
- manipulation and construction
- modelling
- cutting and pasting
- weighing
- assembling
- measuring
- sorting (V.I)

NB: 2-3 Learners may work in any centre at one time provided there are enough materials.

Possible materials and centres

Learning Centre	Materials
1	Stones, seeds, balls, fruits, sticks, bottle tops, fibres, pencils, templates, 'fruit tree', model, magnet, boards, nails, buttons (metallic)
2	Wood blocks, bricks, mud, water, stick, fibres, stalks, paper, wires, rubber bans, sisal, raffia, palm leaves
3	Clay, water, glue, waste paper, sand, plasticene mud, basin, tins, jerry can
4	Pair of scissors, knife, waste paper, glue and card board, cassava, porridge, flour, tree gum, cloth, sticky fruits, grass, seeds, leaves, banana fibres, back cloth, sand, bottle tops
5	Weighing scale, water containers, sand, seed, fruits, stones, bottle tops, soil, feathers, fibres, bean bags, seesaw balance
6	Blocks, bricks, seeds, leaves, bottle? tops, wires, stones, sticks, jig saw puzzle, dominoes, kobs, match boxes.
7	Water, containers, ropes, fibres, rulers, strings, tape measures, sticks, cloth, wood, stones, sand, balance, (weighing machines, see saw)

Procedure e.g.
Introduction: Learners sing a known song
Step 1: Learners name and describe the materials to be used as shown by the teacher.
Step 2: Learners talk / sign about the possible ways of using some of the materials described.
Step 3: Learners go to different learning centres as guided by the teacher and start working with the materials.
Step 4: Teacher moves around to supervise, guide and encourage individuals or groups may rotate or change over activities.
Step5: Learners display their work and talk about/ illustrate it, providing feedback to the teacher aboutthe activities, materials and working together.
Step 6: Learners tidy up the place of work

Class organisation
This activity can be organised within the classroom or outside depending on the availability of space and weather conditions. The success of this lesson will largely depend on proper organisation of the learners/ materials and space by the teacher.

a) Organisation of children

- Learners talk about materials before using them.
- Choose individual learning centre of interest.
- Grouped randomly, according to interest or otherwise.
- Change activities within the lesson or in a subsequent lesson
- Learners should not monopolise an activity
- Every child should be fully involved
- Learners should interact with others
- Learners choose their own materials to play with
- Display their work
- Learners give feedback to the teacher about their work
- Learners tidy up, wash themselves and store materials

b) Material use and management should

- Be enough and appropriate to level and number of learners
- Be safe / harmless (user-friendly)
- be attractive, varied, and of low or no cost (i.e. affordable)
- be repairable and replaceable when the need arises
- be stored properly

c) Management of the space

- Should allow free movement
- Centres should be labelled
- Should be conducive for learning
- Should be tidy
- Should have enough light and good ventilation

NB: You will find lessons on the school timetable called Free Activity lessons. A Free Activity lesson on the timetable does not mean that learners are to run or loiter around but need guidance in choice of activity and supervision while doing those activities. This means that you will plan for the period so that all learners are engaged and are learning. You should encourage them to use their initiative, to be original and self-motivating because this is where learners' creative potential lies.

During the Free Activity lesson learners:

- Develop independent responses
- Appreciate beauty, whether in nature, in work or in human relationships
- Develop creativity through art
- Enhance their motor skills through art
- Enhance their listening, speaking, signing and memory skills / attention skills.

Suggested activities

- The development of motor skills, e.g. painting, collage, drawing, cutting, gluing, tearing, modelling, building blocks, threading, making masks, puppets and doodling.
- Oral expression for the development of listening / attention or observation skills — listening / observing to and telling simple stories, conversation, reciting and acting rhymes, tongue twisters, picture talks, listening / observing stories from books
- Drama related to themes e.g. dressing up, housek eeping, beauty shops, restaurant, market, office, fishing, farming, construction and assembling.
- Story-making and story-telling:
  - Learners make their own stories by drawing / modelling / shading for children with mental retardation, pictures and dictating to you to write them down
  - Reading stories from their own news
  - Reading other picture books
  - Select a book with an interesting story and read to the learners

Procedures for the Free Activity lesson

- Introduce the lesson with an interesting story, song / picture or rhyme
- Show the available materials and talk / sign about the possible activities
- Put learners in groups and assign them activities
- Move around the groups to supervise, guide and encourage them. (You may wish to change the group activities if time allows.)

Picture talk

Talking about pictures is a good way to stimulate discussion as well as encourage learners' ability to observe detail. The following is a possible format for a Picture Talk lesson:

- Introduction
- Silent observation / tracking
- Free discussion
- Directed discussion
- Conclusion

Story-telling {Sign for the learners with Hearing Impairment (HI)}

Choose a story that has a good plot, been developed logically, and will interest the learners. The characters should be well defined. Tell the story in a dramatic way, using different voices for different characters. The story should encourage learners' imagination and widen their experience of the world. It should of course be appropriate and at the learners' language level.

10. LIFE SKILLS AND VALUES

10.1 Life Skills and Values within the Thematic Curriculum

The introduction of Life Skills into the curriculum will be a new concept to many teachers, even though most teachers in the previous curriculum have been developing the same life skills in their learners without consciously being aware of this. Much that comes under Life Skills in the early years was previously described under the term 'the hidden curriculum'. It was agreed, however, that Life Skills are a vital element within the curriculum and thus their development need to be systematised, recorded, and as far as possible, assessed.

The use of the term 'life skills' varies from country to country and from curriculum to curriculum. In the Thematic Curriculum, Life Skills are the skills that help learners to flourish within their social and physical environment and make the most of that environment to ensure a healthy and happy life.

Many Life Skills are already covered within other elements of the curriculum. For example, the abilities to read, write and count are obvious life skills. In fact, there is no single learning area of life skills. The skills cut across the curriculum and should be developed through all the strands or learning areas. Virtually all the skills that children acquire through literacy and mathematics and through their discussions and play contribute to the learner learning how to live; and therefore, develop their life skills. Since Life Skills cut across all the themes and learning areas, it may be difficult to decide how best to plan and document them in order to ensure that they are all developed. Some Life Skills (e.g. creative thinking) should be developed on a daily basis and throughout the year, irrespective of theme or learning area, while other life skills relate strongly to specific themes.

The following Life Skills occur in every theme and sub-theme:

Effective communication	Creative thinking
Critical thinking	Problem-solving
Decision making	Self-esteem

The following Life Skills may to some extent occur in all activities but should be given specific focus during certain activities or themes:

Interpersonal relationships	Assertiveness
Negotiation	Friendship formation
Coping with emotions	Coping with stress
Non-violent conflict resolution	

In addition to Life Skills, the curriculum also promotes values. While Life Skills are concerned more with the ability of the learner to develop his or her own skills the learner's values enable him/her to form part of a moral society that has clear ideas of positive and negative behaviour.

10.2. Life Skills Indicators

10.3. Skills for Learners with Special Needs

The teaching of learners with special needs should include non-academic skills. They need to be trained on how to care for their property, clean themselves and their environment, use the most appropriate communication, and mode best suited for him/her, how to interact, share and how to orientate him/her with the environment to move and work freely. The following consideration is therefore needed:

10.3.1. Caring for their property

Many learners with special needs of either vision (visual impairment), intelligence (mental retardation) or those who are over protected, or isolated may not be able to identify his/her personal belonging, for example books, pens, and clothing. They may also have problems in storing or keeping them from damage.

As teacher, you should take keen interest and:

- Train the learner to have this ability
- Repeat the exercises over and again
- Have specific places where she/he develops orientation of caring of the property

10.3.2. Cleaning oneself and environment

Some learners with special needs, depending on the severity, may not be able to know what is going on around them or how tidy he/she is. For example, cleaning the eyes, teeth, saliva, clothes, seat etc. This does not mean that the teacher, siblings, peers, or any caregiver should do all these for him/ her.

The teacher should:

- Train the learner to do it him/herself
- Involve the learner in all daily class activities for him/her to get motivate and learn. If the learner does not perform to your expectation, appreciate the extent achieved.
- Demonstrate how it should be done repeatedly
- Guide and counsel the learner, peers and people around him/her.
- Communicate using the means best known to him/her e.g. sign language, using communication board, tactile method and braille

10.3.3 Communication

Learners with different special needs use different communication skills and modes. Those with hearing impairment (deaf), for example, use sign language; while those who are hard-of-hearing use speech or total communication. Learners with visual impairment (blind) use speech but they understand concepts to be said by the use of touch. They later use prints for them to follow any printed message. Learners with speech and severe motor problems may need a communication board where daily activities are drawn and they point to their needs.

You the teacher should not ignore or neglect these learners as they may have sound intelligence or a particular skill (talent) that needs to be taped. You should ensure:

- availability of appropriate lighting in the room.
- acquisition of enough materials for every experiment.
- training in specific skills one after the other.
- use of all possible means of effective communication.

10.3.4 Mobility and Orientation Skills

Many learners may have problems with movement, locating places of importance to him/her, settling or relating well with others. This affects their daily performance, social interaction, learning and self-esteem.

It is your duty as a teacher to ensure that the learner achieves in these areas. You should:

- Train in mobility skills so that the learner can get exposed to the world around him/her.
- Use activities that encourage sharing. The peers will do a lot to train this learner.
- Explain different environments and situations so that the learner can have the mental picture of it. Thereafter take him/her around.
- Appreciate every achievement the learner makes. This brings up the self-esteem and the motivation to explore and learn more.

There are many other experiences that you will come across that is not mentioned in this guide. In case this happens consult a colleague who has had experience with learners with special needs or trained in the area of Special Needs Education. You also need to contact other professionals within your reach to assist.

11. THE NEWS LESSON

11.1 Rationale

This lesson is very important and is intended to build towards a number of related learning outcomes. In particular the lesson:

- Provides an opportunity for the learners to express themselves freely in their own language; and therefore, develop their speaking, sign language and listening/attention skills
- Provides an opportunity for them to share what most interests them and have some input in what they learn
- Provides an opportunity to focus on the development of the learner within the learner's own context, thus developing many of the essential life skills within the syllabus
- Enables you, the teacher, to focus on any specific content related to the theme that you need to put forward or talk about with the learners
- Enables you, the teacher, to assess the individual needs and worries of the learners, in terms of their academic progress, skills development, social needs, confidence, assertiveness and self-esteem
- Enhances skills required for language development, i.e. observation, memory, confidence and acceptance

As this lesson happens three times a week, the approach may be varied from day to day. The methodology suggested below is a sample. A teacher may wish to use it as it is, or adapt it to his / her own teaching style. The approach must be kept flexible so that procedures can change in order to ensure variety and that learners develop the confidence and ability to talk spontaneously with confidence.

11.1 Recommended procedure for the *News* Lesson

Stage 1: Free expression *(5-15* min)

At the beginning the learners will be timid and may fear to express themselves. It is important therefore that you start by telling your own news. Be brief, use gestures and make it interesting.

In small classes

- Ask a learner or a group of learners to tell you their news for the day. You should ask a different learner each day and keep a record of who participates and then evaluate their participation (see above).
- Listen, ask other learners to respond to the learner's news and then respond yourself.
- Take the news from three or four learners. If interesting or relevant news comes up then take longer on the item. Make sure you respond to any worries or fears that children express through these news items. In the first few weeks learners may not be able to say very much. You may want to use this period for them to build up confidence.

In large classes

- Divide the class into their regular groups. (20 in a group, each with a leader. Make sure you monitor the groups and their leaders.)
- In each group the group leader asks 3 or 4 learners to give their news. (It needs to be different learners each day. Don't force the shy learner to speak, but during the year encourage them to start contributing one or two sentences.)
- The group selects the most interesting item of news and then reports this back to the class. Each day a different learner should report back.

Note that learners can also tell / express their news through drawing or modelling as their contribution to this part of the lesson. They can then be encouraged at some stage to talk about what they have drawn or made. You have to label their pictures following their explanations and get the work displayed.

Stage 2: Focusing on the news discussion (5-15 min)

After the initial free response direct the learners to tell you about the topics of news that relate to the theme under discussion. The Scheme of Work should indicate how you should vary the focus. The change of focus may also indicate the type of language functions you want to develop or particular aspects of life skills to explore. For example, it may encourage the learners to

- Describe/sign things that have happened in the past
- Talk/sign about what they are going to do in the future
- Describe/sign their fears or threats
- Talk/sign about friendships or duties etc
- Talk/sign about accidents or dangers they may face
- Talk/sign about the location of their home and their journey to and from school

Note: You, the teacher will need to apply your guidance and counselling skills to help individual learners.

Stage 3: Specific content (5-10 min)
The theme or sub-theme may need you to put over specific information not covered in other lessons, e.g. 'How to avoid accidents in the home', or ('Where we get our food from').

You can use any remaining time in one or more of the week's news lessons to put over this information. Thus, you can use this time to introduce the theme for the week.

Note that in the first few weeks there should be an emphasis on the learners' safety and survival. In particular they must be made aware of their location and the location of their home. Discuss issues why people get lost and where learners should go or who they should ask if they are lost. Encourage learners to come up with landmarks for their home and school, e.g. names of village, street, cells etc., and the names of their parents, relatives or guardians so that others can help them to get home if they are lost.

Stage 4: Story Time (5-10 min)
You should also spend some time in either the first lesson or during the literacy hour, telling children's stories. This should include reading stories from children's books, especially big books. This has several purposes:

- for enjoyment
- so that learners learn that print has meaning
- to develop their attention span
- to encourage their imagination
- to provide models of good stories
- to stimulate the learner's interest in reading

Apart from the free news and news related to the theme, you will use some two of the news lessons a week to teach different traditional stories, rhymes, songs, riddles, proverbs and tongue twisters from the TRB. This is to develop the learner's cultural heritage and belonging (Oral Literature). Encourage learners to go home and research from guardians, parents and community for stories and songs. You can also invite resource persons from the community to visit the school.

12. SCIENCE SKILLS AND CONCEPTS IN P1

The basic science skills are well catered for in the Thematic Curriculum for lower primary classes. The learners should be concerned with the following as you prepare them to be good scientists:

- Observing - using all the senses to gather information
- Communicating — telling other people what they find orally. Science is important for increasing the learner's vocabulary and language skills
- Naming, identifying, sorting and classifying - putting objects into classes based on simple properties such as colour or shape.
- Counting and number skills
- Simple measurement
- Construction
- Scientific reasoning

All these skills can be incorporated into the lessons of the Thematic Curriculum - the news lesson, the lessons on mathematics, literacy, English and the creative and performing arts.

Here are some examples of lessons where science is taught through the themes. You will be able to find many others.

Theme 1: Our school
The children are asked to:

- Walk round the school area looking for different plants and animals
- Consider dangers they may meet, e.g. poisonous plants or animals, a busy road, a deep well, etc
- Play with sand and/or water. The learners can compare volume using bottles, tin-cans and other containers of different shapes and sizes
- Name, collect and sort activities using the wall charts and whatever is available around the school. They are also asked to sort by size/shape/colour

Theme 2: Our home
The children are asked to:

- Identify the need for shelter from rain/sun and animals
- Describe where animals/birds live and what they do
- Talk about the dangers in the home - fire and cooking, chemicals and poisons
- Discuss the uses of water in the home —e.g. for cooking and washing

Theme 3: Our community
The learners are asked to:

- Describe how they get to school
- Identify who lives in their community and display them on the wallchart
- Tell what people do in their community
- Draw or make models of some of the people in their community.

Theme 4: Human body and health
The learners are asked to:

- Look after their bodies - keeping the body clean and wash hands and face
- Talk about brushing their teeth
- Name and sort materials for keeping their surroundings clean
- Count and measure parts of the body

These are just a few of the lessons which include skills that form the basis of science, but there are many more. See if you can find others.

LIFE SKILLS INDICATORS

Effective Communication • Fluency • Audibility • Meaningfully • Confidence • Articulation • Accuracy • Logical • Verbal • Non-verbal	**Friendship Formation Indicators** • Sharing • Playing with others • Working in groups • Use of polite language
Decision Making Indicators • Acceptance • Refusal • Making choice • Asking questions • Giving instructions • Tell consequences of their decisions	**Self Esteem Indicators** • Expressing likes and dislikes • Self appreciation • Talking about self
Creative Thinking Indicators • Logical reasoning • Initiating new ideas • Innovativeness • Finding different ways of doing things	**Problem Solving Indicators** • Taking a decision • Making choice • Evaluating facts • Finding different things
Assertiveness Indicators • Being open • Listening and valuing what others say • Expressing one's point of view • Volunteering • Giving reasons for action taken • Standing in for one's right • Responding to questions	**Critical Thinking Indicators** • Responding to questions appropriately • Selecting and evaluating information. • Analysing statements • Giving reasons for action taken • Taking a decision • Making the best use of the information you have.
Interpersonal Relationship Indicators • Forgiving others • Interacting freely with other • Caring for others • Sharing with others. • Knowing how to behave when with different people, under different circumstances • Working together • Respecting others' opinion • Reacting appropriately • Respecting other people's property, cultures etc. • Appreciating individual differences	**Empathy Indicators** • Supporting others • Caring • Guiding others • Using appropriate language (etiquette). • Listening to others • Comforting
Self-Awareness Indicators • Self-identification • Self-evaluation • Talking about one's potential, feelings and	**Coping with Stress Indicators** • Being patient • Forgiving others • Accepting advice

emotions • Talking about one's culture e.g. tribe, home, religion. • Knowing one's position and responsibility • Making choice • Caring for oneself.	• Talking about personal problems • Narrating past experiences
Negotiation Indicators • Using persuasive language • Use of appropriate body language • Temper control • Responding appropriately • Apologising • Requesting • Thanking	**Non-Violent Conflict Resolution Indicators** • Resolving issues without fighting • Negotiating • Using appropriate language • Assisting others to come to an understanding • Coping with stress • Accepting defeat • Knowing when to give in
Coping With Emotion Indicators • Recognising emotions • Identifying other people' emotions • Being sensitive about other people's feelings • Recognising causes for different emotions. • Making critical decision for different emotions. • Not let your emotions affect your decisions	**Peer Resistance Indicators** • Standing for one's values and beliefs. • Defending one's decision • Standing by one's principles

Note:

For details about values, refer to the Curriculum (Scope and Sequence) under the column of Life-skills and Values and discover how particular content and competences help learners to develop specific life skills and values. You can also refer to this Teacher's Guide under the Free Activity lessons.

13. ASSESSMENT GUIDELINES FOR P1

13.1 Assessment in the Thematic Curriculum

Assessment is a very important element in the new curriculum as it can help the teachers to:

- Identify learners with learning difficulties
- Assess how much the learner has achieved and what he/she has learned or can now do
- Check on the teacher and the curriculum's effectiveness
- Provide feedback to learners on what they have achieved and motivate them to go further.
- Provide information to and motivation for parents and other stakeholders
- Establish records and measure progress from year to year
- Help decide whether the learner is ready for the 'next step'.
- Draw new strategies for effective teaching

The emphasis on the development of skills rather than content in the thematic curriculum means that teachers should be less concerned with what learners know or have memorized, but be more concerned with what they can *do*. Thus, all measurements in early primary will now ask 'What can the learner do?'

The main assessment questions for lower primary that follow from this area therefore:

- Can this learner speak well and understand language?
- Can this learner sign well and understand sign language?
- Can this learner read?
- Can this learner write?
- Can this learner count?
- Can this learner look after herself (himself)?
- Can the learner interact with others freely and with confidence?
- Can the learner express him/herself, e.g. explain, ask questions, describe, etc?

Positive answers to these questions should be the main learning outcomes of the first three years of primary schooling. However, in order to know what progress a learner is making each term, and in order to know how successful you, the teacher, are in teaching learners to read, write, count and care for her/himself and her/his environment, you need to ask a number of smaller questions. They are the building blocks against which progress can be made. For example, you need to know:

Can the learner read and understand these five words?
Can the learner spell these five words? Can he/she sign the five words correctly?
Can the learner add any two numbers between 1 and 5 successfully?

The answers to these questions measure 'competences' or 'achievements'. Answers to a series of this type of questions will provide a description of what any learner has achieved in the first term or the first year of schooling. These are called achievement targets (or attainment targets).

13.2 Assessment procedures

A. What competences should be assessed?

The Curriculum Framework includes a set of assessment indicators at the end of each theme. You should use the assessment indicators to help you maintain record of the learners' achievements. You do not need to use all the indicators, and you can add to the list or change it if you have developed alternative indicators in your school. (However, all teachers in the school should maintain a consistent approach)

- At the end of each theme the curriculum provides assessment guidelines that indicate the key competences that can be assessed for each learning area. These are generally no more than four or five per learning area..

Please refer to sample competences for assessment at the end of this chapter, including a summary of the assessment plan.

You should choose which competences to assess from those listed in the curriculum after each theme. It is suggested that no more than 4 competences are assessed at any one given time. If you have a very large class you will probably have to reduce this number.

B. When should the competences be assessed?

Since there are assessment indicators at the end of each of theme, you should try to ensure that you give all learners an opportunity during the theme to show that they have achieved what you expect of them. However, you may need to arrange a specific time at the end of the theme to carry out some of the assessments, especially if you have not had time to record each learner's achievement in each competences.

When learners have started to read, it is especially important that you set aside time to listen to each learner read from time to time. This is the only way that you can be sure that a learner is able to read.

- Assess each learner during the normal lessons as learners carry out their daily tasks.
- Keep a record for each learner, recording when the different competences are achieved.
- Assessment is cumulative. For example, if a learner has not mastered a particular competence in Theme 3, the learner may well master it in Theme 5 and this should be recorded at that time.

C. How should the learners be assessed?

Learners can be assessed by:

- Direct observation during normal class tasks -
- Using check lists in your notebook
- Talking to individual learners
- Listening to their debates and group discussions
- Oral and written questions
- Learners' drawings and work they display.
- Looking at the learners' exercise books (you should always mark their books and make appropriate comments and corrections.
- By observing play and free activities.
- The assessment format should always use a simple method of recording that can also be used in large classes.

The assessment you make should be based on your daily observations of the learners, not on any set test. Thus, you need to keep a daily record in which you note the progress of individual learners. You can then use this to summaries the competences achieved at the end of the theme and again at the end of the term. *You might also make notes on any disturbed behaviour. Keep your own exercise book and use half a page for each learner (less if you have large class). This should be a very informal record for your own benefit.*

D. How to record

- Your school (or your district) may choose to make assessment results visible and accessible to all stakeholders so that all the learners' progress can be observed each term. This visibility may be achieved by putting progress charts on the wall as well as displaying the learners' work with appropriate positive comments. *See samples of progress records at the end of the chapter.*

- The primary purpose of assessment at this stage must be diagnostic and remedial. If a learner is failing to achieve a particular competence you should try to provide remedial work so that he/she can catch up. If another learner is achieving at a high level all the time you should find more challenging work for that learner. Although this is an ideal recommendation, it may not be easy to achieve in very large classes, but it is a standard that must be attempted. Assessment without remedial support is of little value at this stage of learning. If sufficient support is available both in terms of supervision and teaching materials, then teachers can be able to carry out diagnostic and remedial assessment.

COMPETENCES FOR ASSESSMENT - P1 TERM 1

THEME 1: OUR SCHOOL

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1	Counting numbers 1-5
			2	Forming sets of people and 5 objects in the school
			3	Comparing people, and objects from one to five according to shape & size.
	Literacy I	B(i)	1	Naming / signing people and objects in our school
			2	Talking / signing different activities done by different people at school by at least 3 attributes.
			3	Matching picture to picture.
	Literacy II	B(ii)	1	Appropriate sitting posture and handling of the writing materials i.e. slates pencils and books.
			2	Tracing 5 pictures of objects in the class
	English	C	1	Greeting / signing people, in our school according to name and title
			2	Using 3 learnt structures correctly
				Responding/signing to 5 commands

CPA	D	1	Sing/signing songs meaningfully
		2	Moving to the rhythm of a song
		3	Modelling 1 object of things found at school.
		4	Drawing/brailing and colouring/shading
I.R.E	E	1	Talking/signing about life of prophet Mohammad up to 15
C.R.E	F	1	Telling/signing how people at school help her/him
		2	Mentioning/signing gifts from *God* to people.
RE	G	1	Running in given formations
		2	Jumping as instructed.
		3.	Performing dodging activities
News	H	1	Telling/signing news about people, things and activities done at school with creativity (sequence, meaningful free expression)
Life skills and values	I	1	Playing with others
		2	Sharing with others
		3.	Using appropriate language

COMPETENCES FOR ASSESSMENT P1 TERM 1

THEME 2: OUR HOME

LA	LEARNING AREA	CODE		COMPETENCE
	Maths	A	1	Counting number symbols 1 -10
			2	Matching number symbols 1 - 5 to things/objects
			3	Grouping objects found at home according to their uses.
	Literacy I	B(i)	1	Naming/signing 5 activities done in the community
			2	Joining jig saws about people and activities in the community
	Literacy II	B(ii)	1	Practising the stroke patterns
			2	Writing/brailing vowel letters following the correct direction
	English	C	1	Pronouncing/signing 10 words correctly
			2	Naming/signing *5* activities in the community and match with pictures.
				Using four learnt structures correctly e.g. what can you see....? I can see.. .
	CPA	D	1	Dancing creativity
			2	Singing a song related to people in the community
			3	Imitating movements given
			4	Drawing/brailing and colouring meaningfully.
				Modelling e.g. phones, drums, things related to our community
	I.R.E	E	1	Naming/signing places of worship
			2	Talking/signing about steps of performing ablution
			3	Practicing ablution
	C.R.E	F	1	Naming some of Jesus' followers
			2	Talking about the life of Jesus to our daily life.
			3	Talking about the life of Jesus from 0 - 1 5 years
	P.E	G	1	Imitating animal movements.
			2	Skipping with ease
			3.	Running as instructed
	News	H	1	Telling news the activities done by people in the community
			2	Saying 5 simple riddles
	Life Skills and Values	I	1	Making choices
			2	Asking questions
			3.	Responding to questions
			4.	Cooperation

COMPETENCES FOR ASSESSMENT P1

TERM 1

THEME 3: OUR COMMUNITY

LA	LEARNING AREA	CODE		COMPETENCE
	Maths	A	1	Adding numbers orally with sum less than 20 using objects.
			2	Identifying zero as a symbol
			3	Telling /signing time in terms of days of the week.
	Literacy I	B(i)	1	Naming/signing 5 activities done in the community
			2	Joining jigsaws about people and activities in the community
	Literacy II	B(ii)	1	Practising the stroke patterns
			2	Writing/brailing vowel letters following the correct direction
	English	C	1	Pronouncing/signing 10 words correctly
			2.	Naming/signing 5 activities in the community and matching them with pictures.
			3.	Using four learnt structures correctly e.g what can you see. ..? I can see. ..
	CPA	D	1	Dancing creatively
			2	Singing a song related to people in the community
			3	Imitating movements given
			4	Drawing/brailing and colouring meaningfully.
			5	Modelling e.g. phones, drums, things related to our community
	I.R.E	E	1	Naming/signing places of worship
			2	Talking/signing about steps of performing ablution
			3	Practicing ablution
	C.R.E	F	1	Naming some of Jesus' followers
			2	Talking about the life of Jesus in relation to our daily life
			3	Talking about the life of Jesus from 0 - 1 5 years
	RE	G	1	Imitating animal movements.
			2	Skipping with ease
			3.	Running as instructed
	News	H	1	Telling news about the activities done by people in the Community
			2	Saying 5 simple riddles
	Life Skills Values	I	1	Making choices
			2	Asking questions
			3.	Responding to questions
			4.	Cooperation

COMPETENCES FOR ASSESSMENT P1

TERM 1
THEME 4: HUMAN BODY AND HEALTH

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1.	Identifying missing numbers from 1 -40
			2.	Writing number symbols from 1-20
			3.	Measuring length using non - standard
			4.	Adding horizontally one digit number with sum less than 10
	Literacy 1	B(i)	1.	Naming/signing parts of the body
			2.	Telling/signing the importance of cleaning the Body
			3.	Telling/signing 5 different ways if cleaning parts of the body
			4.	Identifying 3 common diseases plus their Causes
	Literacy 2	B(ii)	1.	Labelling 5 parts of the body
			2.	Writing letter patterns and words
			3.	Matching words to objects we use for cleaning body parts
	English	C	1.	Pronouncing 10 words related to parts of the body & materials used to clean the body.
			2.	Using at least 4 learnt structures correctly.
			3.	Responding to at least 5 commands
	CPA	D	1.	Reciting l poem and 1 rhyme related to health and body parts, with correct actions.
			2.	Playing simplepercussioninstruments according to rhythm.
			3.	Making 3 patterns using finger printing.
			4.	Tearing and pasting 3 pictures related to body parts.
	IRE	E	1.	Talking about the benefits of ablution.
			2.	Talking about the importance of cleaning the body, clothes and places.
	CRE	F	1.	Giving 3 names and their meaning, e.g. Emmanuel - God is with us.
			2.	Talking about parts of the body as gifts from God.
	PE	G	1.	Throwing and catching small balls
			2.	Playing chasing game as instructed
			3.	Swinging with ease
	News	H	1.	Telling/re-telling news related to personal hygiene.
	Life Skills Values	I	1.	Caring for oneself
			2.	Knowing one's position & responsibility Self-appreciation
			3.	Self-appreciation
			4.	Talking about oneself

COMPETENCES FOR ASSESSMENT PI TERM 2

THEME 5: WEATHER

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1.	Identifying and drawing/brailing 4 different shapes
			2.	Writing number symbols from 1-20
			3.	Identifying numerals and place values (ones and tens)using the abacus
			4.	Adding numbers with sum <20 vertically and horizontally without carrying
			5.	Counting and sequencing as repeated addition in twos.
			6.	Measuring weight using non — standard unit
	Literacy 1	B(i)	1.	Naming four elements of weather
			2.	Logical sequencing of 4 -5 pictures to form a story
			3.	Reading at least 5 sight words
			4.	Assembling 3-5 jigsaw pieces to form pictures with words related to weather.
	Literacy 2	B(ii)	1.	Writing/brailing 2 patterns and 5 letters with curves.
			2.	Writing/brailing 2 patterns and 5 letters with curves.
			3.	Writing/brailing 2 short sentences
	English	C	1.	Pronouncing 10 words correctly
			2.	Matching at least 10 pronounced words to pictures
			3.	Using 5 learnt structures correctly
	CPA	D	1.	Singing/signing 2 work songs
			2.	Playing simple percussion musical instruments
			3.	Dancing to a given rhythm.
			4.	Drawing/brailing and colouring/painting/shading pictures related to weather.
	IRE	E	1.	Naming attributes of Allah
			2.	Talking/signing attributes of Allah
	CRE	F	1.	Telling/signing at least 3 different ways of serving???
			2.	Talking/signing about the importance of working well with others
			3.	Saying a prayer
	PE	G	1.	Balancing with support
			2.	Walking and running 30 metres in a given direction
			3.	Crawling and creeping a distance of 3m
	News	H	1.	Telling and – retelling/signing stories in three — five sentences in a logical way
			2.	Drawing pictures expressing news
	Life Skills Values	I	1.	Confidence
			2.	Sharing
			3.	Working with others
			4.	Using polite language

COMPETENCES FOR ASSESSMENT PI TERM 2

THEME 6: ACCIDENTS AND SAFETY

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1	Writing/brailing number symbols 31 -40
			2	Writing/brailing number names 6 — 10
			3	Multiplying by 2
			4	Adding vertically and horizontally up to sum <40
			5.	Subtracting using concrete objectives that cause body harm.
	Literacy 1	B(i)	1	Naming/signing 10 objects that cause body harm.
			2	Telling at least 3 safe ways of moving to and from School
			3.	Copying/brailing sentences with words related to accidents and safety
			4.	Responding to commands
	Literacy II	B(u)	1	Writing/brailing 2 patterns, 2 letters, 4 words
			2	Writing/brailing 2 simple sentences
	English	C	1	Pronouncing/signing 10 words correctly
			2.	Building at least 5 words using cut — out letters.
			3.	Using 5 learnt structures related to accidents and safety.
			4.	Saying/signing 10 simple sentences.
	CPA	D	1	Making 1 simple percussion instrument
			2	Making 2 playing materials
			3	Reciting 2 rhymes
	I.R.E	E	1	Explaining/signing the meaning of Imam
			2	Naming/signing the five pillars of Imam
	C.R.E	F	1	Mentioning 3 basic needs and how they are met.
			2	Talking/signing about 3 different ways how Jesus showed concern to three different groups of people.
			3	Saying a prayer
	P.E	G	1	Jumping as instructed
				Rolling as instructed
	News	H	1	Telling and retelling/signing a short/simple story logically.
	Life Skills Values	I	1	Audibility
			2	Responding to questions appropriately
			3.	Volunteering
			4.	Making choices
			5	Taking turns

COMPETENCES FOR ASSESSMENT P1 TERM

THEME 7: LIVING TOGETHER

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1	Counting numbers 1 – 10
			2	Writing/brailing number symbols 41 - 50 number names 11-15
			3	Adding horizontally and vertically with sums <60 without carrying
			4	Identifying money denomination (50, 100, 200, 500)
			5	Subtracting numbers vertically <30 without borrowing.
			6	Drawing/brailing fractions halves (Va)
	Literacy 1	B(i)	1	Mentioning 5 foods and their uses
			2	Matching words to words
			3	Reading 10 words and 5 short sentences correctly
			4.	Identifying 3 ways of keeping food safe.
	Literacy II	B(ii)	1	Writing 3-4 letter patterns and develop 2-4 letters from each pattern e.g. **ccc, ttt, sss**
			2	Copying and writing 15 words and 3 short sentences correctly
	English	C	1	Pronouncing/signing 20 words correctly
			2.	Building at least 10 words using cut - out letters.
			3.	Using 15 learnt structures related to accidents and safety.
			4.	Completing 15 sentences correctly
	CPA	D	1	Listening to a song and responding to questions
			2	Moving according to rhythm.
			3	Drawing and colouring five different foods in the locality
	PHE	F_1		Listening and following instructions.
		F_2		Balance and exchanging the baton correctly
		F_3		Kicking play material to given direction.
		F_4		Dodging any given target.
	IRE	G_1		Talking about the importance of the attributes of Allah
		G_2		Talking about the importance of the pillars of Imaan
	CRE	H_1		Talking about how Jesus showed friendship to different people.
		H_2		Mentioning about how one can responded to Jesus friendship
		H_3		Telling what Jesus did after resurrection
	News	1		Telling and re - telling news
		2		Asking and answering questions about news
	Life skills	L_1		Giving reasons for actions taken
		L_2		Expressing likes and dislikes
		L_3		Caring for one self
		L_4		Requesting.

COMPETENCES FOR ASSESSMENT PI TERM 2

THEME 8: FOOD AND NUTRITION

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics		1	Writing / arranging numbers 26-30.
			2	Arranging and writing number symbols 61-70.
			3	Adding two digit numbers vertically to sum <60.
			4	Identifying money denomination (50, 100, 200, 500)
			5	Subtracting numbers vertically < 30 without borrowing
			6	Drawing / brailing fractions halves (½).
	Literacy I	B(i)	1	Mentioning 5 foods and their uses.
			2	Matching words to words.
			3	Reading 10 words and 5 sentences
			4	Identifying 3 ways of keeping food safe.
	Literacy II	B(ii)	1	Writing 34 letter patterns and develop 34 letters from each pattern e.g. ccc, ttt, sss.
			2	Copying and writing 15 words and 5 short sentences correctly.
			3	Filling in missing letters / words.
	English	C	1	Pronouncing at least 20 words correctly.
			2	Building 10 words using cut out letters.
			3	Using 15 structures with learnt words.
			4	Completing 15 sentences correctly.
	CPA	D	1	listening to a song and responding to questions
			2	Moving according to rhythm.
			3	Drawing and colouring five different foods in the locality.
	PHE	F,		Listening to and following instructions
		H		Balance and exchanging the baton correctly.
		F,		Kicking playing materials to give direction
		F4		Dodging any given target.
	IRE	Q		Talking about the importance of attributes of Imaan
		G2		Talking about the importance of the pillars of Imaan.
	CRE	H1		Talking about how Jesus showed friendship to different people.
		H2		Mentioning how one can respond to Jesus' friendship.
		H3		Telling what Jesus did after resurrection.
	News	I	1	Telling and retelling news.
		I	2	Asking and answering questions about news.
	Life skills	J1		Giving reasons for actions taken.
		J2		Expressing likes and dislikes.
		J3		Caring for oneself
		J4		Requesting.

COMPETENCES FOR ASSESSMENT PI TERM 3

THEME 9: OUR TRANSPORT

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A		Counting numbers 0-90.
			2	Multiplying by 5. '
			3	Using drawings to show fractions: Whole and (¼
	Literacy I	B(i)	1	Identifying and naming / signing at least five means of transport
			2	Reading sounds syllables, words related to means and types of transport.
			3	Making 3 sentences using flashcards.
	Literacy II	B(ii)	1	Writing / brailing patterns 5 words and 3 short Sentences
	English	C	1	Talking / signing about 4 means of transport by colour, shape, size-
			2	Saying singular & plurals means of transport.
			3	Using 10 learnt structures correctly.
		D	1	Singing / signing 2 songs related to means and types of transport.
			2	Reciting / signing a poem and a rhyme related to means and types of transport.
			3	Drawing / brailing / shading / colouring, painting 2 pictures related to means and types of
	IRE	E	1	Reciting / signing Surat Al-Fatiha.
			2	Telling / signing the importance of Al-Fatiha in prayer.
	CRE	F	1	Telling / signing how we can communicate well with others.
			2	Talking / signing about forgiveness leading to acceptance and trust.
	PE	G	1	Pulling and pushing as instructed.
			2	Bending and stretching as instructed.
	News	H	1	Telling and retelling / signing news / stories about means and types of transport.
			2	Answering / signing 3 questions about news and stories.
	life Skills and Values		1	Polite language
			2	Accuracy / confidence
			3	Standing in for his / her right

COMPETENCES FOR ASSESSMENT PI TERM 3

THEME 10: THINGS WE MAKE

LA	LEARNING AREA	CODE	COMPETENCE	
	Mathematics	A	1	Counting and writing number symbols 0-90.
			2	Writing / brailing umber names 3640.
			3	Adding numbers horizontally and vertically without
				carrying to sum of less than 80.
			4	Subtracting using numbers <80 without borrowing.
	Literacy I	B(i)	1	Mentioning / signing 5 objects / materials or things
				we use at home and school and their uses
			2	Reciting / signing 2 rhymes related to things we
				make at home and school.
			3	Reading / signing and completing 10 words and at
				least 5 sentences.
	Literacy II	B(ii)	1	Writing / brailing 4 patterns and letters and words.
			2	Writing / brailing 2 sentences about given pictures.
	.English	C	1	Naming and pronouncing / signing 10 words
				correctly.
			2	Using preposition (on or in) in sentences correctly.
	CPA	D	1	Singing / signing 2 songs related to things /
				materials and sources related to thing we make at
				home and school.
			2	Saying / signing 2 riddles related to things we make
				at home and school.
			3	Modelling 3 things we use at home and school.
			4	Drawing / brailing 10 pictures of things we make at
				home and school.
	IRE	E	1	Reciting / signing Surat Annas
			2	Telling / signing the meaning of Surat Annas.
	CRE	F	1	Naming / signing 10 different things God made.
			2	Singing 3 songs thanking God for his creation
	PE	G	1	Jogging as instructed.
			2	Carrying as instructed.
			3	Throwing and catching as instructed.
	News	H	1	Telling / signing news related to things we use at
				home and school.
			2	Displaying and talking
	Life skills and Values	I	1	Sharing.
			2	Playing with others.
			3	Caring for others.
			4	Working together.

COMPETENCES FOR ASSESSMENT PI TERM

THEME 11: OUR ENVIRONMENT

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1	Writing /brailing number symbols from 61-99.
			2	Sequencing in 5s.
			3	Adding numbers whose sum is less than 99 without carrying, vertically and horizontally.
			4	Subtracting numbers <99 without borrowing, vertically and horizontally.
			5	Multiplying by 2, 3 and 10 without regrouping ,vertically and horizontally
	Literacy I	B(i)	1	Naming / signing 10 animals that damage our environment
			2	Reading / signing at least 10 words and 5 sentences related to our environment.
			3	Matching animals to homes / sounds / young ones.
	Literacy II	B(ii)	1	Writing / brailing 4 letter patterns
			2	Writing / brailing 5 words related to our
			3	Writing /brailing 3 sentences related to our environment correctly.
	English	C	1	Naming / signing 5 birds, 5 animals, and 5 plants in our environment.
			2	Naming / signing 3 things we use that damage our environment.
			3	Telling / signing 3 ways of conserving our
			4	Using 5 words and 5 structures meaningfully related to our environment.
	CPA	D	1	Singing / signing 3 songs related to our environment
			2	Dancing creatively in relation to our environment.
			3	Drawing / brailing / colouring / shading / painting 2 pictures of animals
	IRE	E	1	Talking / signing about the existence of Allah
			2	Explaining / signing the meaning of oneness of Allah
	CRE	F	1	Talking / signing about 3 ways of taking care of God's creation
			2	Telling / signing how people use fire and light in the world.
	PE	G	1	Dancing to rhythm
			2	Boxing as instructed.
			3	Imitating as instruction
	News	H	1	Telling and retelling / signing stories / news
			2	Answering 4 questions about the *story* related to our environment.
			3	Drawing 5 pictures of things related to our environment

	Life Skills and Values	I	1	Caring for oneself
			2	Caring for others.
			3	Forgiving others.
			4	Respecting other people.
			5	Working together.
			6	Taking turns.

COMPETENCES FOR ASSESSMENT PI TERM 3

THEME 12: PEACE AND SECURITY

LA	LEARNING AREA	CODE		COMPETENCE
	Mathematics	A	1	Counting and writing number symbols and names 1-
			2	Adding numbers whose sum is equal to or less than 99 (vertically without carrying).
			3	Interpreting information using pictograph.
			4	Comparing weight and length of objects in a????
	Literacy I	B(i)	1	Mentioning / signing 3 ways of keeping peace and security in our homes, school and community.
			2	Reciting / signing a rhyme related to peace and security in our home, school and community.
			3	Reading / signing 10 words, 5 commands 3 . . .and sentences related to peace and security in our homes, schools and community.
			4	Mentioning / signing 10 causes of insecurity in our homes, school and community.
			5	Naming / signing 5 people who help to maintain security in our homes, schools and community.
			6	Making 3 sentences on a given picture.
	Literacy II	B(ii)	1	Writing / brailing 5 letter patterns and 5 words.
			2	Writing at least 3 commands related to peace and security using appropriate formation of letters.
	English	C	1	Reading / signing 10 words with correct pronunciation related to peace and security in our home, school and community.
			2	Naming / signing 10 people who provide peace and security at home, school and community.
			3	Completing 5 simple sentences using the learnt structures and vocabulary correctly.
	CPA	D	1	Singing / signing a song related to peace and security in our home / school / community.
			2	Playing 2 simple percussion instruments.
			3	Drawing 2 pictures related to peace and security
	IRE	E	1	Reciting / signing Surat Al-Ikhalas
			2	Telling / signing the meaning of Surat Al-Ikhalas.
	CRE	F	1	Telling / signing 3 ways of showing care and love to babies in a home
			2	Telling / signing the importance of Jesus' birth.
	PE	G	1	Balancing and exchanging buttons
			2	Balancing while walking as instructed.
			3	Escaping from / through given situation that exists smoothly.
	News	H	1	Telling and retelling stories or news.
			2	Telling / signing the importance of Jesus' birth.
	Life Skills and Values	I	1	Co-operation
			2	Obedience
			3	Using appropriate language

13.2. ASSESSMENT PLAN

	Period		**Competence**	**Assessment Method**	**Assessment Tools**	**Assessment Records**
1.	Daily	All learning areas	All competences in the Curriculum	Formal / Informal	Observation checklists	Individual Pupil Progress Record Card
2.	3 Weeks	All learning areas	Collapsed competences for the Themes	- Formal assessment - Information assessment	- Observation guides - Checklists	Class Progress Record Card
3.	Term	All learning areas	Competences to be assessed at the end of the term	- Formal assessment - Information assessment	- Observation guides - Checklists	Individual End of Term Report

MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS
INDIVIDUAL PUPIL'S PROGRESS RECORD CARD

SCHOOL: …….... CLASS: …… TERM: ……. YEAR: …….
THEME:……..……NAME:.....
……

LEARNING AREA	ACHIEVEMENT LEVEL	REMARKS

TEACHER'S SIGNATURE: …….....

NAME:…….

CLASS PROGRESS RECORD SHEET

School: ..... **Term:** ..... **Year:** .....

Class: ..... **Stream:** .....

Theme: .....

Learning Area	Mathematics (A)							Literacy I (Bi)						English (C)				CPA (D)						IRE (E)				CRE (F)				PE (G)								
Competences	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	1	2	3	4	5	6	1	2	3	4	1	2	3	4	1	2	3	4	5	6			
Name																																									

MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS

End of Term: _____ Report Card

SCHOOL..... YEAR:…….. DATE: ……

PUPIL'S NAME:..... CLASS: …….

AGE:..... AVERAGE AGE: ..... SEX: ……

DAYS ATTENDED:..... OUT OF: …….

Learning Area	Competences	Areas of Strength/Weaknesses	Marks 100%	Comments/Areas of Improvement
Mathematics	1. Counting numbers 1-40.			
	2. Writing number symbols 0-20			
	3. Matching number symbols with objects			
	4. Adding vertically and horizontally one digit number with			
Literacy 1	1 . Naming (people, objects, activities and parts of the body).			
	2. Reciting rhymes.			
	3. Sorting and sequencing according to colour, size and shape.			
	4. Matching picture to picture.			
	5. Reading simple words.			
Literacy II	1 . Copying letters, patterns and words accurately.			
	2. Writing vowels and words appropriately.			
	3. Labelling parts of the body.			
English	1 . Pronouncing words correctly.			
	2. Making correct sentences.			
	3. Responding to commands			
CPA	1. Singing			
	2. Moving according to rhythm.			
	3. Drawing and colouring / painting / shading			
	4. Modelling			
	5. Making patterns			
IRE	1 . Talking about life of Prophet Mohammed up to 1 5			
	2. Saying Salam/Dua.			
	3. Practising the steps of taking ablution			
CRE	1 . Naming gifts from God to people			
	2. Talking about the life of Jesus from 0-15 years.			
	3. Relating Jesus' life to our daily life.			
PE	1 . Running as instructed.			
	2. Jumping as instructed.			
	3. Throwing and catching.			
News	1 . Telling and re-telling news and stories correctly.			
	2. Saying riddles correctly.			
Life skills and Values	1. Sharing with others.			
	2. Playing with others.			
	3. Making choices.			
	4. Taking care of self.			

PUPIL'S CONDUCT: ……..
CLASS TEACHER'S COMMENT: ……...
…… SIGN: . ……..
REQUIREMENTS: ……
NEXT TERM BEGINS ON: …… ENDS ON: ……..
HEADTEACHER'S COMMENTS: ……
…… SIGN: . ……..
PARENT'S/GUARDIAN'S NAME:
…… SIGN:……..

PARTB

Schemes of Work and Lesson Plan Guidelines

1. The Orientation Week

Dear teacher

You are receiving new learners in your class. They come from different backgrounds that have provided them with their first learning experiences. You will notice that they already have individual differences with their intelligence, social-emotional and physical characteristics.

Some learners have been to nursery schools where they have already had planned routines and had been exposed to other learning experiences for concept and social development. Others are coming to a new environment and are facing large groups for the first time. This may cause them to be anxious. The varied backgrounds of the learners may pose a challenge for you. Each learner has his/her own needs that you should attend to as well as attending to them as a group.

This first week of the year is set aside for you to become familiar with the learners and enable them to become familiar with the new environment and programmes of the school. The learners need to be reassured that they are in safe hands in a safe environment.

To guide you in helping learners to settle at school, a sample orientation week programme has been suggested. You are not obliged to stick to this programme but rather, use it to plan your approach appropriately.

You should take this orientation week very seriously because it will help you to know how to handle your learners. You will have to continuously observe and note individual differences among the learners.

- Physical differences: How are they different and how can you help each learner (for example, those that have special needs, those that are partially sighted, those that have speech difficulties).
- Social differences: What approaches will you take to help them socialise?
- Emotional differences: How do they react to different situations or comments?
- Intellectual differences: Some are fast learners while others take their time.

It is very important to know the learners by name as soon as you can. This helps them to feel that they are being welcomed into the school. The learners may already have been registered by the Head teacher before the school year formally begins. If not, do this as an on-going activity, taking a few learners at a time.

You may use name tags to help you remember the learners' names. Play simple games as you call out names and give the name tags.

1.1 Sample Scheme of Work for the Orientation Week

Life Skills to be developed during the week

The following life skills will be continually developed throughout PI, but you should start to develop activities that focus on these skills during the Orientation Week:

- Self-awareness, self-esteem, assertiveness, coping with stress / emotion, empathy with others, effective communication, developing interpersonal relationships and making friends, peer resistance, non-violent conflict resolutions, problem-solving.

Recommended instructional materials

It is recognised that not all schools are able to access a full range of instructional materials. Some materials are freely available in the environment while others are costly. You should try to ensure that as many of the following materials are available during the Orientation Week:

- *Classroom activities:* markers, masking tape, manilla paper, glue, rulers, scissors, pictures, flowers, stones, leaves, bottle tops, etc.
- *Outdoor activities:* e.g. balls, ropes
- *Hygiene:* rolls of toilet paper / paper / leaves, water containers, soap, dry banana leaves
- *Cleaning activities:* water containers, brooms, brushes (scrubbing), soap, rags.

Activities and competences

You are not obliged to follow the sequence of activities in the following table. It is provided as a guide if you wish to use it. However, you should try to ensure that you develop some basic target competences in this first week of school. The competences are very much focused on life skills and social competences in this week — they are not conceptual competences.

Try to tell a new story or song each day. There should also be an outdoor activity each day. Games can be based around helping learners learn each other's' names.

Always vary the activities and keep them short. Learners at this age do not have long attention spans. Items marked with an asterisk * should be repeated each day.

DAY	ACTIVITY	COMPETENCES
Monday	• Learners locate their classroom • Give learners seats in class • Learning names of learners* • Toilet information — what to do and where to go* • Where to eat food (snacks, hygiene) • Outdoor play* • News* • Story time* • Songs, rhymes, free play	• Responding to their names and to instructions. • Interacting with others • Singing songs, reciting • rhymes • Identifying dangerous • objects in the classroom • and outdoors • Sharing experiences.
Tuesday	• Songs of name games and locating places • Where to keep things, e.g. food, school bags	• Singing • Responding • Sharing • Recognising
Wednesday	• Where to go for food and water • The importance of water, e.g. *'Nyama x2'*	• Reciting rhymes • Identifying places • Recognising • Sharing
Thursday	• Action songs • What to do when sick	• Recognising identifying • Answering • Listening • Interacting
Friday	• Play name games • Singing • Reciting rhymes	• Asking questions / answering • Responding • Sharing

2. Scheme of Work and Lesson Plan Guidelines for Term 1

2.1 Theme 1: Our School

Introduction

This theme flows naturally from the orientation week. Learners need to learn more about their school. Therefore, an important part of this theme is concerned with both making them safe and feeling 'at home' in the school so that it is no longer a strange place. An important part of this will be the way they form friendships and bond as a class and the way they bond with you, the teacher. In addition it is important that you remind them of any dangers that exist in your school (you should have covered these in the orientation week), and that they learn the direction where their class and school is, where their home is, and what they should do if they get lost. Since you know your school best, you will need to vary some of the contents to match the special needs of your learners and your school. The curriculum specifies both the overall learning outcome for this theme and provides a guide on how to assess the learners' progress.

Schemes of Work Guidelines for Theme 1

Sub-theme 1.1: People in Our School (Week 2)

Learning	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news about how I came to school • Naming / identifying friends in the classroom • Having name tag games	• Telling news (free expression) • Naming /identifying friends in the classroom • Playing name- rag games Signing names	• Telling news (free expression) • Drawing news • Labelling the pictures.	• Telling news • Listening to a folk tale • Asking and answering questions	• Telling news • Singing/signing traditional folk song • Asking and answering questions about the traditional folk song
Mathematics	• Naming and identifying people in our school by title, name • Grouping pictures of people in our school by sex • Matching	• Grouping people in our school (where they live) • Describing pictures of people on die chart • Comparing similarities and differences.	• Counting 1-3 (concrete objects) • Reciting a rhyme • Singing a counting song	• Singing a counting song • Counting 1-5	• Grouping • Marching • Comparing • Counting 1 5
literacy I (Pre-reading)	• Naming people in class / school • listening to stories • Responding to commands e.g: Show me . . . Point to ... Come and . . . Go and . . .	• Naming people in the classroom / school • Describing people in classroom/ school. • Responding to commands Point to ... Go and . . . Come and . . .	• Playing miming game • Matching tags to individuals. • Matching pictures.	• Identifying own name • Identifying friend's name. • Role playing welcoming and greeting.	• Renting rhyme • Identifying own name tags / other friends' name tags. • Role playing greeting and bidding / saving farewell.

Literacy II (Pre-writing)	• Sitting posture • Proper handling of pencil • Proper positioning of paper and pencil • Scribbling	• Drawing people in our school • Displaying • Caring and tidying up	• Drawing • Shading • Colouring	• Tracing shapes • Displaying	• Completing missing parts • Shading
English	**Vocabulary** • Good morning children teacher **Structures** • Point to the ... • Show me ...	**Vocabulary** • names of children **Structures** • What is your name? • My name is ...	**Vocabulary** • Good morning - Mr.... Mrs... - Miss.... Sister / Rev. … **Structures** • What is his/her name? • His/her name is • Mrs/Miss...	**Structures** **Revision** • His / tier name is ...	**Vocabulary** • Good morning teacher head teacher deputy **Revision** All structures and vocabulary.
Creative performing Arts	• Singing greeting song • Movement • Playing simple percussion instruments	• Singing a song	• Free activity	• Singing a song • Movement • Playing percussion instruments	• modelling people in our school

Notes on Theme 1.1

1. *Role-play is a useful activity not only to observe the learners' performance, but also to develop appropriate attitudes and values and to develop their own self-confidence and assertiveness.*
2. *In this theme make sure that you identify different areas in the school that people should clean and then identify the materials for cleaning. Encourage learners to learn how to care for these materials and how valuable they are.*
3. *News: During this week make sure you get learners to talk about how they get home. It is important that they begin to learn how to get home, or, if lost, how to ask for their way home. This is an aspect of their ability to stay safe. Make sure you keep a record of where the learners live, who they live with and how they normally go home, e.g. who takes them home.*

Sub-theme 1.2: Things in our School (Week 3)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• lei ling news • Singing songs *(Discuss any problems they faced in school)*	• Telling news • Reciting about school objects *(Discuss any classroom objects they like)*	• Telling news • Drawing the narrative of their news	• Telling news • listening to a folk tale • Asking and Answering questions	• Telling news • Saying riddles
Mathematics	• Naming objects in the class • Describing • Counting 1-5	• Sorting the objects found in the class (into groups) • Counting 1-5	• Naming in the school • Describing emphasis on two attributes • Counting 1-5	• Sorting found in the school (into groups) • Counting 1-5	• Describing found in the class and school with emphasis on • Making folding e.g. by size and shape. • Counting 1-5 cards with dots
Literacy I (Pre-reading)	• Identifying • Naming different objects found in the class. • Describing pictures	• Talking about the uses of objects found in the class. • Describing pictures.	• Identifying, naming objects found in the school. • Describing pictures.	• Talking the uses of objects in the school	• Matching to picture. • Drawing.
Literacy II (Pre-writing)	• Free scribbling • Drawing • Colouring • Shading	• Making models of things in the class • Displaying	• Drawing / modelling • Colouring	• Making of things in the school • Displaying	• Making • Scribbling
English	Vocabulary pencil, book, window, door Structures What is this/that? This / that is a ...	Vocabulary pencil, book, window, door Structures What's this? This is a ... Show me a ...	Vocabulary chair, table, latrine Structures What's this? It/This is a ... What is that? That is a ...	Vocabulary duster, flag Structures What's this? It/This is a ... What is that? It's a . .) Show me a ... This is a ...	Vocabulary bench, desk, sign gate Structures Revise all
Creative Performing Arts	• Singing songs related to .school objects	• Making simple musical instruments, e.g. shakers, clappers, rhythm sticks.	• Free activity	• Singing simple songs about class, school	• Making play materials, e.g. ropes balls, dolls etc.

Sub-theme 1.3: Activities in Our School (Week 4)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news • Making up and reciting a rhyme, e.g. about school routine or rules	• Telling news • Saying tongue twisters.	• Telling news • Drawing news	• Telling news • Saying tongue twisters.	• Telling news • Drawing their news • Saving tongue Twisters
Mathematics	• Collecting objects • Sorting into sets • Displaying	• Sorting • Counting 1-5 • Matching picture to picture	• Sorting • Sequencing • Counting 1-5 • Matching picture to picture	• Adding one more orally, using concrete objects, e.g. 1 + 1, 1 +2, 1 + 3	• Adding objects 15 (puzzles) • Playing games involving sharing, distributing and guessing
Literacy I (Pre-reading)	• Talking about activities performed at school • Imitating things we do at ' school	• Describing activities • Talking about how activities are done. • Explaining how to do activities • Story telling / retelling / signing about	• Reciting a rhyme about activities done before at school. • Talking about, commenti ng asking and answering questions	• Talking about activities in the school. • Discussing, commenting, and asking questions. • Role playing calls and commands.	• listening to a about activities in our school • Role-playing • Talking about people doing different activities • Saving tongue twisters.
Literacy II (Pre-writing)	• Tracing • Shading • Displaying	• Making patterns • Drawing	• Tearing • Pasting	• Colouring • Making patterns	• Singing a written song • Making Patterns
English	**Vocabulary** Sweep, garden. **Structures** What are you doing? 1 am... we are .	**Vocabulary** Read, write. **Structures** What is he/she doing? - He/she is...	**Vocabulary** Play, pray. **Structures** What are you doing? 1 am ... We are ...	**Vocabulary** Clean, learn. **Structures** - What is he/she doing? - He/she is...	• Revise the vocabulary and structures
Creative Performing Arts	• Saving riddles (2) • Singing/signing National Anthem, stanza one (in *form of* a poem)	• Saying tongue twister (1) • Singing/signing National Anthem, stanza 1 (lines 1-2)	• Free activity	• Saying tongue twisters • Singing/ signing National Anthem stanza 1 (lines 3, 4 and 5)	• Drawing pictures of activities related to school • Picture frieze / colouring

LESSON PLAN GUIDELINES

THEME 1: OUR SCHOOL

1.1 People in our School

Materials

Name tags for the name tag game
Wall chart
Some simple percussion instruments, e.g. shakers, drums, sticks etc.

Preparation

Make a name tag for each learner (if this was not done during orientation week). Decide where in the playground you will take the class for PE. Decide which song the learners will learn (Refer to TRB).

News

Today you want a few learners to talk about how they came to the school and then to concentrate on getting to know the others in the class.

- Tell the learners how you come to school each day. Then ask the learners to tell you how *they* come to school. At this stage they may be shy at speaking out and so only ask the very confident ones. You can also prompt them with questions such as, 'How do you come to school? When do you leave home? Is it a long journey?'
- Give out the name tags. Each learner calls out his/her own name one by one around the class and says the name of their neighbours. They hold up their name tag as they say their name.
- Collect all the name tags. Then play the name tag game by calling out a name and asking one learner to identify the owner. (Make sure you warn the owner to keep quiet when his/her name is being called out.) Continue asking till the tag is identified. Finish all the name tags you have.

(Later go round the class and attach the name tags firmly to each desk. If possible they should stay there until the end of the term.)

PE

Imitational games (Refer to the Thematic Curriculum)

Mathematics

- Learners sing a simple counting song (possibly from the TRB).
- Learders name anyone they know in or around the school e.g. the Head teacher, the gatekeeper, the cook and anyone else in your school.
- Using picture cards and the wallchart, ask them to try and identify people in the school.
- The learners come out individually and match the people in the picture cards with those on the wallchart
- In groups or individually the learners describe the kind of work each person does and whether a man or a woman.
- Guide the learners on how to group according to gender.

Literacy I

- Learners name at least three people in the class.
- Learners listen to a story.
- They respond to commands.
- Introduce the commands that are used regularly - learners respond to them using the wallchart: 'Show me a ...', 'Point to a ...', 'Come and ...', 'Go and ...'.
- They play a chain game e.g. 'Point to the window'. The learner who gets the instruction correct is allowed to give the next instruction and the chain continues.

Literacy II

See Procedure on Scribbling (TP1).

- Learners practise sitting properly.

- Hand out the writing materials — slates, chalk, paper, pencils etc., according to your situation.
- Learners practice holding the chalk/pencil properly .
- They do free scribbling (TP1) in the air.
- They do scribbling on any surface.

RE

CRE: Discovering more of God's gifts to me (Refer to the Curriculum page ...) IRE:
Saying the Islamic greeting ('Salaam') (Refer to the Curriculum page …)

English

- Learners learn the vocabulary using the following structures
  Good morning ... How are you? I am very well thank you.
- In small groups learners say 'Good morning teacher.' Then in pairs they say it to each other.
- They repeat in the same way with 'Good morning Madam/Sir'.
- Sing a song related to greeting, e.g.: 'Good morning, Good morning, 'How are you?'

Creative Performing Arts (Music)

- Learners sing a local greeting song, possibly from the TRB.
- Learners learn a new song of greeting
- They move according to rhythm of the song
- Learners play percussion instruments

1.1 People in our School

Materials

Wall chart showing people in our school
Writing materials for each learner
Materials for drawing

Preparation

Make some different name tags for the name tag game in the News lesson
Decide what you will do during the Free Activity lesson
News

- Teacher tells own news.
- Learners tell news about the previous day.
- Learners tell the class who they come to school with and who they go home with.

They play the name tag game as the previous day but with different learners, to enable them make more friends.

Mathematics

- Using the wall chart learners identify the different people in the school and describe them by gender, and what they do.
- Play a comparison game about people in the school according to shape or height, e.g:
  'What is similar about these two people?'
  What is different about these two people?'
- Learners role-play activities of people in school.

PE

Imitational games (Refer to the Thematic Curriculum)

Literacy I

- Learners name people in the school / class.
- They describe them by e.g. colour, size.
- Learners listen and respond to commands.
- Play the chain game.

Literacy II

- Learners talk about their friends.
- The learners draw their best friend in the class.
- They show their drawing to their friends.
- They collect the drawings.
- They tidy up the activity area.

English

- Learners learn the vocabulary names of their classmates using the following structures
  - What is your name?
  - My name is ...
- Continue with TP1 introducing words such as Mr, Mrs, Miss, Sister, Reverend, Brother,

RE

CRE: Discovering more of God's gifts to me (I am part of God's creation.) *Refer to Curriculum page* ... IRE: Saying the Islamic greeting 'salaam' with the appropriate responses.Explaining the meaning of 'salaam'. *(Refer to Thematic Curriculum)*

Creative Performing Arts (Music)

- Learners listen to a song related to people in the school.
- Let learners sing a counting song.
- They sing a song according to the rhythm,

1.1. People in our School

Materials

Wall chart
Materials for the free activity lesson
Name tags

Preparation
Choose a song and a naming game with actions from the TRB for the Creative Performing Arts lesson

News

- Learners tell their news.
- They draw their news.
- Learners show their drawings to their nearest friends and then collect them.

PE: Imitational Games *(Refer to the Curriculum)*

Mathematics

- Learners to counting numbers 1-3, using concrete objects. (TP1)
- They count as a class, in groups, and individually.
- Learners pick items in 3's.
- They count their objects, saying aloud 'one, two, three' (in local language).
- Small groups come out to the front of the class and take 3 steps, counting as they do so.
- Learners sing a counting song. *(Refer to TP7)*

Literacy I

- Learners play a naming game to help them name each other.
- Learners identify their own names from the name tags.
- They then match name tags with owners of names.
- They match pictures on flashcards to the wall chart.

Literacy II

- Learners draw anything that interests them and shade or colour it.
- Learners show their drawing to their neighbours.
- A few learners come to the front of the class to show their drawings.
- Learners display their work and then talk about it.
- They tidy up the activity area.

English

- Learners learn the vocabulary Sir, Madam, names of learners using the following structures.
  - Good morning ...
  - Good morning
  - What is your name? May name is ...
- Learners practise asking and answering questions.

Free Activity
Plan carefully what Free Activity you wish to do today. (See section 9 of this Teacher's Guide.)

1.1. People in our School

Materials
Wall chart
The pictures drawn in news yesterday
Writing materials for each
learner

Preparation
- Decide on a folk tale and prepare pictures if necessary (Literacy 1 TP 3)
- Consult someone else and listen to that folk tale before talking about it with the learners if you cannot tell it yourself.

News
- Learners tell their news.
- They ask questions.
- Learners listen to a folk tale. (See Literacy TP3)
- Learners ask and answer questions.
- They role-play welcoming and greeting.

PE
Imitational games *(Refer to the Thematic Curriculum)*

Mathematics
- Learners sing a simple counting song.
- They count numbers 1-5. Repeat the activities of yesterday by bringing 5 learners out where the class can see them, and count them: 1, 2, 3, 4, 5. Do this with individuals, with all the class, with small groups and in pairs.
- Using the wallchart learners count objects that are in 2s, 3s, 4s and 5s.
- Individual learners come out and count real objects.
- Learners count 1-5, pointing to the fingers of the right hand with the left and then the left hand using the right.

Literacy I
- Learners talk about people they see in the picture.
- They group them according to gender, size, way of dressing, etc.
- They match picture cards to the wallchart.
- Learners use tags to identify their own name and those of their friends
- They sing a counting song.

Literacy II
- Learners do rhythmic activities to develop eye-hand coordination.
- They practise writing the pattern
- They write and then do the pattern freely.
- Learners trace shapes and colour them

English
- Learners learn the vocabulary Mr., Mrs., Miss, Sister/Rev, using the following structures
  - What is his/her name?
  - His/her name is …
- Learners practise asking and answering questions in groups and pairs.

RE
CRE: Discovering more of God's gifts to me. (I am part of God's creation) *refer to the Curriculum*
IRE: Saying the Islamic greeting (Salaam) with appropriate responses.
Explain the meaning of Salaam *(refer to the Curriculum).*

Creative Performing Arts (Music)

- Learners to sing a known song
- Learners learn a song related to people in the school
- Learners move to the rhythm of the music.
- They accompany the singing with percussion instruments.

1.1. People in our School

Materials

Wall chart
Picture cards of people at school
Writing materials for each learner
Materials for making models, e.g. string, paper, sticks, grass

News / Role-play

- Learners tell the class about what they enjoyed most this week.
- Learners role-play introductions / welcome and farewells in different settings
- Singing a song related to welcoming and saying farewell.

PE

Imitational Games *(Refer to the Curriculum)*

Mathematics

- Learners play games involving sorting according to two different attributes, e.g. size, gender.
- Learners can sort other people in the school in the same way.
- Learners should get into groups up to 5 with the same attribute, and say, e.g. We are four learners from (name of village)', or 'We are five learners with white shirts.'

Literacy I

- Learners recite rhymes about people in the school.
- Using the picture cards learners describe people in our school.
- They match the picture cards to the wall chart.
- Learners act roles of the people on the chart.
- They identify own name tags/friends' name tags

Literacy II

- Learners do some rhythmic writing activities.
- Learners write in the air, concentrating on hand-eye coordination from left to right.
- Follow TP1 for teaching pre-writing.
- Learners complete missing parts of pictures.
- They shade the pictures.

English

- Learners learn the vocabulary teacher, Head teacher, Deputy Head teacher using the following news structures- Who is he/she …
  - He/she is …

  and those already learnt

Creative Performing Arts (Art & Crafts)

- Learners model whatever they want in the school.
- Display the models in front of the class.
- Let learners talk about their models
- They tidy up

1.2. Things in our School

Materials

Writing materials for each learner
Materials suitable for making balls
Materials for Creative Performing Art
As this is based on objects in the class, majority of things you need should be in the class already.
If your classroom does not have a door or windows, use different classroom/school objects
Counters with different shapes

Preparation

Decide which points in the playground you will take the class to in PE
Decide which song the learners will learn for the music lesson.

News

- Learners tell free news
- Sing a known song
- They talk about any problems they have faced in school

PE

Imitational Games *(Refer to the Curriculum)*

Mathematics

- Sing a simple counting song for numbers 1 -5
- Identify some classroom objects and count them.
- Learners describe different objects in the class
- They name the different objects.
- For each item help the learners to count.
- In groups learners practise counting.
- Praise each group as it brings the correct number of objects. If any get it wrong repeat the order and get the whole group to correct.

Literacy I

- Identify and name other objects in the classroom (e.g. desk, table, chair, bench, and children).
- Learners play the 'I-spy game' as they name objects e.g. ('I spy something which begins with the letter 'd.'

Literacy II

See Procedure on scribbling and shading, TP1.

- Learners do free scribbling (TP 1)
- They colour what they have scribbled.
- Learners talk about their work and display it.

RE

CRE: Discovering more of God's gifts to me (I am part of God's creation)
Refer to the Curriculum page 61)

IRE: Saying the Islamic greeting salaam with appropriate responses
(Refer to Curriculum)

English

See Procedure on presenting new vocabulary, TP1.

- Learners learn the new vocabulary words (pencil, book, window, door)
- In pairs, one learner points to the objects and the other says the words. Do not try and put them in a sentence yet. (Use real objects.)
- Learners come out to the front and touch the objects as they say the words.
- Learners play a chain game in English e.g. 'Point to the window'. The learner who gets the instruction correct is allowed to give the next instruction and the chain continues.

Creative Performing Arts (Music)

- Learners sing a song related to school objects.
- They ask and answer questions about the song.

1.2 Things in our School

Materials

Various small objects and items from home and school (e.g. pencil, chalk, pins, spoons, picture card, cloth, eraser, old keys)
Pictures of the regular classroom objects
Writing materials for each learner
Seeds, glue and used paper for modelling objects
Percussion instrument
Materials for making music instruments

Preparation

- Enough cloth bags or boxes for each group full of assorted small objects from home and school (e.g. pins, chalk, pencils, paper)
- Seeds, glue, tins, strings, wires, calabash.
- Pictures

News

- Learners tell their news freely.
- They recite / sing / sign a rhyme.
- They take turns to substitute an object of their own choice in the rhyme or song.

Mathematics

- Learners group objects in the class as follows:
  - objects in the class that we use when drawing or writing (chalk, pencil, book, chalkboard)
  - things we can sit on (e.g. chairs, desks)
  - things small enough to carry easily with one hand
  - objects that you have at school and at home (e.g. tables, chairs, pencils, books)
- They count (1-5) number of objects that we use to write, to sit on etc.
- Each group reports back saying, e.g.: 'We have four things that help us to write.'
- Learners play a comparison game in groups using different objects.

PE

Imitational games *(Refer to the Curriculum)*

Literacy I

- Using the pictures of objects found in the class, get learners to match the pictures to the real objects.
- They name objects in the classroom and describe.
- They talk about the uses of different objects.

Literacy II

- Learners model one item(s) they have seen in the class
- They display their work and talk about it.

English

- Learners sing a greeting song.
- Revise the vocabulary they learnt in the previous lesson.
- Learners learn the vocabulary: pencil, book, window, door using the following structures
  - What's this?
  - This is a ...
  - Show me a ...
  - This is a ...
- Learners practise the question and answers in pairs and groups. They point to the pictures they drew or the models they made. One learner asks, 'What is this?' The other answers, 'This is a....' or 'It is a...'.
- Sing a song related to classroom objects.

RE

CRE: Discovering more of God's gifts to me. I am part of God's creation. *(Refer to the Curriculum page 61)*

IRE: Reciting surat'Al-Fatiha'. Explain the meaning and importance of the Sura. *(Refer to Curriculum page ...)*

Creative Performing Arts (Music)
Learners make simple music instruments

1.2 Things in our School

Materials
Materials for the free activity lesson

Preparation
Bring materials of different shapes, colours and texture for learners with special needs, especially MR and VI.

News
- Learners tell their news freely.
- Learners draw their news.

PE
Imitational games (Refer to the Curriculum page ...)

Mathematics
- Learners look around the school and then count things they see e.g. buildings/trees/people they see.
- In groups learners collect three things of the same, e.g. three leaves, then four things the same and five things the same.
- In classroom members of the group describe what they collected.
- They keep the things collected for the next day's lesson
- Learners sing a counting song.

Literacy I
- Learners go outside the classroom for a walk.
- Identify three objects that they can see in the school (e.g. notice board, fence and gate, goal posts, buildings).
- They talk about things in the school.
- They play I-Spy but this time listing what they saw outside and how many, e.g: Child A: 'I saw with my little eye something beginning with /t/.'
  Child B: 'How many did you see?'
  Child A: 'I saw three.'
  Child C: 'I think you saw three trees.'

Literacy II
- Learners draw objects of their choice and colour them.
- Learners paste their pictures with paste and glue.
- Some learners to come to the front of the class to show their pasted work.
- Each learner to show their work to their neighbours.
- Learners display their work and tidy up

English
This lesson is on asking questions and replying.
- Revise the vocabulary of the past two days
- Learners learn the vocabulary chair, table, latrine, using the following structures
  - What's this?
  - It's ..
    This is ..
  - What's that?
  - It's a ...
    Show me a ...
    This is a ...
- Learners draw a table and a chair.
- They ask and answer questions with their partner about the drawing.
  Learner A: 'What is/What's that?' (pointing at partner's picture)
  Learner B: 'It's a chair.' (or That is/That's a chair.')
- Learners sing a song.

Free Activity
Have a variety of activities and materials for the learners to engage in.

1.2. Things in our School

Materials

Sticks, stones or similar small items from the compound (enough for each group to have 5)
Picture cards of objects found outside
Large cards with 1-5 dots
Percussion instruments they made
Pictures they have drawn

News / Oral Literature

- Learners listen to a folk tale (story)
- They ask and answer questions about the story.

PE
Imitational Games *(Refer to the Thematic Curriculum)*

Mathematics

- Introduce the lesson by asking the class to name the objects they collected in the previous lesson.
- In groups revise counting from 1-5 using real objects from the school compound.
- Talk about objects that grow and those that do not and give an example, e.g. plants grow and stones do not. Ask for another example.
- In their groups learners sort the objects they have listed into those that grow and those that do not grow.
- Each group reports back: e.g. 'We have 3 items that can grow. These are plants, flowers and grass.' And so on.
- Learners use cards with 1-5 dots, identify the dots on each card.

Literacy I

- Take the class outside again. Use the pictures of objects and get learners to match the pictures to the real objects, e.g. if they have a picture of a tree, learners put the card on the tree.
- Learners talk about objects in the school
- Learners describe the objects and to talk about their uses.
- Learners ask questions like:
  - What colour is it?
  - Where does it come from?
  - What do we use if for and answer
- Learners ask and answer questions about the uses of things in the school.
- Encourage as many learners as possible to speak.
- Learners sing / recite a known song or rhyme.

Literacy II

- Learners make models or drawings of objects they have seen in the school.
- They talk about their models/pictures and their uses with each other.
- Learners play the 'I-spy game' again but this time with the objects in the classroom or in the school compound.

English

- Revise the vocabulary from the previous lesson. Hold up the objects and ask a few learners 'What is this?' and have them reply 'It's a ...' Then teach new vocabulary items in the usual way, e.g. 'duster', 'chalkboard'.
- Learners learn the vocabulary chalkboard, flag, duster, using the following structures
  - What's that?'
  - This is ...
  - It's ...
  - What is that?
  - That is a ...
  - It's...
  - Show me a ...
  - This is ...
- Learners practise using the structures in groups, pairs and individually.

Creative Performing Arts

- Learners listen to a song about school
- They sing the song
- They accompany it with the percussion instruments to keep time with the rhythm. Arrange this so that half the class does the actions while the other half keeps time with their instruments. Then they exchange their activities.

RE

CRE: Discovering more of God's gifts to me. (I am part of God's creation) *Refer to the Curriculum*
IRE: Reciting surat 'Al-Fatiha' *(Refer to the Curriculum)*

1.3. Things in Our School

Materials

Objects from outside the classroom
Flashcards
Pictures drawn by the learners and picture cards
Materials for making play things

News / Oral Literature

- Learners listen to some riddles.
- Learners tell their own riddles

PE

Imitational games *(Refer to the Curriculum)***Mathematics**

- Learners make paper aeroplanes and other items by folding paper, or if you have rulers or straight edges, let them find out which objects have straight edges and similar shaped corners.
- Learners organise the objects they have according to size and shape, e.g.:
  - How many objects have straight sides?
  - How many objects have corners?
- They make themselves little 'rulers'. (Folding paper makes a straight line.) The emphasis should be on the different shapes of things.
- They count 1-5.

Literacy I

- Learners choose a thing to draw, from the school. They hold up the pictures they have drawn.
- They form groups according to the pictures they have chosen to draw. In groups they decide which two pictures in the group are most similar to each other, and which are the most different. (This exercise is to make them see the different ways the same object can be represented, not a competition for the best picture.)
- Learners have the names written on each of their pictures to show that their objects have names.

Literacy II

Learners should spend the lesson practising scribbling and making patterns freely.

English

- Learners learn the vocabulary 'bench' and 'desk', sign, post, gate using the following structures:
  - What is that?' (pointing at picture or thing)
  - This/That is a ...' or 'It's a...'
  - 'Show me a ...'
  - 'This is a ...'
- They use a dialogue to continue learning the structures and tenses.
- Ask pairs of learners and listen to their reply, checking their pronunciation and clarity.

Creative Performing Arts

- Learners make playing materials of their choice.
- They display and talk about their work.
- They tidy up and put the materials away in the store

1.3. Activities in Our School

Materials

Enough bags or containers of small objects collected from compound for each group, e.g. stones, sticks, leaves etc. for each group.
Drawing materials for the learners
Modelling materials for learners with visual impairment

Preparation

- Copy of the Anthem.
- Decide which school activities will be useful for Lessons 3 and 4 and where learners can go outside the class

News

- Learners tell news.
- Get learners to describe their routine: 'Every day we ...'
- Recite a rhyme about school routine or select one from the TRB.

PE

Imitation Games *(Refer to the Curriculum')*

Mathematics

- Learners sing a counting song or rhyme for numbers 1-5.
- Learners collect all the objects they can find that are on the ground, e.g. leaves, stones, sticks, seeds.
- In groups learners, name them and put them into sets of five or less.
- The groups then shows the rest of the class what they have found. The group leader describes the objects.
- They then store their objects in small bags or containers, one for each group.

Literacy I

- Ask them what activities they do in school but not at home.
- Talk about the school routine. Include points about punctuality and what we all wear.
- Learners name the activities that they do each day at school.
- Each group should mime / sign one activity while other groups guess what the activity is called.
- Learners sing an action song about cleaning or any other activity.

Literacy II

- Groups can draw pictures to illustrate the activity.
- Learners shade their drawings and label them.
- In groups they describe each other's drawings / models and decide which one to display.
- Introduce Pattern 1.3.
- They write patterns *(Refer to Pattern 1.3)*

RE

CRE: Discovering more of God's gifts to me *(Refer to the Curriculum)*
IRE: Reciting Surat Al-Fatiha *(Refer to the Curriculum).*

English

See procedure on presenting new vocabulary, TP1.

- Learners learn the vocabulary sweep, garden, using the following structures:
  'What are you doing?' 'I am ...' 'We are ...'
- They practice using the vocabulary and structures.
- They practise giving the commands in their pairs.
- Learners sing a song or rhyme.

Creative Performing Arts

- Tell learners the background of the National anthem.
- Follow the Teaching Procedures for teaching a new song (rote method).
- One stanza in form of a poem.

1.3 Activities in Our School

Materials
Box or bag of various small objects and items from home and school (e.g. pencil, chalk, pins, etc) Wallchart of school activities

News
- Learners tell free news
- They say tongue twisters

Mathematics
- Learner name the different activities they can see from the wall chart.
- Using picture cards of activities learners match the pictures of different activities to those in the wall chart.
- They count the number of learners doing each activity in the wallchart.
- Using the bags of objects from yesterday ask the groups if any of these objects are being used in the activities.
- Play a counting game for 1-5.

PE
Imitation Games *(Refer to the Curriculum)*

Literacy I
- Using the wall chart about school activities explain different ways of relating with others during these activities
- Learners listen to a story related to activities.
- Tell a story about a conflict that was resolved non-violently.
- Learners ask and answer questions about the story.
- Ask questions to make sure the learners have understood the story.
- Ask learners to describe any of their experiences with emphasis on non-violence.**Literacy II**
- Learners practise writing pattern 1.3. They draw a picture related to their own activities in school.
- They display their work.

English
- Learners learn the vocabulary read, write using the following structures
  - What is he/she doing?
  - He/she is
- Learners practice using the structures.

RE
CRE: Discovering more of God's gifts to me *(Refer to the Curriculum)*
IRE: (See CRE/IRE syllabus) Reciting surat Al-Fatiha *(Refer to the Currimhtm)*

Creative Performing Arts
- Sing the National Anthem.
- Learners sing the stories of the National Anthem.

1.3 Activities in Our School

Materials

Wall chart showing activities in the school
Counters
Old newspapers (learners should bring them)

News

- Learners tell their news.
- Learners draw their news.

PE

Play Imitation Games *(Refer to the Curriculum)*

Mathematics

- Learners take out the objects they have collected and sort them into sets.
- Each group sequences the sets according to the number in each set and report back to the class.
- Learners talk about activities on the wall chart. Ask each group to say which activity is done by fewest learners and which by most learners.
- In pairs learners play a game matching the number of people to an activity, e.g. one learner says 'three' and the other says 'cleaning the classroom', (because three learners are doing this activity). See if any pair can match number of people to one, two, three, four and five.
- They sing a known song 1—5.

Literacy I

- Use the wall chart of activities again. Learners describe what people are doing in each picture.
- Learners ask and answer question about different activities.
- They recite a rhyme about school activities.
- Role-play characters that interest the learners.

Literacy II

- Learners tear the paper or pictures of people from magazines to make shapes like people.
- Learners paste pictures on surface.
- They display their work.
- Learners write Pattern 1.3.

English

- Learners learn the vocabulary play, pray, using the following structures:
  - What are you doing?
  - I am ...
  - We are ...
  - They practice using the vocabulary words.

Free Activity

Have a variety of activities and materials for learners during their lesson.

1.3. Activities in our School

Materials

Concrete objects
Wall chart showing activities in school
Number cards

Preparations

Find a lullaby in the TRB Copies
of the National Anthem

News

- Learners tell their news.
- They talk about their news.
- Learners say tongue twisters.

PE

Imitation Games *(Refer to the Curriculum)*

Mathematics

- Learners count 1-5.
- Learners add 1 to numbers up to 4, to make a result up to 4. Use concrete objects, e.g. stones or sticks
- Learners add orally one to two and one to three.
- Learners use different objects, e.g. chairs, stones, books to add one more.
- Put the learners into pairs. Each pair should have 4 concrete objects of any kind, e.g. sticks. The learners use the concrete objects in to carry out additions as you call out simple sums.
- Learners draw 2 sticks and then draw 1 more etc.

Literacy I

- Using the wall chart, learners talk about activities in the school.
- In groups learners play the 'Question Game'. Each group has to see who can ask the greatest number of questions about the picture. Always encourage shy learners to ask/speak.
- Reward the winning group.
- Learners role-play calls and commands; take, go, come, stop.

Literacy II

- Learners practise Pattern 1.3.
- Learners make patterns and colour them.
  Note: Help learners with visual impairment to model and describing the object.

English

- Learners learn the vocabulary 'clean', learn using the following structures:
  - What is he/she doing?
  - He/she is ...
- Learners practise using the structures

RE

CRE: Discovery more of God's gifts to me (I am part of God's creation) *Refer to the Curriculum)*
IRE: Reciting surat Al-Fatiha *(Refer to Curriculum)*

Creative Performing Arts

- Learners sing the national anthem lines 3, 4.
- A lullaby (with actions if possible).

1.3. Activities in Our School

Materials

Counters / stones
Jigsaw puzzles
Picture book / story book

News

- Learners tell their news.
- They draw their news.
- Learners say tongue twisters.

Mathematics

- Learners play a puzzle with objects.
- Learners play a guessing game by one leading e.g. 3 stones and other guessing where they are.
- Tell all learners to put between 1 and 5 stones in their hands. Then say, e.g. 'If you have 3 stones, put your hands up!' Go round and check that all those who put up their hands do have the correct number. Continue for other numbers 1-5. Let learners take turns to give the instruction.

Literacy I

- Read to them a short story for about 5 minutes. If possible use a picture story based on a picture book. If you do not have a picture book, draw 3-4 pictures on the blackboard to illustrate your story.
- Learners listen to a story using pictures.
- Learners retell the story by making up a short sentence for each picture as a whole class or in groups.
- Learners ask questions about the story.

Literacy II

- Learners draw any repeated shape to make a pattern with your guidance.
- Learners practise patterns that have been introduced and draw at least one page full of the patterns and shading them.
- Learners sing a song.

PE

Imitation games *(Refer to the Curriculum)*

English

- Learners practise using the vocabulary and structures learnt during the week
- You can use a dialogue

Creative Performing Arts

- Give learners different objects, e.g. leaves
- Learners draw or trace the objects.
- Learners shade their pictures and describe the objects.
- They display their work and talk about it.

THEME 2: OUR HOME

Introduction

A home is a unit in which people work together to fulfil their needs by undertaking family roles and responsibilities. The learners need to be guided on how to go about activities and their obligations in a home so that they can grow up as responsible citizens.

As learners learn more about their home obligations, they begin to appreciate and show interest in home issues.

The theme deals with issues concerning the learner's home in relation to people he/she lives with; things find in a home, and how the learner interacts with them; plus roles done by different family members.

In Uganda, our environmental diversity provides different materials and activities that learners can learn from. Teachers, therefore, should explore, exploit and make good use of these materials while undertaking activities suggested for the theme; and also think of any other materials which are relevant and which promote learning.

Schemes of Work Guidelines for Theme 2

Sub-theme 2.1: People in our home (Week 5)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news (focus on the people at home) • Singing a familiar song	• Telling news (what 1 did before coming to school) • Reciting a familiar rhyme	• Telling news (focus on people at home) • Drawing	• Telling news (focus on neighbours and bang neighbourly) • listening to a folk tale	• Telling news (focus on good neighbourliness) • Saying a tongue twister
Mathematics	• Naming people in the home • Grouping • Forming sets	• Describing • Comparing (using bigger than, smaller than, taller than, shorter than) • Grouping • Drawing • Counting	• Number games • Counting (1-10) orally. • Adding up to 5 using concrete objects.	• Counting 1-10 • Recognising ,number symbols 1-3 • Writing number symbols 1-3	• Counting 1-10 using wall chart • Recognising and writing number symbols 1-5

Literacy I Pre-reading	• Naming people in a home. • Talking about pictures of people • Recognising pictures and photographs of people in our home	• Arranging /sorting pictures • Matching word cards to picture cards	• Sequencing by size and number of members • listening to stories and pictures	• Telling / retelling stories. • Joining dots • Joining puzzles	• Matching pictures to pictures • Reciting rhymes and prayer.
Literacy II Pre-writing	• Drawing • Threading	• Joining dots using lines • Tracing different shapes	• Drawing and shading • Copying	• Drawing / Brailing • Colouring • Copying	• Scribbling • Writing patterns
English	**Vocabulary** mother, father, • Hello... • Show me . . . • Who is this/that? • This is ... • That is ...	**Vocabulary** sister, brother • Who is this/that? • This is my	**Vocabulary** girl, boy • Show me • This is a ... • Point to ...	**Vocabulary** baby, child • Show me a ... • This is my ... • Point to the ... • I am pointing to	**Vocabulary** woman, man • Show me a ... • This is a ... • Point to ...
Creative Performing Arts	• Singing • Movement • Instrumental work	• Singing a song related to the home • Play percussion instruments	• Free activity	• Singing a counting song using percussion instruments	• Drawing / Brailing • Display • Shading

Sub-theme 2.2.: Roles and Responsibilities of Family Members (Week 6)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news about things they did at the Weekend • Singing about family life	• 'Telling news about things they do every day	• Telling news about things they will do when they go home	• Telling about things they don't like and things they like • Reciting a rhyme	• Telling news about things they will do during the weekend • Reciting a rhyme.
Mathematics	• Sort different-objects according to kind. • Naming objects in a set.	• Counting 1-10 orally. • Matching number symbols 1-5 to picture cards. • Naming • Sorting	• Counting 1-10 • Adding up to sum 5 using concrete objects orally • Drawing objects 1-5 • Matching number symbols to drawings	• Counting 1-10 • Naming • Sorting • Matching • Riling in O missing number up to 5.	• Revising adding to sum 10 • Playing number games including missing number game. • Telling time using natural indicators morning, afternoon • Measuring shadows according to length relating to time of the day.

Literacy I (Pre-reading)	• Naming different activities in a home • Playing games	• Matching • Recognising pictures • Telling / retelling stories.	• Telling / re-telling / signing stories in relation to roles • Recognising pictures • Matching objects	• Reciting rhymes • Role playing greeting	• Imitating different roles in a family • Talking about the importance of carrying out different activities • Matching • Saying riddles
Literacy II (Pre-writing)	• Scribbling • Shading	• Tearing paper • Pasting	• Writing patterns • Colouring • labelling	• Scribbling • Colouring • Labelling • Writing patterns	• Scribbling • Tracing • Writing patterns
English	Vocabulary Wash, clean • What are you doing? • 1 am ... • We are . . .	Vocabulary teach, dig, he/she, wash Structures • What is he/she doing? • He/she is ...	Vocabulary Cook, slash Structure • What are you doing? • 'I am . . '. • What is he/she doing? • He/she is…	Vocabulary Milk, sweep Structures • 'What are you doing? • I am . . . • What is He/she doing? • He/she is ...	Revising vocabulary and structures of the week: • 'He is..'. • 'She is..'.
Creative Performing Arts	• Singing a song (movement)	• Role-playing family roles	• Free activity	• Singing (listening)	• Drawing and colouring • Describing

Sub-theme 2.3: Things found in our Home (Week 7)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling stories related to things in the home • Encouraging children to understand that they need to look after themselves • Singing a familiar song	• Telling news about things in the kitchen • Drawing news	• Reciting a rhyme related to things in the home or • Making up rhymes with the children about things at home	• Singing a traditional folk song.	• Telling a folk tale • Saying proverbs
Mathematics	• Naming different things found in a home • Sorting and grouping • Drawing shapes • Shading shapes by M.R.	• Sorting and grouping objects and things found in a home • Counting up to 10 • Writing number symbols 1-5	• Naming objects found in a home • Describing • Sorting • Counting up to 10 • Matching number symbols to pictures or objects up to 5 • Writing number symbols 1-5	• Naming objects- found in a home • Matching number symbols 1 - 5. • Counting up to 10 • Adding objects within the range of 5	• Recognising that 2 + 3 = 3 + 2 practically (Curriculum page 23)

Literacy I (Pre-reading)	• listening to a story about animals found at home • Telling / retelling / signing a story • Naming and talking about things found in homes. • Imitating sound made by animals • Playing a spy	• Recognising missing parts of whole objects & pictures • Completing pictures with missing parts • Talking about uses of animals at home.	• Naming animals found at home • Talking about ways of caring for animals	• Talking about the importance of water to animals • Identifying and naming the food animals eat • Matching	• Telling stories • Matching words to pictures.
Literacy II (Pre-writing)	• Tearing and Pasting	• Drawing pictures of animals	• Shading pictures • Labelling	• Shading objects and pictures of animals. • labeling	• Drawing • Colouring • Labelling • Writing patterns
English	Vocabulary saucepan, plate, cup, spoon Structures • 'Point to a ..'. • "This is a..'.	Vocabulary mat, chair, table, stool Structures • 'Point to the • 'That is a..'. • 'Show me a • 'This is a ..'.	Vocabulary lamp, pot, basket, bed Structures • 'Show me a ..'. • 'This is a..!	Vocabulary blanket, mattress, fire, sheets, stove. Structures • Show me a ... • 'Point to the • What	Cow, goal, hen, duck Structures • 'Show me a …' • What is this/that? • This is a… • That is a ..'.
Creative Performing Arts	• Role-playing activities related to our home	• Singing • Movement	• Free activity	• Singing • Movement • Instrumental Work	• Modelling • Drawing • Colouring

2.1. People in our Home

Materials

Wall chart of people in our home.
Picture cards of people in the home
Word flashcards of names of six people in the home
String/thread, tin or materials to be used for instrumental work

Preparation

Make sure you have the songs for the day.

News

- Learners tell news related to people at home.
- Ask who lives in their home, e.g. brothers and sisters.
- Sing a song about a family *(Refer to the TRB).*

PE
Body movement experiences and space awareness *(Refer to the Curriculum)*

Mathematics
- Using the wallchart, ask a few learners to name the different people in their home that they mentioned in their News time.
- Learners put people in the home into different groups, e.g: people who work at home and people who go out of the home each day to school or to work.
- Play a game with two learners out on the floor. Use picture cards according to the groups above, e.g. one taking picture cards of those who work at home and those who go out of the home each day.

Literacy I
- Learners identify and name people in photographs or pictures.
- They describe the people in photographs or pictures

NB: Do not do any more than this. These are words they can learn from seeing them frequently. They will not recognise them immediately. Leave these labels on the poster or pictures for the rest of the term.

Literacy II
- Learners draw different family members
- They talk about their drawing.
- Learners thread using a variety of objects and strings / threads.

RE
CRE: Discovering more of God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith): Worshipping *(Refer to the Curriculum)*

English
- Learners learn the vocabulary 'mother', 'father', using the following structures:
  - Hello ...
  - Show me a ...
  - This is ...
  - Who is this/that?
  - This is ...
  - That is
- Learners play a game by coming out to the front of the class and acting as mother and father greeting the child on return home from school using the structure 'Hello'.

Creative Performing Arts (Music)
Some learners play simple percussion instruments from their district while others move to the rhythm.
- The learners learn the song and sing together.
- While you play one percussion instrument learners follow the rhythm, singing and clapping.
- Ask some learners to play the other percussion instruments while others sing, keeping the rhythm.

2.1. People in our Home

Materials

Wall chart of people in our home
Picture cards of people in the home
The six picture cards with names attached
Writing materials for each learner including tracing paper
Dot patterns for joining lines
Pictures of people in the home for tracing
Clay for modelling objects
Colours / paint
Tracing paper
Music instruments

Preparation

Plan the free activity period
Prepare some dot patterns for the learners

New
s

- Ask different learners from yesterday about the people in their home.
- Ask learners to describe what they did at home before they came to school.
- Ask learners who at home helped them get ready for school.
- Ask learners to say what they did when they got home yesterday.
- Learners recite a familiar rhyme.

Mathematics

- Learners identify the people in their home according to size and height
- They group them according to size and height.
- They draw four members of their family e.g. mother, father, brother, sister according to their size.
- They display their work
- They count people in the family.

PE

Experiences with body and space *(Refer to the Curriculum)*

Literacy 1

- Learners name the people in the photographs or pictures.
- Learners identify and describe different family members
- They name them
- They identify words mother, father, brother, sister from the flashcards
- Learners attach the word cards to the correct pictures

NB: Put the learners' photographs on the wall as part of the display and label them 'All's mother' etc. The learners can then come and look at each other's photographs and hopefully in time read the captions you have written.

Literacy II

- The learners get materials for writing and the prepared dot patterns.
- Learners join the dots using straight lines.
- Different learners display their work.
- Learners trace pictures of a mother, a father, a baby.
- Practise pattern 1.3.

English

- Learners revise the vocabulary they learnt yesterday (mother, father) by pointing to relevant picture cards and others say the word.
- Learners learn the vocabulary 'sister', 'brother', using the following structures:
  - Who is this/that?
  - This is my ...

- That is my ...

- Learners practise the questions and answers in pairs.
- Sing the song about family members from yesterday.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum).*
IRE: Tawhiid (Faith) Worshipping *(Refer to the Curriculum)*

Creative Performing Arts

- The learners learn a song about people in the home.
- Some learners play percussion instruments while the others sing, keeping the rhythm.

2.1. People in our Home

Materials

Wall chart of people in our home
Picture cards for people in our home
Simple rattles or drums that the learners made previously Materials for drawing, shading, colouring, modelling and labelling Counters
Materials for brailing

Preparation

Make sure you have materials for free activity

News

- Learners tell news related to the people in the home.
- Tell learners to draw a picture illustrating their news.

PE: Body movement experiences and space awareness *(Refer to the Curriculum)*

Mathematics

- Learners sing a counting song.
- Learners count 1-10 using concrete objects.
- Bring out ten learners to the front of the class and count them 1-10.
- Learners chant the numbers 1-10 while marking off the numbers with their fingers.
- Learners add up to sum 5 orally using concrete objects. See TP2.
- They sing a counting song.

Literacy I

- Learners listen to a story related to people at home
- They ask and answer questions about the story.
- They talk about pictures of family members and sequence them according to size and number of members.
- They recite a rhyme about family members.

Literacy II

- Learners to draw pictures of, e.g. mother, father or guardian.
- They shade or colour their pictures.
- Learners show their drawing to their friends.
- They display their work.

English

- Learners revise the vocabulary and structures.
- Learners learn the vocabulary 'girl', 'boy' using the following structures:
  - Show me a ... Point to...
  - This is ... I am pointing to...

Free Activity

Have a variety of activities and materials for learners to use during this lesson.

2.1. People in our Home

Materials

Picture cards of people in the home
Pictures they have drawn / modelled
Music instruments

Preparation

Prepare die song which learners will sing during the music lesson.

News

- Learners to talk about their neighbours at home.
- They listen to a folk tale.
- The learners ask and answer oral questions about the folk tale.

PE

Experiences with body and space *(Refer to the Curriculum)*

Mathematics

- Using flashcards of number symbols 1, 2, 3 learners draw numbers 1, 2, 3 as they say the number words 'one', 'two', 'three'.
- Using picture cards of 1, 2 or 3 objects in the home learners match and attach the number symbols to them.
- Learners make the relevant number symbols in the air with their finger as they chant the number words 'one', 'two', 'three' continuously.
- Learners connect the dots to draw the number symbols as you say the words.
- Learners try and draw the symbols themselves on their slates or in their exercise books.

Literacy I

- Tell a story related to family members
- Learners ask and answer questions related to the story.

Literacy II

- Learners connect dots indicating the family members.
- Learners shade or colour their drawings
- They copy the name of family member drawn and label.

English

- Learners revise vocabulary from yesterday.
- Learners learn the vocabulary 'baby', 'child', using the following structures:
  - 'Show me a...' 'This is a...' 'Point to...' 'I am pointing to ...'
- Learners practice using the words and structures.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith) Worshipping *(Refer to the Curriculum)*

Creative Performing Arts

- Learners sing a counting song accompanying it with percussion instruments.
- They move to the rhythm of the song.

2.1. People in our Home

Materials

The wall chart for people in our home
The seven picture cards of people in the home word cards
Jigsaw puzzles of the Home (people)

Preparation

Materials for drawing

News

- Ask learners to tell the class what they like most about their neighbours.
- Learners say a selected tongue twister

PE

Experiences with body and space *(Refer to the Curriculum)*

Mathematics

- Learners count 1-10.
- Using flash cards of number symbols 4, 5, learners draw the numbers as they say the number words four, five.
- Using number picture cards of people in the home match number symbols to the cards.
- Learners use the picture cards of people in the family to sort according to height.
- They display the cards and arrange them on their desk in order of size, starting with the biggest.
- They write number symbols 1—5.

Literacy I

- Learners recite a rhyme related to family members.
- They match the seven picture cards of people in the home with the word cards attached with the wall chart of the Home.
- In groups have the learners match pictures to pictures and pictures to words.
- They recite a prayer for their families.

NB: Do not ask learners to read or match these words yet. Let them just observe the words (unless they have already been to pre-school).

Literacy II

- Learners do free scribbling.
- Learners practise pattern writing.
- Learners colour the patterns.

English

- Learners learn the vocabulary 'man', 'woman' using the following structures:
  - Show me a ...
  - This is a ...
  - Point to ...
  - I am pointing to ...
- Learners revise the vocabulary for the week

Creative Performing Arts (Art and Crafts)

- Learners in groups of three — one draws a morning activity, one an afternoon activity and one a night-time activity.
- Learners compare pictures within groups.
- Learners display their work.

2.2. Roles and Responsibilities of Family Members

Materials

Wall chart of roles and responsibilities
Picture cards of activities in the home
Word flashcards
Picture flashcards

Preparation

- Prepare songs for the day.
- Prepare all the above materials

News

- Learners tell news about the things they did over the weekend in their home.
- Sing a song about family *((Refer to the TRB).*

PE

Experiences with body and space (Refer to the Curriculum)

Mathematics

Today you introduce time with morning, afternoon and night-time.

- Say what you have done today, e.g.: get up, had breakfast, walked to school, took their class. Tell them this is called morning time.
- Ask a few learners to tell the class what they did this morning.
- Ask a few to tell what they will do tomorrow morning.
- Now tell them what you plan to do this afternoon.
- Ask a different group to tell the class what they plan to do tomorrow afternoon.
- Now ask the class what they will do when it gets dark and tell them this is night time.
- Show the class your prepared pictures showing activities in the home in the morning, and in the afternoon and at night.

Literacy I

- Tell learners to name different activities done by family members.
- Using a wall chart, let learners identify activities and the people who do them.
- Learners play situational games related to roles and responsibilities of their parents

Literacy II

- Learners scribble freely (See TP 1 on scribbling and shading)
- They shade their work e.g. in a single direction
- Learners display their work.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith) Worshipping *((Refer to the Curriculum)*

Lesson 7 English

- Learners learn the vocabulary wash, clean using the following structures
  - What are you doing?
  - I am ...
  - We are ..
- In groups learners practice using the structures.
- Finally get learners from one group to say the word while another group mimes it.

Creative Performing Arts (Music)

- The learners learn the song and sing together.
- Learners play simple percussion instruments to accompany the song. »
- The learners follow the rhythm with clapping.

2.2. Roles and Responsibilities of Family Members

Materials

Wall chart of roles and responsibilities
Picture cards of people working in the home 1 person, 2, 3, 4 and 5 people working
Number symbol cards 1-5
Balls for PE
The picture cards
Writing materials for each learner including tracing paper
Dot pictures for learners to connect
Picture of a mother doing the washing for tracing
Clay for modelling objects

Preparation

- Plan the free activity period and all the needed materials
- Prepare all the materials and pictures needed

News

- Ask other learners to describe what they did at home before they came to school.
- Ask learners: Who goes out to work from their home and who stays at home to work?
- Learners sing the song of yesterday again.

Mathematics

- Learners count 1-10
- Using number symbol cards revise recognizing and writing the symbols 1-5.
- Learners name and sort people and activities from the chart.
- Learners match the pictures with the correct number symbols.

PE

Experiences with body and space *(Refer to the Curriculum)*

Literacy I

- Tell a story related to activities in a home.
- Using all the picture cards of the people and animals in the home with their names attached from last week and yesterday, learners match these pictures to the wall chart and name them.
- Different learners describe what these people do in the home.
- Different learners describe what use the animals are in the home.

Literacy II

- Learners tear and paste materials on a given surface to make meaning collage.
- Learners display their work.

English

- Learners learn the vocabulary 'teach', 'did he'/'she wash' using the following structures:
  - What is he/she doing?
  - He/she is ...
- Then learners should draw a picture showing what activity they do at home (wash, cook, clean).
- Sing the song about family members from yesterday.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith): Worshipping *((Refer to the Curriculum})*

Creative Performing Arts

- Learners do a role-play of some of the activities done at home.
- They talk about the different roles taken.

2.2. Roles and Responsibilities of Family Members

Materials

Wall chart of roles and responsibilities
Picture cards for people and animals in our home
Concrete objects for adding
The materials for drawing, shading and colouring

Preparation

- Find a counting song in the TRB
- Prepare all the needed materials

News

- Ask learners who have not given their news to do so.
- Ask the learners to tell what they will do when they go back home
- Discuss why some learners are not lucky enough to be at school.

PE

Play experiences with body and space. *(Refer to the Curriculum)*

Mathematics

- Learners revise counting 1-10 singing a counting song.
- Learners draw objects 1-5 using concrete objects.
- Ask the learners in pairs to do some adding sums up to 8 orally by drawing *good* stars *with nice straight lines* on their slates or exercise books asking each other sums like:
  - 'How many are there altogether if I add 2 stars and 4 stars?' and replying
  - 'Adding 2 stars to 4 stars equals 6 stars.'
- Learners match number symbols to the drawings.

Literacy I

- Learners listen to a story related to family roles.
- Learners in groups talk about the activities that take place in the home
- They play a game using the wallchart 'Show me a goat being milked', Who is milking the goat?'
- Using the picture cards of people in the home working
- Learners match the cards to the wallchart.

Literacy II

- The learners draw and label someone milking a cow.
- Learners shade or colour the picture they have drawn.
- Learners display their work.
- They practise writing patterns.

English

- Revise all the vocabulary given in this theme.
- Learners learn the vocabulary 'cook', 'slash' using the following structures:
  - What are you doing?
  - I am...
  - What is he/she doing?
  - He/she is...
  - They practice the vocabulary and structures
- Get the groups to repeat the question and answers but using their own names.
- Learners practise the question and answers in pairs. One learner asks, "What is your name?' The other answers, 'My name is (name)'.
- They practise the exchanges in pairs and groups.

Free Activity

- Have a variety of activities and materials for learners to use.

2.2. Roles and Responsibilities of Family Members

Materials

Picture cards of people in the home
Pictures they have drawn
Balls for PE
Clothes for the role-play

Preparation

A rhyme about working in the home

News

- Ask learners to talk about the things they like to do at home and the things they do not like to do at home.
- Present a rhyme that describes positive or negative aspects of home life.
- Ask learners how the rhyme helps us to know how to behave.

PE

Experiences with body and space *(Refer to the Curriculum)*

Mathematics

- Learners sing a counting song
- Using the wall chart learners name the different activities they can see happening in their home.
- Learners match people to activities.
- They fill in the missing numbers up to 5.

Literacy 1

- Recite a rhyme related to roles and responsibilities.
- Learners role-play people in their home doing different activities following the teachers example.
- In small groups learners take up different roles using word cards of the family members, i.e. mother, grandmother, father, grandfather, sister etc.
- They read the word and then role-play.
- They recite a known rhyme.

Literacy II

- Learners scribble and write Pattern 2.3.
- They colour their drawings.
- Each group chooses one scribble or pattern from the group to show to the class.
- Learners display their work.

English

- Learners learn the vocabulary 'milk', 'sweep', using the following structures:
  - What are you doing?
  - I am ...
  - What is he/she doing?
  - He/she is ...

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith): Worshipping *(Refer to the Curriculum)*

Creative Performing Arts

- Learners sing a known song
- Then teach a new song
- Learners listen to the story
- They ask and answer questions about the song.

2.2. Roles and Responsibilities of Family Members

Materials

Wall chart of roles and responsibilities.
The seven picture cards of people in the home with word cards attached
Jigsaw puzzles related to the home
Materials for drawing and colouring
Materials for PE

Preparation

Make pictures of activities in the home which are carried out in the morning, in the afternoon and at night
Decide on a song to be sung.

News

- Ask some learners to tell the class what they enjoyed most this week.
- Teach learners a poem or rhyme.
- Talk about what the poem or rhyme is about (emphasising the moral values).

PE Experiences with body and space *(Refer to the Curriculum)*

Mathematics

- Play the 'missing number' game. Divide the class in two with two teams. One member of each team should be the score-keeper.
- First revise the number symbols 1-5 and revise counting up to 10.
- On the chalkboard, put up numbers with one missing number e.g. 1, 2, 3, *, 5
- The team that is first to come out to the chalkboard and write the correct missing number gets a point. (In a big class the team that puts up a hand and gives the correct missing number gets a point.)
- The team that reaches 10 points first wins that round and the score-keeper must remember the score.
- Repeat but writing the numbers backwards, e.g. 5, 4, 3, *, 1
- If there is time you can also do some missing number sums orally and see which team gets the correct answer first.
- Sing a counting song to finish the lesson.

Literacy I

- Learners mime while carrying out different roles in a family.
- They talk about the importance of carrying out different activities.
- In groups the learners fit the jigsaw puzzles.
- They match the picture cards to the completed puzzle.
- Learners say riddles.

Literacy II

- Learners trace people using doing different activities.
- They practice writing patterns 3.1
- Learners display their work and talk about it

English

- Revise all the given structures introduced during this theme by using the following dialogues using the wall chart.
  Who is that?' (pointing at picture in partner's book)
  'This is ...' or 'It's...' or 'I don't know.'
  'Show me a ...'
  'This is a...'
  'Point to ....'
  'He is a...'
- Ask pairs of learners and listen to their reply, checking their pronunciation and clarity.
- As a whole class check their vocabulary by asking
  'Show me a ...' and they say 'I am a girl/boy.'

Use all the vocabulary of the week. Assess their vocabulary knowledge by seeing who successfully points

using the wall chart.

Creative Performing Arts

- Learners draw and colour a picture of a family member doing an activity.
- Learners display their work and talk about it.
- They tidy up and store their materials.

2.3. Things in our Home

Materials

Writing materials for each learner
The wall chart of things in our home
Picture cards of objects and animals in the home
Some clothes for the role-play

Preparation

Decide which song the learners will learn *(Refer to the TRB)* Some prepared dotted paper of the number symbols 1, 2, 3

News

- Learners tell their news about what they did over the weekend.
- In groups, learners talk about how they can look after themselves.
- Sing a song about things in the home (or select one from the TRB).

PE

- Experiences with body and space *(Refer to the Curriculum).*

Mathematics

- Using picture cards or actual objects brought from the home, learners identify and name things found in the home.
- In groups learners sort and group these things according to their uses.
- They talk about the things, firstly according to their use and then according to their shape — e.g. do they have straight lines?
- Ask learners to draw the shapes of the objects.

Literacy I

- Learners listen to a story about animals found at home (refer to the TRB).
- Learners retell / sign the story using pictures.
- Learners name the animals in the story.
- They imitate the sounds made by these animals with the help of the teacher.
- They name some animals they have around their home.
- Play the 'I spy game': 'I spy with animals on the wall.'
- Start with the whole class and then play the game in groups.

Literacy II

- Learners draw pictures of animals
- They paste the papers inside the pictures of animals drawn
- Learners display their work.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith) Worshipping *(Refer to the Curriculum)*

English

See TP1 on presenting new vocabulary.

- In pairs learners point to the objects or picture cards and say the words.
- Learners learn the vocabulary 'saucepan', 'plate', 'cup', 'spoon', using the following structures:
  - Show me a...
  - This is a...
- Learners play the chain game. The learners follow an instruction e.g.: 'Point to the spoon'. The learners who gets the instruction correct is allowed to give the next instruction and the chain continues.

Creative Performing Arts (Music)

- Learners in groups role-play activates related to the home e.g. pretend to be a mother, father and child at home in the morning as they get up and have food and get ready for school.
- Feeding and caring for the animals around the home.
- Learners sing a song related to activities in their homes.

2.3. Things in Our Home

Materials

The writing materials
The wall chart

Picture cards of objects and animals in the home
Picture cards showing 1, 2, 3, 4, 5 objects from the home
Picture cards of the number symbols for 1, 2, 3, 4, 5
A percussion instrument from your area

Preparation

Plan the songs for the day

News

- Learners to tell any news from yesterday or the weekend about what they did at home.
- They talk about what objects are used at home.
- Learners draw any object found in the kitchen.

Mathematics

- Using picture cards 1-10 of things in the home, learners come out and place the correct number symbol next to each.
- Using the wall chart / real objects ask the learners find things in the home up to 10 items.
- Learners draw the symbols in the air with their fingers.
- Learners write number symbols 1-5.

PE

Experiences with body movement and space *(Refer to the Curriculum)*

Literacy I

- Start by reciting a rhyme about things in the home.
- They answer questions about the previous day's story
- They talk about uses of these animals at home
- Let learners complete pictures of animals with missing parts.

Literacy II

- Learners draw picture related to animals and their uses.
- Learners display their pictures and talk about their work.

English

- Learners revise the vocabulary they learnt yesterday (sauce pan, spoon, plate). Point to each object or picture card as the learners say the word.
- Learners learn the vocabulary 'mat', 'chair', 'table', 'stool', using the following structures:
  - What is this/that?
  - This is ...
  - This is a ...
  - Show me ...
  - This is ...
- Learners practise and answer in pairs. They point to the pictures they drew yesterday. One learner will say, 'Show me a ...' The other will answer, 'This is a...'
- They can practise the exchange in pairs and groups.

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith) Worshipping *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Select a song from the TRB with movements - perhaps one you have used before in this theme that shows people doing things in the home.
- The learners sing it together and accompany the song with simple percussion instrument.
- They move according to the rhythm of the song.

2.3. Things in Our Home

Materials

Writing and modelling materials
Wall chart
Pictures of objects and animals in the home
Items from the home e.g. pots, pans,
pictures
Drawings for children

Preparation

Select appropriate rhymes for the day.

News

- Learners tell their news for the week.
- They recite a rhyme about things at home.

PE

Experiences with body movement and space

Mathematics

- Learners name objects and other things found in their home and describe them.
- Learners identify these objects and things from the wallchart.
- Ask the learners to sort the pictures one flashcard into living and non-living things, e.g. hens and chairs.
- Learners write number symbols 1-5.
- Learners sing a counting song *((Refer to the TRB).*

Literacy I

- Learners name animals found at home
- They talk about ways of caring for these animals
- They role-play caring for different animals in groups
- They describe their pictures, first to the class and then to each other.
- Recite a known rhyme.

Literacy II

- Learners draw at least one use of animals
- They label the pictures.
- Learners show their drawings to their friends.
- They display their work and talk about it

English

- Learners revise the vocabulary ... of the past two days.
- Learners learn the vocabulary 'lamp', 'pot', 'basket', 'bed' using the following structures:
  - Show me an...
  - This is a...
  - What is this/that?
  - This a...
  - That is...
- They practice asking and answering questions.
- They use the pictures to ask and answer questions with their partner:
  - 'Show me a...',
  - What is that... ?
  - 'This is a ...',
  - That is a...
  - That is a hen.'

Free Activity

Have a variety of activities and materials for learners to use

2.3. Things in Our Home

Materials

Picture cards of objects found inside and outside the home.
Various objects from home that you have collected, e.g. pots, tins, boxes for drawing
Various instruments you have collected from your area

Preparation

A small tin that you have marked inside to make a simple rain gauge for the Free Activity lesson

News

- Learners listen to a traditional folk song.
- Learners ask and answer questions about the song (emphasise the moral values).
- They sing the song.

PE

Experiences with body and space

Mathematics

- Learners revise counting 1-10 and match the number symbols 1-5 using picture cards of objects at home.
- Using counters like bottle tops learners add objects up to 5. 'Take 3 objects and then 4 more and you see there are now 7 objects.'
- They sing a counting song.

Literacy I

- Learners identify and name food different animals found at home.
- They talk about the importance of water to animals.
- They sing a song related to animals.

Literacy II

- Learners draw at least a picture of an animal jigsaws if they are available (Let children fix them) to make them complete

- The learners label their pictures.
- Learners shade the pictures they drew

English

- Learners revise the vocabulary from yesterday.
- Learners learn the vocabulary 'blanket', 'mattress', 'fire', 'stove', using the following structures:
  - Show me a...
  - This is a...
  - What is this/that?
  - This is a...
  - That is...

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Tawhiid (Faith) Worshipping *(Refer to the Curriculum).*

Creative Performing Arts (Music)

- Some learners group to make a small band and practise a known song.
- Learners sing a new song to the rest of the class.
- Other learners sing the song to accompany the band.
- They change the groups as they sing.

2.3. Things in Our Home

Materials

Writing and drawing material
The wall chart and picture cards
Flashcards of the words for pot, spoon, cow, banana from your local language

Preparation

Prepare flashcard, word cards
Collect counters

News

- Learners listen to a folk tale / story.
- Learners ask and answer questions about the story.
- They say tongue twisters.

PE

Experiences with body and space *(Refer to the Curriculum)*

Mathematics

- Learners make five drawings of things from the home - first 1 thing, then 2 things, 3 things, 4 things, and 5 things.
- They write the correct number symbol under each picture as they count.
- Learners practice putting together objects to show that 2 + 3 = 3 + 2, etc.

Literacy I

- Tell a story about other things in the home.
- Learners ask and answer questions about the story
- Let learners tell their own news.
- Learners match words to pictures.

Literacy II

- They colour the things.
- Learners practise writing the pattern (2.3).
- Learners draw and label things found in the home and colour them.

English

- Learners learn the vocabulary 'cow', 'go at', 'hen', 'duck' using the following structures:

  Show me a ... What is this/that?
  This is a ... This/That is a ....

Creative Performing Arts (Art)

- Divide the class into 2 groups
- In groups learners draw colour and objects in their homes
- Learners who have drawn the same object form groups.
- They compare drawings and models in groups.

THEME 3: OUR COMMUNITY

Introduction

This theme deals with the community in which the learner lives. This follows naturally from the last theme on the home. Here the learner learns about the people in his/her community, what they do and how they contribute to the community. It is important that you stress that a community needs different people doing different activities.

Each community is unique. You will, therefore, need to modify the suggested content of your lessons to reflect the people and places that are important in the learner's *own* community. Do not hesitate to bring to the classroom people from the community to make your lessons more relevant. A visit from the local policeman could be a good way of emphasizing road safety; and a visit from the local nurse or doctor can help the learners to feel secure seeing a familiar person if they ever get ill.

Some learners may not know where various people work and how they communicate with each other. In a small community it may be possible to take the learners out for a walk. If you decide to do this, ask a few parents to accompany you and help you. Otherwise, use the wall chart to identify different places of work.

The learners must realise that they have responsibilities too — not only by behaving in a responsible manner as children but also by understanding that when they grow up they should be willing to contribute and play a useful role in their community.

Schemes of Work for Theme 3

Sub-theme 3.1: The People in Our Community (Week 8)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• News • Singing	• News • Reciting rhymes	• News • Singing a song	• News • Singing a traditional song	• News • Singing a lullaby
Mathematics	• Counting 1-20 • Identifying and naming people in our community. • Forming sets	• Counting 1-20 • Sorting / grouping • Forming sets	• Counting 1-20 • Haying 'Odd man out' • Matching number symbols to number symbols. • Writing number symbols 1-9	• Counting 1-20 • Matching number symbols to objects • Writing number symbols 1-9	• Matching number symbols to objects • Counting 1-20 • Writing number symbols 1-9 • Pilling missing numbers

Literacy I Pre-reading	• Identifying and naming people by title and sex (14 people) • Telling / signing a story about what people do and how they help us in our, community • Joining dots to form pictures, e.g. man to man, woman to woman • Talking about how everybody has a part to play in our community	• Identifying and naming people by title, sex (1-8 people) • Matching picture to picture, e.g. policeman to policeman • Reading 3 vowels a, e, i.	• Identifying and naming people by title, sex (1-12 people) • Reading 3 vowel letters a, e, i.	• Responding to commands. • Telling / re-telling /signing stories • Listening to folk tales.	• Reciting a rhyme related to people in our community • Reading pictures on wall charts • Describing pictures of people
Literacy II Pre-writing	• Pattern writing • Modelling the vowel 'a' • Displaying work and discussing shape of letter 'a' • Singing songs about vowels	• Pattern writing • Modelling vowel 'e' • Displaying and discussing shape of letter 'e' • Singing songs about vowels	• Pattern writing • Modelling vowel 'i' • Displaying and discussing shape of 'i' • Singing song about vowels	• Pattern writing • Modelling vowels a, e, i. • Displaying and discussing shape of 'a', 'e', 'i' • Singing a song about vowels	• Pattern writing • Tracing vowels a, e, i. • Displaying and discussing shapes of 'a', 'e', 'i' • Singing a song about vowels
English	Vocabulary man, woman, teacher, child Structure • Show me a ... • This / that is	Vocabulary man, woman, teacher, child, nurse Structure • Who is he/she?* • He/she is a. . . • Show me a... • This / that is	Vocabulary doctor, farmer, nurse Structure • He/she is a ... • Show me a ... • This /that is ...	Vocabulary boy, girl Structure • Who is he/she/it? • He/she/it is a... • Show me a • Point to ... • This / that is ...	Revision • All vocabulary • All structures
Creative Performing Arts: Music	• Singing • Dancing	• Telling / signing stories about the song • listening	• Free activity	• Role-playing	• Drawing • Colouring • Shading

Sub-theme 3.2: Activities in Our Community (Week 9)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News/ Story Time	• Telling news • Drawing • Modelling	• Telling news • Singing	• Telling news • Reciting poem	• Telling news • Saying riddles	• Telling news • Reciting a rhyme (traditional)
Mathematics Concepts	• Identifying • Naming times of day • Telling days of week • Matching	• Sorting • Measuring capacity of containers • Recognising and writing number symbols 1-9	• Matching • Counting 1-20 • Adding orally with concrete objects up to sum 10	• Counting 1-20 • Adding numbers with sum less than 10 orally • Adding orally with concrete objects up to 20	• Counting 1-20 • Acid ing with concrete objects up to 20 orally • Playing number games in teams as competition
Literacy I Pre-reading	• Identifying and naming four words related to community activities (1-4): planting, watering, weeding, harvesting • Role-p laving what is done in each activity	• Naming activities (1-8): winnowing. marketing, cooking • Describing what is clone in each activity • Singing a song about the activities	• Naming activities (1-12); grazing, spraying, treating, milking • Matching word to picture • Matching word to word • Sequencing words — days of the week	• Naming activities (1-16): cleaning, slashing, sweeping, washing • Telling / signing story about work	• Naming activities (1-20): building, carpentry, thatching, mudding • Saying tongue twisters • Responding to commands
literacy II Pre-writing	• Scribbling with guidance • Writing patterns • Displaying work	• Cutting and pasting letters o, u. • Tracing o, u.	• Drawing • Colouring • Displaying	• Writing letters o, u	• Cutting and pasting pictures of activities • Displaying
English	**Vocabulary** plant, weed, harvest, dry	**Vocabulary** plant, weed, harvest, dry **Structure** • 'What are you doing? • 'I am . . '. • 'What is he/she doing? • 'He/she is..'.	**Vocabulary** store, shop, market. **Structure** • 'When do..? • I . . .every . . .	**Vocabulary** shop, fish, pray **Structure** • 'When do..?' • I . . .every . . .	**Revision** • All vocabulary • All structures. • 'What does ...(farmer) *do?* • he/she . . . food.
Creative Performing Arts	• Singing song related to community activities, e.g: Furi beri ameno • Meno	• Story-telling • Singing song related to the story	• Free activity	• Reciting poems related to the activities	• Drawing • Colouring • Displaying • Tidying up

Sub-theme 3.3: Important Places and Communication in Our Community (Week 10)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news • Singing a song	• Telling News • Reciting a rhyme	• Telling news • Reciting a rhyme	• Telling news • Saying tongue twisters	• Telling news • listening to folk tale
Mathematics	• Grouping / sorting • Sequencing • Count 1-20 • Writing number symbols 1-9 • Matching number symbols to number cards	• Recognising sets with no members (empty sets) • Writing the symbol for zero / braille • Matching number symbols 0-9 to concrete objects	• Recognising sets with no members (empty sets) • Writing the symbol for zero /braille	• Counting 1 -20 • Adding to sum 20 showing how to use bundles of 10 orally using concrete material	• Matching symbols 0 -9 to domino cards • Identifying circles • Drawing circles
Literacy Pre-reading	• Naming important places • Describing different places • Fitting jig-saw puzzles	• Discussing with children what happens in each place in the community and why • Matching pictures to pictures • Reciting a rhyme	• Reading words • Forming sentences	• Role-playing situations with polite expressions	• listening to radio • Discussing what has been read on radio • Ordering cards on days of the week
Literacy Pre-writing	• Drawing • Colouring	• Writing patterns • Colouring the pattern • Displaying	• Tracing letters • Matching letter to letter	• Writing patterns • Forming words and sentences • Copying sentences	• Copying words • Copying patterns and pictures
English	**Vocabulary** hospital, clinic, mosque, church	**Vocabulary** clinic, hospital, mosque, church **Structure** • 'Where does a (nurse) work?" • 'A (nurse) works in a (hospital)'	**Vocabulary** shop, home, market, clinic, mosque. **Structure** • 'Where is the ..? • 'When do we go to . . ?'	**Vocabulary** police station, bank, post office **Structure** • 'Where is the ..?' • 'When do we go to . . ?'	**Revision** • All vocabulary • All structures
Creative Performing Arts:	• Singing • Miming	• Reciting a rhyme	• Free activity	• Singing • Creative dancing	• Modelling phone radio or drum

Teachers' hint - *Choose* suitable vocabulary for the learners based on the environment where you live, e.g.: don't use •a lake if there is none nearby. Use local landmarks and geographical features that learners know. The rest of the physical features will be covered in the theme of 'Our Environment'.

3.1. People in Our Community

Materials

Wall chart of people in the community
Picture cards of people in the community
Picture flashcards of names of people in the community
Stones or bundles of sticks for each group
Song from the TRB about the family

Preparation

Prepare all songs, rhymes and games for the day

News

- Today is the start of a new theme so discuss what we mean by 'our community'.
- Ask the learners to talk about their village or local area. Talk about the size of the community.
- Learners name important people in their community, e.g. elders, police, teachers, nurses etc. Ask as many learners as possible to talk about the people in their own community. Tell them you want them to give news from their community each day during this theme.
- A song about the community and sing it.

Literacy I

- Hold up four picture flash cards of people in the community.
- Say the word and then put each card next to a similar picture on the chart
- Learners say what each person does in the community.
- Tell a story about the community from the TRB. Use TP3.
- Learners answer oral questions about the story.

Literacy II

- Present the pattern for the day
- Show the learners the letter 'a' and get them to find it in words they know or can see in the classroom
- Guide learners to model letter 'a'.
- Display their work and talk about it.
- They sing a song about vowels.

Lesson 4 Mathematics

- Using the wall-chart ask a few learners to name the different people in the community they talked about during the first lesson.
- Learners sort pictures of people in the community into different groups, e.g. people who have a job, who have a uniform, who stay at home, etc
- They count the number of people in the chart and in each group.
- Revise counting 1-20 using the people on the chart.
- Get learners to use their stones to count up to different numbers between 1 and 20 e.g. tell each group,' Count out six stones.' Each group takes out six stones.
- Do the same for other numbers.

English

- Greet the learners as usual.
- Learners learn the vocabulary man, woman, teacher, child.
- Present the new vocabulary: 'man', 'woman', 'teacher', 'child'.
- Learners identify the men and women in the wall-chart.
- They name learners and teachers at school but not in the class
- They practise the exchange, 'Show me a child.' 'This is a child.' while pointing at the chart.

PE

Imitational movements *(Refer to the Curriculum).*

RE
CRE: Discovering God's gifts to me *(Refer to the Curriculum)*
IRE: Telling the meaning of ablution *(Refer to the Curriculum).*

Creative Performing Arts (Music)
The last lesson of the day is a local song about the community or a member of the community (choose from the TRB) Theme Three.

- Learners learn the song and sing together.
- Some learners play percussion instruments while others sing and clap, keeping to the rhythm.

3.1. People in Our Community

Materials

Wall chart *Our Community*
Picture cards of people in the community
Word cards for man and woman
Number cards 1-4

PE

Imitational movements *(Refer to the Curriculum)*

Mathematics

- Learners group the people in the community according to their title, sex and work using the Our Community's wall chart. Count how many women and how many men.
- Learners practise counting 1-20 using the people in the chart.
- Then learners revise counting using their fingers, e.g. say, 'Hold up seven fingers' etc.
- Draw people from the chart, with 2 women on one side and 2 men on the other.
- Revise the number symbols for 1, 2, 3, 4.
- Write a number under each of the people you have drawn. As you do this, say, 'One woman, two women. One man, two men.'
- Say, 'One person, two people, three people, four people' as children come up and write the numbers 1-4.
- Hold up number cards showing the symbols 1-4.

Literacy I

- Using the four picture cards of the people in the community from yesterday ask, some learners to match these pictures to the wall chart and name the people.
- Introduce two reading "words: 'girl', 'woman'. Use TP4.
- Learners match the words to the picture on the chart.
- Learners draw pictures of four women and four men from the chart.

Literacy II

- Learners practice the pattern from yesterday (Pattern 3.3).
- Present the second pattern for the day. *9*
- Present the letter 'e' and ask learners to find it in any of the new words you showed them.
- Learners model letter 'e'.
- Learners display and talk about the shape of letter 'e'.
- They sing a song about vowels.

English

- Revise vocabulary from yesterday using the 'Our Community' chart and the pictures.
- Present the difference between 'he' and 'she' by pointing at people on the chart and saying, 'He is a teacher. He is a man.' 'She is a nurse. She is a woman.'
- Point also to the learners, saying 'Show me a child', 'She is a child. / He is a child.'
- Then call out a number of learners. Describe each by saying, 'This is Sarah'.
  'She is a girl'.
  'This is Mutesa. He is a boy
- In groups or pairs learners practise describing each other in this way.

News

- Ask learners to tell news about the people in their community.
- Learners talk about people they would like to be and why.
- Learners recite a rhyme about people in the community
- Tell them that tomorrow you will ask them to describe an important person in their community. (They should choose one.)

RE

CRE: Discovering God's gifts to me *(Refer to the Curriculum).*
IRE: Demonstrating how ablution is performed *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Introduce a song by telling a story to give its background.
- Learners listen to the song.
- They answer questions about the song.

3.1. People in Our Community

Materials

The wall chart for Our Community
Picture cards for people in our community
Word cards for the words: man, woman, girl, boy
Number symbols 1-4
Stones or sticks for counting

Preparation

Decide what Free Activity you will do today with your class in Lessons 7-8

News

- Encourage learners who told their news yet to do so for this week.
- Remind the learners that yesterday you asked them to describe a member of their community. Get them to do this first in groups. Then each group presents their best story or description.
- Learners sing a known song about people in the community

Literacy I

- Get learners to name people in the chart by their titles, Mr, Mrs etc.
- Learners talk about people who have the same title in your school and your community.
- Revise the word cards for 'girl' and 'woman'.
- Introduce the new reading words, 'man' and 'boy'.
- Learners match the pictures with the word cards using TP4.
- Learners read the vowels 'a', 'e', 'i'.

Literacy II

- They revise letters already learned.
- Learners identify these letters in any words they have read.
- Introduce the pattern for the day.
- Introduce the letters 'i'.
- Learners practise writing 'i' and sing a vowel song.

Mathematics

- Children play a game of 'odd one out' using the picture cards. Hold up three pictures, e.g. two people in the community and one person not in the community. Ask which is the 'odd one out'. Do the same with two girls and a man; two nurses and a teacher; etc.
- Revise number symbols 1-3 by asking the learners to draw one stick and label it with the symbol 1, then two sticks and write the symbol 2, then three slicks and write 3.
- Now continue counting, introducing the numbers 10-20 by bringing out more learners.
- Learners to count on their fingers and toes as they count up to 20.
- Learners match number symbols to number symbols 1-9.

English

- Revise the vocabulary of the past two days.
- Present the new vocabulary, 'nurse', 'doctor', 'farmer', using the picture cards and following TP1 and TP4 for presenting vocabulary.
- Revise the structures, 'Who is this?' 'This is a (nurse)'. Learners should name any nurses, doctors or farmers they know. Find out if any learners' parents do these jobs.
- Give the learners the command 'Show me a doctor'. Ask a learner to come out and show a woman on the wall chart and say 'She is a doctor.'
- Repeat with 'a nurse', 'a farmer'.
- Revise counting in English using first the wallchart, then bring out the learners (up to 10).

PE

Imitational movements *((Refer to the Curriculum page 77).*

Free Activity

Have a variety of materials and activities for learners to use.

3.1. People in Our Community

Materials

Word cards for man, woman, girl, boy, teacher, doctor, nurse

PE

Imitational movements *((Refer to the Curriculum)*

Mathematics

- Learners revise counting numbers 1-20.
- Take the learners out to the playground and in groups of four ask them to collect 10 objects, e.g. stones, leaves, sticks, and bring them back to class
- Ask the group reporter to describe their objects and the group to count them together to the class.
- Let them divide the objects they have collected and display them on their desk in order of size.
- Revise while recognising and writing the number symbols 4 and 5 by drawing sticks (as yesterday).
- Introduce the number symbol for 9 and match it to a picture card.
- Groups divide their objects into small groups and use number symbols 1-9 to match the number of objects in each group.

Literacy I

- Introduce 2 new commands.
- Learners practice them in pairs.
- Let 2-3 pairs come to present in front of the class.
- Tell learners a story about obedience.
- Listening to folk tales.

Literacy II

- Introduce the patterns for the day.
- Ask the learners to write letters 'a', V, Y in the air.
- They use clay to model letters 'a', V, 'i'.
- Learners display and discuss the shape of the letters, e.g. 'It starts at the top, it goes round...' etc.
- Learners sing the vowel song.

English

- Learners revise the vocabulary from yesterday by holding up the picture cards and ask a few children 'Who is/Who's this?' They reply 'He/She is/He's/She's a ...'
- Learners revise the question and answer: 'Who is/Who's that?' and 'Show me a ...' using the same pictures. (Explain, e.g that 'He is' and 'He's' are both correct.)
- Using the wall chart practice asking and answering questions.
- Learners draw pictures of the different people: nurse, teacher, doctor, child, boy, girl. Each learner should draw at least two people. Then they use the pictures to practise the structures and vocabulary in pairs, i.e:

  'Show me a ...' 'This is a ...' What is she/he/it/that?' 'It's/She's a ...'

  (Note that we do not say What's it?' We say instead the full form, What is it?')

News

- Talk about importance of neighbours and being friendly.
- Sing them a traditional song about good neighbours.
- Learners sing after you

RE

IRE: Demonstrating how ablution is performed *(Refer to the Curriculum).*
CRE: Discovering more of God's gifts to me *(Refer to the Curriculum).*

Creative Performing Arts (Music)

- Tell a real or fictional story about obedience and disobedience, giving the consequences.
- Learners role-play obedience.

3.1 People in Our Community

Materials

Wall chart of *The Community*
The seven picture cards of people in the community with word cards attached
Jigsaw puzzles

News

- Learners listen to a story about what you imagine doing over the weekend. Include members of the community in the story.
- They learn a lullaby.
- Learners sing the lullaby.

Mathematics

- Introduce the lesson with a matching exercise of number symbols to objects.
- Let learners count the objects and also the number chart
- Learners write the number symbols by filling in missing ones.

English

- Learners revise the vocabulary from this week and of the family from the previous theme.
- Learners talk about people in their community using their new structures and the pictures they drew of people in the community.
- They practise in pairs or groups, showing their pictures, e.g.:
  Who is this?' 'This is my mother. She is a woman.' 'Show me your brother.'
- Learners sing a song about the family or the community. (TRB) Theme three

PE

Imitational movements *(Refer to the Curriculum)*

Literacy I

- Learners recite a rhyme related to people in our community.
- They try to think of words that rhyme with the words they know for members of the community.
- They describe pictures of people, using as many descriptive words as they can think of for each picture.

Literacy II

- Introduce the pattern for the day
- They learners find the letters 'a', 'e', 'i' in words they know

- They trace vowels 'a', 'e', 'i'.
- They display their work and describe the shapes of 'a', 'e', 'i'.
- They sing the vowel song

Creative Performing Arts (Music)

- Distribute the materials for drawing
- Learners freely draw people in the community.
- They colour or shade their pictures.
- They display their work and talk about it.

3.2. Activities in Our Community

Materials

Wall chart of the *Community*
Picture cards of activities in the community
Word flashcards
A song from the TRB about activities in the community
Materials for PE

Preparation

- Make sure you know which song you will use and which game you will use for PE.
- Prepare all the materials needed.

News

- Learners tell their news freely.
- They talk about what they did over the weekend in their community.
- They talk about where they live and why or why not. Whether they like the place or not.
- Encourage as many learners as possible to speak.
- Learners draw the different activities in the community.

Literacy 1

- Ask learners what day it is. Then put the word 'Monday' on the wall. (If your language has a choice between the traditional and numeric word for days, use the numeric word)
- Learners identify and name community activities
- Learners read words related to community activities (painting, watering, weeding, harvesting)
- Learners describe what is done in each activity.
- Learners role-play what is done in each activity.

Literacy II

- Revise the patterns from last -week by practising them.
- Learners scribble with your guidance.
- Present the next patterns for this week: 3.3 (TP 1)
- Learners practise this new pattern.
- Learners display their work and talk about it.

Mathematics

- Learners sing a number song about numbers 1 -20. Learners count on their fingers and toes.
- Using the wall chart ask learners to name the different activities they see in their community.
- Learners match people and places in the community to these activities by asking, 'Who does this?'
- Revise the times of the day.
- Ask learners if they know what day it is today. What about yesterday?
- Teach learners the names of the days of the week in the local language.

- Learners talk about the activities that you do on different days, e.g: What days do we go to school?' Ask similar questions.

English

- Learners revise the action verbs 'clean', 'wash', 'cook', 'stand', 'sit', 'sleep'.
- Present the new vocabulary 'plant', 'weed', 'harvest', and 'dry', using the wall chart to identify these activities.
- Learners sing the action song related to activities done in the community
- Learners mime actions while others guess what they are doing.

PE

Imitational movements *(Refer to the Curriculum).*

RE

IRE: Demonstrating how ablution is done *(Refer to the Curriculum)*
CRE: Different people found at home, i.e. parents *(Refer to the Curriculum)*

Creative Performing Arts (Music)

Follow the procedure for teaching a new song:

- Learners listen to a song about activities in the community.

- Learners freely accompany it with percussion instruments.
- They sing the song freely.

3.2. Activities in Our Community

Materials

Wall chart of Our Community
Picture cards of people working in the community
Word cards for the four activities and for days of the week
Number cards 1-6
A variety of different containers, e.g. Kimbo tins, bottles.
Counting sticks

Preparation

Prepare all the needed materials in advance

PE

Imitational movements *(Refer to the Curriculum)*

Mathematics

- Using number symbol cards learners revise the symbols 1-9.
- Practise writing the symbol 9 as before.
- Give each group three or four containers of different sizes. Ask them to decide which containers are bigger.
- Demonstrate how one container can hold more than another by pouring water from one to another.
- If water is available the learners take the containers outside and fill one of them with water.
- They compare how much each can hold.
- They draw their containers in order of size.

Literacy I

- Ask what day it is today. Show them the word card for Tuesday (as long as you are teaching this lesson on a Tuesday) and put this on the wall next to Monday.
- Talk about different times of the day. Ask what they do in the morning, afternoon and evening (e.g. eating, cleaning, sweeping, cooking, drinking).
- Ask them how they know what the time of day is. (Encourage them to look at the sun or their shadows.)
- Present the five words for these* activities. (TP4)
- Learners practise the words by holding up each word - the learners have to mime the action.
- Learners draw a picture of any action and then match their picture with the word.
- Learners sing a known song about activities.

Literacy II

- Let the learners practice the pattern from yesterday.
- Present the new letters 'o', 'u'.
- Learners find all the words they can see that start with that letter.
- Let learners cut out letters 'o', 'u' from cards and they paste them on a background (e.g. manilla paper)
- Learners trace the letter.

Lesson 5 English

- Learners revise the vocabulary they used yesterday: 'weeding', 'harvesting', 'planting', 'drying'. They should mime the actions
- Learners come out and mime one activity. Ask, 'What are you doing?' With the help of the teacher the learners to answer, 'I am ...' / We are ...'
- As a class, learners practise asking and answering questions.
- Some learners prompt the answers by holding up a picture card showing the activity.

News

- Learners to tell news from the community.
- Ask who can help them in the community if they have a problem.
- Ask if they have ever needed help from anyone.
- Tell them that tomorrow you want them to tell you about their best friends in the community so they should prepare their stories.
- Sing a familiar song about work (TRB)

RE

IRE: Demonstrate ablution *(Refer to the Curriculum)*
CRE: Different people found at home, i.e. children *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners listen to a story related to work.
- Sing a song to accompany the story.
- Learners sing the song after the teacher.

3.2. Activities in Our Community

Materials

Wall-chart for *Oar Community*
Counters
Word cards for activities and for the prefixes for these for 1st person present tense.
Number cards
Picture cards
Materials for PE

Preparation

Prepare all the needed materials in advance

News

- Ask learners who have not talked about their news yet to give you their news for this week.
- Ask if their family have friends in the community.
- In groups and then as a class get learners to tell each other about their or their family's best friends in the community. (Use this to instil a sense of the importance of neighbours and friends.)
- Recite a poem about friends (TRB).
- Tell them to bring stories about their neighbours (both good and bad stories) on Friday.

Lesson 2 Literacy I

- Ask what day it is. Show the word card for Wednesday and put this on the wall next to Tuesday. Get the learners to read the first three days of the week as a class. Then take the words down. See if anyone can put them back in the right order. They should use the first letter or the last letter as a clue.
- Revise the action words, 'sweep', 'clean' etc. matching the pictures. Revise the reading words from the house including 'house', 'room', 'chair', 'garden'.
- Use the pictures and the days of the week. Get learners to say:
  - 'We clean on Monday.'
  - 'We sweep on Wednesday.'
- Present the prefix for 'we' (+ present tense). Then show the words for 'we sweep', etc.
- Match pictures to words and words to words.
- Ask learners in groups to mention of all the activities that take place in the community.
- Play a game using the wall chart using two criteria, e.g. ask questions like, 'Who is (sweeping/ cleaning etc) the...?'

Literacy II

- Tell them to copy the day of the week in their exercise book/slates/floor.
- Prepare the learners to draw. Tell them to choose one of the action verbs and draw themselves doing the action.
- Ask the learners to shade or colour the picture they drew (TP1).
- Ask a few learners to come to the front of the class to show their drawings.
- Write the words on the chalkboard: 'I sweep the house/clean the house/etc.'
- Learners copy the appropriate sentence under their picture.
- Display

Mathematics

- Learners revise counting 1-20 by singing a counting song (See TRB).
- Revise the number symbols 1-6 and introduce the symbols for 7, 8, and 9.
- Display these numbers using flashcard matched to picture cards.
- Learners practise writing these numbers, first in the air and then in their exercise books/ slates.
- Learners add numbers whose sums are less than 10 orally and using learners to illustrate.
- As before you may bring learners to the front. First bring three to the front. They stand on one side of the board. Then bring two more. They stand on the other side. Ask learners to count how many children there are. Use the number symbols 2 and 3 by giving the symbols to the learners. When they come together, give them the number symbol 5.
- Do the same for other numbers below 10.

English

- Learners revise the asking and answering questions e.g. 'When do you sweep/clean/wash/ cook?' 'I sweep in the morning.' See TP3.
- Learners revise the vocabulary for people in the community and their activities and revise the activities from Themes 1 and 2.
- Learners learn the vocabulary store, shop, market, sell using the structures
  - 'What are you doing?'
  - 'lam...':
  - 'We are...'
  - 'What is he/she doing?'
  - 'He/she is ...
- Learners ask each other the questions while they point at the pictures.

Lesson 6 PE

Imitational movements *(Refer to the Curriculum)*

Free Activity

Have a variety of activities and materials for learners during this lesson.

3.2 Activities in Our Community

Materials

Picture cards of people in the community
Pictures they have drawn
Balls for PE
Word cards for the root activity words and for 1st and 3rd person prefixes for present tense
A rhyme about working in the community
Materials for role-play

Preparation

- Prepare all the materials needed in advance
- Make sure you know which rhyme you will use.

Lesson 1 PE

Imitational movements *((Refer to the Curriculum)*

Lesson 2 Mathematics

- Divide the class into groups and take the them out to the playground.
- The learners count up to 20
- Give commands to the group, e.g. 'Two children come to the front.'
- Now add seven learners. Ask 'How many people are in front now?'
- Do the same for several number combinations up to 9. The learners can call out the addition, saying in words 'Two plus seven is nine.' Each time, get the class to call out the numbers. You want them to start remembering these number bonds.
- Get 10 learners from each group to stand aside. Call out one more learner and say 'Ten plus one equals eleven.' Continue to do this to 20.
- They practise these sums above 10 with their sticks. Get them all to make a bundle of ten sticks and then add one, etc.

Literacy I

- Ask what day it is. Show the word card for Thursday and put this on the wall next to Wednesday.
- Tell a story about the different jobs of people in the community.
- For the different roles (nurse/doctor/priest/teacher) and the flashcards from the family in Theme 2 (mother, father, etc)
- Revise the words 'I sweep/clean' etc. Then ask who cleans in their house.
- Introduce the prefix for 'he/she' + present tense. Use the part words + prefixes and let children make the different verbs.
- Ask learners to role-play people in their community doing their activities
- Divide the class into small groups and give out roles: teacher, priest, doctor, nurse, grandfather, sister etc.
- Learners role-play what their character does in the community on various days.
- Other groups have to guess what role the person is playing and hold up a word card. You can extend this role-play to practise words from 'Our Home'.

Literacy II

- The learners practise writing letters.
- While they are writing, go round and ask them for words that begin with the letter they are writing.
- After learners have finished, ask them to tell each other the words they thought of.

English

- Learners revise the structures What are you doing?'
- Introduce the new vocabulary 'shop' (v), 'fish' (v). Use pictures of the community activities.
- They learn the vocabulary 'shop', 'fish', 'spray', using the following structures:
  What is he/she doing He/she is ...
- Learners practise asking and answering questions in pairs using the pictures:
- In pairs or groups the learners use the pictures to answer oral questions on activities done in the community and who does them.

News

- Learners tell which leaders they admire in the community.
- Learners talk about what makes someone a good leader (respect, fairness etc). (Use this to instil in them not only the sense of leadership, but also an awareness of people who they can and can't trust.)
- Encourage more learners to speak either as a class or in their groups
- Learners say and answer riddles
- Remind learners to bring stories about their neighbours

RE

IRE: Telling the importance of ablution *(Refer to the Curriculum)*
CRE: The different people found at home i.e. neighbours *(Refer to the Curriculum)*

Creative Performing Arts (Music)

Learners recite poems on different activities.

3.2. Activities in Our Community

Materials

Wall chart of the community
The seven picture cards of people in the community with word cards attached
Jigsaw puzzles of the community
Number cards
Word cards for noun words from themes 1-3

Preparation

- Make pictures of activities in the community which are carried out in the morning, afternoon and at night.
- Make sure you have all the materials prepared in advance.

News

- Remind the learners that they promised to bring you stories about their neighbours.
- In groups, and then as a class, learners tell their stories.
- Choose a known rhyme about working at community. (See TRB)
- Learners recite the rhyme.
- Ask the learners if the rhyme describes their community life.

Mathematics

- Today play the missing number game. Divide the class in two with two teams. One member of each team will be the score-keeper.
- First count number to 20.
- Call out sums and see which group can call out the answer first.
- Keep the score to see which team gets most correct.
- Write numbers on the board with one missing, e.g. 4, 5, D, 7, 8. The team that holds up the missing symbol first gets a point.

  In a small class a member of the team can come to the board and write in the missing symbol.
- The team that reaches 10 points first wins that round and the score-keeper must remember the score.

English

- Learners revise the vocabulary of this week by using the pictures they have drawn of people in the community and at home.
- Learners practise the substitution dialogue (TP3):
  - 'Who is that?'
  - 'It is a farmer (nurse/doctor/mother/teacher).'
  - What does a farmer do?'
  - 'He grows our food (looks after us, helps us/cooks/teaches).[1]
  - 'When does he grow our food?'
  - 'Every day / in the afternoon/morning/evening/night.'

PE

Imitational movement *(Refer to the Curriculum)*

Literacy I

- *Ask* what day it is. Show the word card for Friday and put this on the wall next to Thursday.
- Learners say tongue-twisters.
- Ask learners to say out the days of the week and mention activities they do on each day. (By now they should know their school timetable.)
- Revise commands and let learners obey by doing what is commanded of them

Literacy II

- In groups learners play with the jigsaw puzzle of the Community.
- Ask the learners to cut out pictures of activities.
- Learners to paste the pictures.
- Now revise the patterns for this week.
- Learners display their work.

Creative Performing Arts (Art and Crafts)

- Learners draw at least one activity from the community.
- They colour their work.
- Learners display and talk about it.

3.3. Important Places in Our Community

Materials

Picture of a typical village showing important places
Domino cards with dots to represent numbers
Word cards for days of the week (both large and small cards)
Number symbols 1-9
Picture cards
A wall-chart of important places

News

- Learners tell their news freely.
- They talk about the things they did over the weekend in their community.
- Sing a song about importance places in the community.

Literacy I

- Ask what places they have visited in their community. As many learners as possible should speak.
- Show them the picture and explain what is in the picture. Talk about one or two of the places shown.
- Using the pictures of the community, learners describe the different buildings. They identify the different signs and shapes, e.g. the shape of the mosque and the crescent moon, the cross on the church, the hospital sign, the school and government office with the flag.
- They name the important places using the wall chart.
- Get the learners to fit jig saws.
- Tell learners you want them to look for any symbols they see when they walk home. They draw the symbol and bring it tomorrow.

Literacy II

- Show how to write the word 'Monday'. They do it first in the air, then copy it on a slate. Explain that you want them to put the day for every exercise they write. Show them the word card for 'Monday'. Put the card on the wall and leave it there.
- Present the pattern for this week and let the learners copy it.
- Learners draw buildings in the community.

Mathematics

- Sing a number song and revise counting 1-20 using sticks or bottle tops.
- Using the wall chart/map, learners name different places in their community and talk about them.
- Ask learners to match the number symbols 1-9 to a series of lines or dotes i.e. on the blackboard or domino cards.
- Learners write the number symbols 1-9

English

- Learners revise the structures and vocabulary from last week by using a mime game.
  Learners act out being a teacher, doctor, nurse etc.
  Learners ask? 'Who is he/she?'
  'She is a .....'
  'What does a ....do?'
- Learners learn the new vocabulary 'hospital', 'clinic', 'mosque', 'church' using the community picture (TP1).
- Sing a song about where people work:
  The teachers in the school (to the tune of *The Farmer's in the Dm See* TRB).

PE

Imitation movement *(Refer to the Curriculum)*

RE
IRE: Telling the importance of ablution *(Refer to the Curriculum)*
CRE: Different people found at home *(Refer to the Curriculum)*

Creative Performing Arts (Music)
- Learners sing a song about how we communicate in the community.
- They mime actions in the song.

3.3. Important Places in Our Community

Materials
Wall chart and map of *Our Community*
Word cards for the four places in the community (4 out of church, mosque, school, hospital, shop, markets) and for days of the week
Letter cards for letters (a, k)
Number cards 1-9
Sticks, bottle tops or stones for counting

PE
Imitational movement *(Prefer to the Curriculum)*

Mathematics
- Draw sets to show an empty set.
- Introduce '0' as a symbol and a place holder.
- Learners identify empty sets.
- Learners match number symbols 0-9 to picture cards.

Literacy I
- Revise the words for the days of the week and the reading words from the house including house, room, chair, garden.
- Ask learners where they go on different days of the week and why.
- Present the four words for the places (church, market, shop, school) and pictures for matching. Let learners match pictures to pictures.
- Some learners practise these words by holding up a sentence (e.g. Go to/touch the church.). The other learners find the place on the picture.
- They recite a rhyme.

Literacy II
- Learners copy the word 'Tuesday' at the top of the page.
- They practice the pattern from yesterday.
- Present the new letter and let learners copy it.
- Get them to find all the words they can see that start with that letter, e.g. days of the week, places in the community and children's names.
- Learners colour the patterns.

English
- Greet the class by saying 'Good morning/afternoon, learners in the usual way.
- Revise the greeting, 'Hello'.
- Learners tell what day it is.
- Learners tell what day it was yesterday.
- They revise the structure and vocabulary they used yesterday.
- They should mime the action and then ask, 'Where does a ... work? '... works in a ...'
- Learners learn the vocabulary clinic, church, hospital, using the following structures:
  - Show me a...
  - This/that is...
  - Point to...
  - I am pointing...
- The learners mime different roles and practise in a dialogue:
  - What do you do?
    I am a teacher.

- Where do you work?
  I work in a school.
- When do you work?
  I work on Mondays and Tuesday.

• They practise the dialogue in their groups and as a whole class. Different learners should act out different jobs before substituting in the dialogue.

Lesson 6 News

- Talk about 'your favourite place' in the community, e.g. say:
  - 'My favourite place is the small shop near my house.
  - I like it because it has a lot of nice food and the shopkeeper is always friendly.'
- Learners talk about their favourite places. Get some suggestions such as: the church, mosque, market, play area, river, post office etc. Why do they like them?
  (If you have any physically disabled learners in the class, you can discuss whether they are able to get into these places and how other learners must make sure they can all enjoy the different places in the community. If you have no learners in this category you should still ask the question and raise their awareness of access and mobility for the disabled, i.e. what they can do to help.)
- Tell them that tomorrow you will want them to tell you the place in the community they hate or fear most. You may give an example such as 'the hospital' or the 'bus terminal'.
- If there is time they can continue to draw or model the places selected.
- They recite a rhyme.

RE

IRE: Telling the importance of ablution *(Refer to the Curriculum)*
CRE: Different people found at home *(Refer to the Curriculum)*

Creative Performing Arts (Music)

Follow procedure for teaching a new rhyme

- Learners recite a rhyme

3.3 Important Places in Our Community

Materials

Wall chart or map of *Our Community* Sticks
or stones for counting Number symbols 0
(new) and 1-9

Word cards for activities and for the prefixes for these for 1st and 3rd person present tense
Word card for verbs 'go', 'touch'

News

- Learners tell news.
- Remind them that you want to hear about the places they do not like or fear.
- Follow the same procedure as yesterday. However, as this will carry on over two days you do not need to get every group to report back.
- Use this as an opportunity to identify any dangers the learners may meet in the community.
- Use this to explain the importance of community centres and meeting places.
- Learners recite a known rhyme about places

Literacy I

- Ask what day it is. Show learners the word card for Wednesday and put this on the wall next to Tuesday.
- Revise the action words (e.g. 'sweep', 'clean') from last week and present the words 'go' and 'touch' etc. Hold up the new word with an object or picture/map, e.g: 'Go to the chair/ door', 'Touch the church/school'.
- Using the pictures and the days of the week. Learners to say:
  - 'I go to the mosque on Friday.'
  - 'I go to school on Wednesday.'
  - 'He/she goes to school on Thursday.' etc.
- Present the prefix for (I + present tense). Then show the word for 'I go'.
  First you and then the learners build the words using the prefixes and roots of the verbs.
- Get learners to do what the sentence says, and let them say it at the same time.

Literacy II

- Remind them to write the day of the week in their exercise book.
- Learners to trace letters. Give them any words with the letters written.
- Learners copy one sentence with those letters.

Mathematics

- Learners count sticks from 1 to 5. Then give the five sticks to five learners and ask how many you have left. The answer is zero.
- Bring out three learners to the front and divide your sticks between them in different ways but always leaving one child with zero sticks
- Get the class to tell you how many each child has. Make sure you get the answer zero for one learner.
- Draw six boxes on the blackboard. The first should be empty. In the second draw a single dot or egg or stroke. In the third draw two dots or eggs or strokes and so on until you reach 5. Get the learners to copy this in their books.
- Learners to come up and put a number symbol against each of the boxes. (They can do 1-5. Then ask them what should be written against the empty box. Demonstrate how to form the '0'.
- The learners practise writing a zero on slates and then their exercise books.
- They write the correct symbols against the boxes they have drawn.

English

- Greet the learners as usual and say, 'Today is Wednesday. Yesterday was Tuesday.'
- Use the chart to identify different places in the community and to revise the words learnt, asking questions as from yesterday.
- Learners learn the vocabulary 'shop', 'school', 'home', market, clinic, mosque.
- Using the structures from the previous day, pairs or groups work together and ask questions like 'When do you go to school?', "When do you go home?', 'Where is the shop?' 'I go to school in the morning.', I go home in the afternoon.'
- Groups repeat the dialogue but this time using 'we'
- Learners practise asking and answering questions e.g. When do you all go to school? Ask the groups to repeat the dialogue but this time using 'we'. We all go to school in the morning.

PE
Imitational movement *(Refer to the Curriculum)*

Free Activity
Have a variety of activities and materials for learners during this lesson.

3.3 Important Places in Our Community

Materials

A chart showing number symbols 0-9
Counting sticks
Word cards for the root activity words and for 1st & 3rd person prefixes present tense
Community map
Word cards for 4 places in the community
Percussion instruments

PE
Imitational movements *(Refer to the Curriculum)*

Mathematics

- Call out different sums between 2 and 20, e.g. 5 and 7, 2 and 9 etc. In groups the class should use their counting sticks to work out the answer.
- When they have done this, show them how to do it by adding up to make bundles of 10 and then count the remainder. (You can also use the abacus for the first time. Show them how the beads on the abacus act like their sticks.)
- Call out the number bonds for sums of 10 and under. Learners try to answer without using their sticks.
- Learners revise the number symbols for 0-9 by matching the symbol to the correct number of strokes.

Literacy I

- Ask what day it is. Show the word card for Thursday.
- Learners role-play different roles in the community using polite language.

Lesson 4 Literacy II

- Learners write pattern of the day.
- Learners form words and sentences either on the blackboard or using a sentence holder or string. These sentences should include changes of person and adding tense markers.
- In groups learners form words and sentences using the small word cards and parts of words, showing change of tense and person.
- Learners read the sentences to others in their group.
- they copy sentences from yesterday with the parts of the verb changing.

Lesson 5 English

- Using the chart of the community to learners, revise the places, names and the question form,
  - Where is the...?'
  - When do we go to (church/market/shops/church)?'
- They learn the new vocabulary police station, bank, post office using the following structures.
  - What can you see ...
  - I can see ...
  - Can you see ... ?
  - Yes, I a can ...
  - No, I can't ...
- Learners practise asking and answering questions e.g. 'Where is a/the (police station/ bank/ post office) in our community?'
- Sing a song about places in the community.

News

- Continue the topic from yesterday and the day before. Get groups or individual learners to describe places they know in the community.
- Learners talk about the things they like in the community
- Encourage more learners to speak either as a class or in their groups.
- Tell the learners that they must all think of things they can do to make the community better and

happier. They will report this on Friday (tomorrow).
- Learners say a tongue twister.

RE
IRE: Mentioning the things that spoil ablution *(Refer to the Curriculum)*
CRE: The different people found at home. *(Refer to the Curriculum)*

Creative Performing Arts (Music)
- Using some percussion instruments learners sing a song about important places and communication in our community.
- Learners perform a creative dance appropriate to the theme.

3.3 Important Places in Our Community

Materials
Wall chart of the community
The seven picture cards of people in the community with word cards attached
Jigsaw puzzles of the community
Number symbol cards and domino cards with dots from 0 to 9
Word cards for reading words from Themes 1 -3

News
- Tell the learners a folk tale about a young leader.
- Learners answer question about the story.

PE
Imitational movements *(Refer to the Curriculum)*

Mathematics
- Draw ten boxes on the blackboard with 0-9 dots in them or use domino cards. Then point to a box of dots or domino card. Learners write the number symbol on their slate and hold up the slate.
- Learners write the numbers 0-9 in their exercise books and draw the correct number of strokes next to each number.
- Ask learners if they can think of any round objects in the classroom or at home and name them. Tell them the word for a circle in their language.
- They practise drawing circles, big circles and small circles
- Use this activity to judge how many learners can count to 10 and can match number domino cards to symbols 0 — 9.

Literacy I
- Take the days of the week cards down and then ask learners to put them in the correct order. Encourage them to use the first letter of each word to work out the order. (This will only work for some languages.)
- Learners listen to a talk about good communication on radio
- Learners answer questions from the talk
- They form sentences from the talk.

Literacy II
- In groups learners play with the jigsaw puzzle of the picture.
- Write up an 'odd one out' exercise such as that from Tuesday. Get learners to copy from the blackboard and circle the picture that is different, or use any work card you have prepared with an 'odd one out' exercise.
- Now revise the patterns for this week, TP1. '(This will enable you to assess their progress in writing skills and their ability to recognise direction and details.)

R
E
IRE: Mentioning the things that spoil ablution *(Refer to the Curriculum)*
CRE: Different people at home *(Refer to the Curriculum)*

English

- Learners revise the vocabulary of this week by using the pictures they have drawn or the model they have made of places in the community and at home.
- They practice the substitution dialogue using the wall chart:
  - 'Can you see a .....(church)?'
  - 'Yes, this is a .....'
  - When do you go to ....?'
- They sing a song related to the community,

Creative Performing Arts (Art and Crafts)

Learners make models of communication devices, e.g. phone, radio, drum. They then describe their model to others. Ask other teachers to come and look at the models. Learners describe them to the visitor and the visitor should talk about the models with the learners.

THEME 4: THE HUMAN BODY AND HEALTH

Introductio
n

This last theme of Term 1 PI concerns the learner's own body and health. It is a very important theme and will be repeated with different aspects later. For PI, Term 1 concentrates on the parts of the body and their functions, common diseases and personal hygiene.

The song 'heads, shoulders, knees and toes' is a good way to introduce new words while singing and pointing to the relevant body parts. Many of the learners will be aware of the diseases that are common in their area with perhaps personal experience. Make sure they understand how these diseases are caught, treated and what can be done to prevent catching them.

A further aspect of this theme is personal hygiene. In the Orientation Week this was considered. Now at the end of the term refer back to the work done then — washing hands with soap after visiting the toilet, keeping hair clean and kempt, sweeping the floor of the classroom at the end of each day etc. You should also introduce other materials used for cleaning that are common in your community.

Schemes of Work for Theme 4

Sub-theme 4.1: Parts of the body and their functions (Week 11)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Singing a song about parts of the body	• Guided news focusing on eves and ears, e.g: what you see and hear	• Short stories about parts of the body	• Reciting a rhyme about parts of the body	• Singing a traditional song
Mathematics	• Identifying • Counting 1-40 • Naming • Matching • Sorting • Adding numbers less than ten using number line	• Forming sets using pictures of body parts • Counting • Classifying • Reading and comparing sets by number of members	• Drawing body parts • Matching body parts with number symbols • Writing number symbols 0-15	• Counting 1-40 • Writing Number symbols 16 -20	• Measuring parts of the body using non-standard measures • Play a counting game • Reporting Using vocabulary bigger, smaller etc.
Literacy I (Pre-reading)	• Naming parts of the body • Draw parts of the body and their uses. • Recognizing words (4)	• Matching pictures to pictures • Recognizing words (4). • Identifying the first two consonants of given words. • Describing parts of the body	• Giving singular / plural of parts of the body • Comparing parts of the body. • Recognising words (4). • Identifying the first two consonants of given words.	• Identifying missing parts. • Recognising words (4)	• Naming parts *of* the body • Playing domino games • Recognizing words (all). • Reciting rhymes.

Literacy II (Pre-writing)	• Drawing • Colouring	• Joining dots • Colouring or painting	• Cutting and pasting • Identifying missing parts of pictures	• Writing patterns • Copying words	• Drawing • Labelling • Copying
English	Vocabulary head, hand, shoulders, knees, toes Structures • Show me your ... • This is my ... • These are	Vocabulary leg, foot Structures • This is my ... • These are my...	Vocabulary eye, ear, hair, teeth Structures • Show me your • This is my ... • These are my . .	Vocabulary nose, mouth Structures • How many have you? • I have . . . • How many . . .does she/he have? • She/he has . .	Vocabulary body, back, chest Structures • Show me . . . • This is my ... • He/she has . . .
Creative Performing Arts	• Singing and movement (dancing)	• Reciting a rhyme related to body parts	• Free activity	• Singing / signing	• Drawing • Colouring • Modelling

Sub-theme 4.2: Personal Hygiene (Week 12)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Singing songs related to person al hygiene	• Telling news related to what is done in the early-morning before coming to school • Talk about toilet manners.	• Telling stories related to personal hygiene • Singing a song related to hygiene	• Singing a lullaby • Saying jingles	• Reciting a rhyme • Saying riddles
Mathematics	• Counting 1-40 • Telling time according to months of the year. • Using natural indicators	• Describing different: materials • Matching different materials to number symbols	• Matching pictures of body parts of number symbols • Adding two numbers horizontally with sum less than 9.	• Counting 1-40 • Adding horizontally with sum less than 9.	• Counting 20-40 • Measuring using palm and foot for length • Comparing lengths • Drawing Simple picture charts
Literacy I	• Talking about the importance of cleaning the body, avoiding germs, odour etc. • Practising washing hands • Reading 2 syllable words • Reading singular and plural words.	• Describing pictures of different activities related to personal hygiene • Telling and retelling stories. • classifying materials used for parson al hygiene, e.g. ' soap, sponge, water, basin	• Talking about how to keep the body clean e.g. washing, brushing, combing etc. • Sequencing different picture activities done while cleaning the body • Reading 2 syllable words • Reading singular and plural words.	• Matching pictures with objects for cleaning. • Reading 2 syllable words • Reading singular and plural words.	• Explaining the value of good sanitation. • Reading words related to sanitation and personal hygiene (10 words) • Asking & answering questions. • Reading 2 syllable words • Reading singular and plural words.

Literacy II (Pre-writing)	• Practising patterns e.g. scribbling I_I_I_I_ • Writing letters. • Writing words	• Drawing • Copying letters • Writing words	• Writing patterns • Copying sentences • Writing word	• Practising patterns VVV VVVV vvvvv • Copying sentences	• Tracing shapes of objects used to clean the body • Colouring and shading • Writing words
English	**Vocabulary** towel, soap, **Structures** • This is my (towel, soap), etc.	**Vocabulary** cut, nails, razor blade **Structures** • What are you doing? • What is he/she doing? • 1 am ...my ... • He/she is ... her /his ...	**Vocabulary** comb, wash, brush, hair. **Structures** • What are you doing? • 1 am ...my ... • What arc they doing? • They are . . . their ...	**Vocabulary**- wash, brush, clean. **Structures** • What are you doing? • I am ..my ... • What arc they doing? • They are ... their ...	**Vocabulary** Revise vocabulary and use structures • What colour is her/his/ your/their ..?
Creative Performing Arts:	• Singing, • Instrumental work	• Reciting rhyme • Acting out activities of cleaning themselves	• Free activity	• Saying riddles	• Modelling or weaving

Sub-theme 4.3: Diseases (Week 13)

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling news related to sickness	• Telling news related to sickness at school	• Telling news related to sickness at the hospital	• Saying riddles	• Saying tongue twisters
Mathematics	• Counting 140 • Writing number symbols 1-20	• Adding two numbers whose sum is less than 10 horizontally and then vertically *	• Counting 1 -40 • Matching number symbols to picture cards • Adding two numbers with sum less than 10	• Adding numbers whose sum is less than 20 orally. • Writing patterns e.g. 2, 4, 6,	• Adding numbers horizontally whose sum is less 10.
Literacy I (Pre-reading)	• Naming and describing different t diseases • Telling stories • Classifying diseases. • Reading whole words.	• Naming and describing common causes of diseases • Reading words • Reading distinguishing g singular and plurals. • Reading whole words.	• Matching pictures to pictures • Saying .proverbs. • Classifying different diseases (curable and non -curable). • Reading whole words	• .Matching pictures to words • Recognising g words (4). • Identifying pictures of people suffering from different diseases.	• Reciting rhymes • Recognising words (4). • Talking about various preventive and ... measures

Literacy II (Pre-writing)	• Drawing and labelling	• Recognising words • Matching words to pictures	• Writing pattern of letters from words related to diseases • Copying sentences	• Writing pattern of letters from words related to diseases	• Copying words formed • Writing patterns with letters
English	Vocabulary flu, malaria, headache Structures • Are you well? • Thank you. • No, I have • Yes, I am.	Vocabulary well, sick Structures • Are you well? • Are you . . . (sick)? • I am very . . (well) thank you • I am ...(sick) • Is she/he well? • She/he is ...	Vocabulary hospital, clinic, fly Structures • What is this/that ...? • This/that is • Where do you go when you are sick? • I go to the . . (hospital/ clinic) when I am sick	Vocabulary nurse, doctor Structures • What is this/that...? • This/that is... • Who do you visit when you are sick? • I visit the . . .(doctor) when I am sick	Revision of the learnt vocabulary and structures
Creative Performing Arts: Music	• Reciting rhyme related to common diseases	• Reciting a rhyme related to HIV and A1DS	• Free activity	• Singing/ signing and movement	• Drawing • Colouring

4.1. The Parts of the Body

Materials

Puppets
Wall chart of parts of the body Picture
cards of parts of the body
Flashcards
Drawing materials

Preparation

Decide which songs the learners will learn from the TRB

News

- Begin with a song about parts of the body, with actions as you name each part.
- Learners tell what they did over the weekend and which parts of their bodies they used for those activities, e.g. for playing football they used their legs, hands and eyes.
- Now ask other learners to point out these parts on the puppets.

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners revise counting 1-20 from last week and extend counting to 40. All learners chant numbers 1-40 and then round the class, one by one, they say numbers 1-40.
- Using the wall chart and picture cards of parts of the body, learners match picture cards with the Wall chart and name the parts as they do so.
- Learners sort the parts of the body according to where they are and their size, e.g. a finger is part of the hand. It is smaller than a hand.

Literacy I

- Ask the learners one by one to name and point out one part of his/her body.
- Learners take turns to describe a part of his/her body without saying its name and ask the other learners to guess what part it is and its use. The one who gets it right has the next turn.
- Introduce four common reading words for parts of the body and learners match them using flash cards and picture cards.
- Using the wall chart learners match the picture cards to the wall charts and word cards.
- They read 4 whole words.

Literacy II

- Learners sing the song about parts of the body from Lesson 1.
- With the learners sitting properly and holding their writing instruments properly, ask them to draw circle-and-stick patterns.
- Learners colour their work.
- They display their work and talk about it.

RE

IRE: Reciting the Duaa before going to bed *(Refer to the Curriculum)*
CRE: Aspects of physical creation in the environment *(Refer to the Curriculum)*

English

- Learners learning the vocabulary head, hand, shoulders, knees, toes using the structures
  - Show me your ...
  - This is my ...
  - These are my ...
- Learners practice asking and answering questions
- Teach the learners the song 'head and shoulders, knees and toes' and show them the actions using TP1.
- At the end of the lesson say, 'Goodbye pupils' and they reply 'Goodbye teacher'.

Creative Performing Arts (Music)

- Learners sing a known song
- Guide them to perform related movement
- Learners sing as they move according to the rhythm.

4.1. The Parts of the Body

Materials

The wall chart for parts of the body
Flash card for number symbols 0-10
Flashcards
Materials for making things, e.g. clay, string, paper, sticks, grass

Preparation

Prepare songs and rhymes for the day

News

- Tell their news about what they saw on the way to school.
- Learners describe what they saw when coming to school.
- Learners sing a song about body parts.

Mathematics

- Using the wall chart ask the learners to form sets of different body parts, e.g. parts that help our senses.
- Learners count the members in the sets formed.
- They will compare sets by number of members.
- Learners revise writing the number of members in each set.
- Show the learners how to write the number symbol 10.
- Learners practise writing the number symbol 10.

PE

Simple games *(Refer to the Curriculum)*

Literacy I

- Learners revise the words of yesterday and learn 4 more common words of body parts (leg, foot).
- Ask the learners to describe these new parts in their own words and to describe their uses.
- Learners play a chain game e.g. 'Point to your eyes'. The learner who gets the instruction correct gives the next instruction and the chain continues. As many learners as possible should speak.
- Learners read 4 words.

Literacy II

- Introduce the letter and pattern for the day (TP5).
- Learners join dots to form a picture.
- Learners paint or colour their picture.

English

- Greet the class by saying 'Good morning, class.' and ask them to greet you by saying 'Good morning, teacher.'
- Learners learnt the vocabulary 'leg', 'foot' using the following structures:
  - Show me your ...
  - This is ...
  - These are ...
- Revise the words of yesterday and introduce two more in the same way, e.g. leg', 'foot'.
- Revise the structure 'This is my...' and introduce 'These are my ...'
- Learners come out and demonstrate their body parts by pointing and saying 'This is my...' and 'These are my ...'
- Finish by singing the song 'head and shoulders, knees and toes' while doing the actions.

RE

CRE: Aspects of physical creation on the environment *(Refer to the Curriculum)*
IRE: Reciting the Duaa on waking up *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners learn Teach a new rhyme about body parts.
- Learners recite the rhyme as they touch the different parts of their body.

4.1 The Parts of the Body

Materials

The wall chart and picture cards
Flashcard of number symbols 0-15
Flashcards for the words Simple
percussion instruments from your
district

Preparation

- Find a song for the music lesson
- Prepare materials for cutting and pasting during Literacy II
- Prepare materials to be used in Free Activity

News

- Encourage learners who had not told the news to tell it.
- Learners talk about their body parts and say why they are important.
- Tell the learners a story about the importance of a healthy body.

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Revise writing number symbols 0-10 using picture cards and flashcards of numbers, where possible matching numbers to parts of the body, e.g. 2 eyes and 2 ears, 10 finger and 10 toes.
- Learners draw simple body parts and match number symbols to them.
- Introduce number symbols 11-15. Explain that there are no new symbols to write, just combinations of the ones they know already.
- Learners practise writing the number symbols 0-15.
- Learners sing a song about parts of the body with numbers.

Literacy I

- Revise all body part words of the past two days, making sure learners recognize them and can point to their own.
- Introduce the plural of these words saying, e.g. 'I have two eyes', 'You have ...', 'I have …" etc. ,
- Using the wall chart of the home with animals, ask the learners to describe any similarities and differences in body parts of animals and in themselves, e.g. hens have wings, goats have four legs.
- Learners read words.
- Learners identify the first two consonants of the words read

Literacy II

- Revise the patterns of previous weeks.
- Introduce the new pattern for the week and then revise the letter from yesterday.
- Learners practice writing the pattern.
- Learners cut out pictures of parts of the body and paste them.
- Display the work.

English

- Revise the vocabulary of the past two days.
- Learners learn the vocabulary 'eye', 'ear', 'hair', 'teeth' using the following structures
  - Show me your ...
  - This is my ...
  - These are my ...
- Use these structures with the whole class, a group of learners at the front of the class and in pairs.
- Learners sing the song 'head, shoulders, knees and toes'.

Free Activity

Have a variety of activities and materials for learners to use.

4.1. The Parts of the Body

Materials

The wall chart
Flashcards of number symbols 0-20
Dot patterns for the learners to complete
Word flashcards
Materials for the role-play

News

- Learners to talk about anyone at home or who has difficulty in walking, seeing or hearing they know.
- Tell a story about someone with a physical disability. The story should emphasise the support that other community members gave them

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners revise counting 0-40.
- They practise writing the number symbols 16-20.

Literacy I

- Tell a story related to parts of the body.
- Learners ask and answer questions about the story.
- Identify missing parts of the body in groups/pairs.
- Present the labels '1 arm', '1 leg'.
- Learners draw the missing arm and leg.
- Ask questions like: 'Have drawn a right arm/leg or a left arm/leg.
- Present the plural forms 'arms' and 'legs' and the number symbols, e.g: '2 arms', '2 legs'.

Literacy II

- Learners revise the patterns learned previously, especially those of yesterday. Or use the drawings from Literacy I to write the words 'arm' and 'leg'.
- Learners draw and label their drawings by copying.

English

- Revise the vocabulary of the past three days and introduce in a similar way the words 'nose', 'mouth'.
- Learners learn the vocabulary nose, mouth using the following structures:
  - How many ... have you?
  - I have ...
  - How many ... does he/she have?
  - He/she has ...
- Learners practise this in groups and pairs.

RE

IRE: Reciting Dua for parents *(Refer to the Curriculum)*
CRE: Aspects of physical creation in the environment *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Hand out instruments you have collected from the area to a group of learners.
- Ask this group to practise a song about the parts of the body in either local language or in English 'head, shoulders, knees and toes'.
- Ask the others to sing the song to accompany the band and do the movements.
- Change the groups and repeat with another song.

4.1. The Parts of the Body

Materials

A large cut out triangle
The wall chart and picture cards
Flashcards of the words for body parts you have taught this week
Some large sheets of paper from newspaper or chart paper

Preparation

Find a suitable song for lesson 4 from the TRB

News

- Learners tell the class what they enjoyed most this week.
- Learners sing a traditional folk song.

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- In small groups learners name body parts.
- In pairs learners measure different body parts using non-standard measures, e.g. string, sticks, hand span.
- Use vocabulary 'bigger', 'smaller', 'longer', 'shorter'
- Pairs report their findings to the class.
- Learners play a counting game.

Literacy I

- In groups learners play a domino game about parts of the body with picture cards and word cards. Otherwise, play a game dividing the class into two - you hold up picture cards and flashcards and give a point to the first team to recognize a matching pair.
- Revise the written form of the singular and plurals. Learners match singular and plural form for the same object.
- Learners practise this with other words they can read such as 'desk', 'pen', 'book' etc. (If you have several different plural forms, look at the TRB for help with how to introduce these. Only choose the simplest forms.)
- Recite a rhyme related to parts of the body.

Literacy II

- Ask one learner to come out to the floor and lie down on a large sheet of newspaper or chart paper. Draw round him/her and pin the outline on the wall.
- Use the flashcards and play a game in teams - learners from each team come out one by one and pin a flashcard with a body part name onto the correct place. Give one point for each one that is correct.
- Learners practise copying the words and label the picture they draw.

RE

Discovering more of God's gifts to me *((Refer to the Curriculum)*

English

- Revise the words and structures the learners have learned during the week
- Learners learn the vocabulary 'body', ' back', ' chest', using the following structures:
  - Show me ...
  - This is my ...
  - He/she has ...
- They practice asking and answering questions.
- Learners play drawing dictation game by saying the part of the body while others draw it, e.g. 'a head' and then they draw, 'a body' and so on until they have drawn a whole person.
- They then play this game in pairs: one learner tells the second what to draw.
- Fast-learning class can extend this and draw monsters, e.g. a man with three arms, a cow with five legs etc.

Creative Performing Arts (Art and Crafts)

- Tell learners to first draw and then colour a happy person showing clearly the legs, arms, hands, eyes, ears etc.
- The learners show their work to their neighbours and then take them home.
- They sing a goodbye song for a happy week end.

4.2. Personal Hygiene

Materials

The wall chart of activities for keeping clean and the materials needed
Picture cards of people keeping clean and of the materials for use
Word flashcards for, wash, clean, germs
Bring some materials for keeping clean e.g. soap, brush, cloth, towel, etc.

Preparation

Make sure you know which song you will use

News

- Learners talk about what they do at home to keep themselves clean.
- Use this opportunity to guide them on some simple rules based on what they do, e.g wash your head and body every day, clean your teeth twice a day etc.
- Learners sing a song related to personal hygiene.

PE

Simple games *((Refer to the Curriculum)*

Mathematics

- Learners counting 1-40.
- Ask them number of the month it is now.
- Learners sing a counting song
- Learners tell the month of the year they are in.
- Tell a story related to how people used to tell time without clocks.
- They go out to observe shadows
- They tell the time when they come to school.

Literacy 1

- Using a wall chart and picture cards of personal hygiene, learners match picture cards to the ones on the wall chart.
- They identify local things for cleaning the body.
- Talk about germs and body odour.
- Using the wall chart learners name materials for cleaning the body.
- They read the words for materials for cleaning the body.
- They demonstrate cleaning their bodies.

Literacy II

- Learners revise and practise the patterns from last week.
- Present the first pattern for this week.
- Learners practise this pattern.
- Learners draw and label the pictures.

RE

IRE: Respect for others *((Reefer to the Curriculum)*
CRE: How physical creation helps to live a happy and comfortable life. *((Refer to the Curriculum).*

English

- Greet the learners as usual by saying 'Good morning/afternoon, pupils' and have them greet you by saying 'Good morning/afternoon, teacher'.
- Remind them that today is Monday.
- Learners learn the vocabulary soap, towel, basin, using the following structures:
  - This is my ...
- Using a piece of soap and a real towel, let them learn the new words 'towel' and 'soap'.
- Let learners in pairs to ask and reply to these questions.

Creative Performing Arts (Music)

The last lesson of the day is learning a local song about keeping clean and washing (from the TRB). Some of the learners play simple local percussion instruments while others move to the rhythm.

- The learners learn the song and sing together.

- As you play one percussion instrument, the learners follow the rhythm with singing and clapping.
- Ask some learners to play the other percussion instruments while the others sing keeping the rhythm.

4.2 Personal Hygiene

Materials

The wall chart and picture cards
Word flashcards for 'combing', 'brushing', 'dirty'

Preparation

Choose a song about being clean and tidy from the TRB

News

Learners tell their news related to personal hygiene

Mathematics

- Using the materials the learners described in the News lesson ask them to add any more they can think of, and then to identify them on the wallchart and in the picture cards.
- Using the picture cards of soap, cloth, bucket, basin, tooth brush etc the learners match the picture cards to number symbols.
- Now using the various materials you have brought to school, classify these materials by weight by using words like big, small.

PE

Simple games *(Refer to the Curriculum)*

Literacy I

- Tell a story related to personal hygiene.
- Learners ask and answer questions about the story
- Revise the possessive forms of the body parts - 'my hair, her/his hair, your hair', 'my hands/her/his hands, your hands.' Hold up a word card. Learners point to the correct body part and the correct person, i.e. their own hand for 'my hand', a friend's for 'his/her hand' etc.
- Ask the learners one by one to describe for the class the different activities shown in the picture cards of people carrying out activities related to personal hygiene.
- Learners classify material according to use.
- Introduce the words 'comb', 'brush', 'dirty'.
- Using all the picture cards of the activities for keeping clean, attached from last week and yesterday ask some learners to match these pictures to the wallchart and name them.
- Learners describe hygiene situations using similes; 'As clean as ...'.
- They read whole word sentences.

Literacy II

- Learners practice writing the pattern; and as they are working, go round the class helping.
- Present the new letter e.g. letter 'a' and ask them to find words beginning with this letter from the wall chart associated with the theme, e.g. materials for keeping clean.
- Learners draw a picture of an object that starts with this letter. They copy this letter several times.
- In groups using all the letters known, learners form words.
- Each group reads out their words.

English

- Revise the vocabulary they learnt yesterday (towel, soap). Point to the actual items and ask the learners to say the word. Then you say the word and they point to it.
- Learners learn the vocabulary 'cut', ' nails', 'razor blade', using the structures:
  - What are you doing?
  - I am ... my ...
  - What is he/she doing?
  - He/she is ... his/her …
- Learners practise question and answering using pictures.

- Some learners mime actions and then say, 'Ali cuts his nails with a razor blade'.

RE
IRE: Respect for others *(Refer to the Curriculum)*
CRE: How physical creation helps people to live a comfortable life *(Refer to the Curriculum)*

Creative Performing Arts (music)
- The learners to recite a rhyme about personal hygiene.
- The learners mime activities of cleaning themselves.

4.2. Personal Hygiene

Materials
Materials used for hygiene: a towel, soap, comb, toothbrush
Flashcards of the number symbols 0-9 and '+' and '='
Picture cards of materials for keeping clean
Flashcards for the words for number 4 and for the present month

Preparation
Decide what Free Activity you will do today with your class.
Some role-play examples for the learners

News
- Ask learners who have not talked about their news yet to give you their news for this week.
- Learners tell stories about personal hygiene activities they do once they are at home and before they go to bed. Get each group to make a list (orally) of the most important rules.
- Ask learners how they cut their nails and who cuts them. Show them how you do this. Get everyone to imitate you. Then show them how you would cut their nails. Warn them not to use razor blades on themselves. If they have to use razor blades, then it should be an adult who helps them.
- Ask some other learners to mime these activities as they sing a simple song.

Lesson 2 PE
Simple games *(Refer to the Curriculum)*

Mathematics
- Begin the lesson by revising addition up to 9 orally using concrete objects, e.g. their stones or sticks or learners.
- Ask the learners to make the symbols in the air with their fingers and then write them in their exercise books or slate saying as they do so the words.
- Together do an addition sum, for example, by bringing two learners out to the front of the class and then three more, and asking, 'What is two add three?'; and have the class count together to give the answer as five. Remind them that they now know how to write the symbols for two, three and five; and then show on the board how to write the sum, horizontally, as 2 + 3 = 5.
- Learners repeat this using many simple additions using concrete objects, e.g. stones, sticks, first orally and then asking learners to come to the board and write the sum, putting the symbols in the correct place. Do not have any sum greater than 9.
- Finally, ask the class to copy one example into their exercise books or slates and then give them one or two to try in pairs.
- Finish the lesson by singing the counting song of yesterday. See TP7.

Literacy I
- Revise all the words used this week for activities for keeping clean personally
- Introduce the words 'bathing', 'scrubbing'.
- (Learners say what materials are used for each of the activities they have mentioned.
- Learners sequence these activities as they are carried out throughout each day in groups.
- Using the wall chart learners tell the differences in the sequences.
- Present the written form for 'They always (wash/clean/other verbs introduced)'.
- Present the written form for 'They do not (wash/clean/other verbs introduced).'

Practise reading aloud the negative and positive prefixes used in your language, first in isolation and then within the words both orally and in writing with as many verbs as they can now read.

Literacy II

- Show the class how to write the present month. Tell them that today is a Wednesday.
- Ask the learners to write the sentences like
  - 'My mother always washes my hair' and
  - 'Mutesa doesn't wash his hair.'
  - 'My brother cuts my nails.'
- Learners draw a picture for their sentence.
- Learners copy sentences

English

- Revise all the vocabulary given in this theme so far.
- Learners learn the vocabulary 'hair', 'comb / a comb', 'brush / wash' using the structures
  - 'I … my ... every morning' and 'I am ... my ... now'
  - 'They brush their hair in the morning' and
  - 'They are brushing their hair now.'
- They draw a picture of their neighbour brushing his/her hair and show it to their neighbour.
- Learners sing the song, 'This is the way I wash my face' with actions.

Free Activity

- Let the learners use a variety of materials well prepared to guide them develop varying concept sin different learning areas.
- Each learner should have an opportunity to handle and manipulate how to use the materials.
- This period should be specifically for hands on activities.

4.2. Personal Hygiene

Materials

Picture cards and flashcards
The jigsaws of personal hygiene

Preparation

A rhyme or song about keeping clean

News

- Ask the learners to tell about the activities their guardians do to help keep them clean.
- Let learners learn a lullaby.
- Learners say jingles.

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners count 1-40.
- In their pairs ask them to collect nine objects of the same type e.g. stones, leaves, sticks, and bring them back to class.
- Learners count the objects.
- Ask them to repeat in their pairs the activity of yesterday adding up to 9 using the objects they have collected, i.e. add up to 9 first orally using their objects and then writing the sum down horizontally
- Have learners do a few additions in their exercise books or slates horizontally all sums less than 9.

Literacy I

- Match the materials mentioned yesterday and the activities they are used for, using the wall charts.
- Introduce the possessives form my/her/his/yours...
- Hold up a written command, e.g. Wash Mutesa's hair'. Learners should mime the action. Use as many commands as they know.
- Then in groups or as a class, mime doing one of the activities mentioned the previous day without saying what it is.
- The other groups guess what activities are being carried out and hold up the appropriate word cards.
- They read whole words.

Literacy II

- Learners practise the pattern of the day.
- Tell the learners to draw a picture of someone carrying out a good action and then a picture of someone who is not clean.
- Tell them to label each picture by writing a sentence similar to yesterday's 'This is my mother washing my hair' and 'Okello doesn't wash his hair'.
- One member of each group comes out and copies their sentences on the board.
- The other groups read the sentence and comment.

English

- Revise the vocabulary from the beginning of the week and introduce the words 'basin', 'water' and the phrase 'with water'.
- Teach the song: 'This is the way I wash my face (x 3)
  Every day in the morning.'
- Learners learn the vocabulary 'wash', 'brush', 'clean', using the following structures:
  - What are you doing?' with answer 'I am ... my ...' "What are they doing?' 'They are ... their ...
- Learners practice the question and answer form e.g.
  - "When do you wash your face?' 'I wash my face in the morning.
  - ' Why does she wash her face?'
- Then practise, 'What does he/she use to wash her face?' 'She washes her face with soap...' Use the picture cards to prompt this.

RE
CRE: How physical creation helps people to live a comfortable life *(Refer to the Curriculum)*
IRE: Respect for others *(Refer to the Curriculum)*

Creative Performing Arts (Music)
Learners freely say the riddle they know while you guide them how to answer.

4.2. Personal Hygiene

Materials
String
Picture and flashcards
Pictures or swatches showing different colours

News
Learners recite a known rhyme

PE
Simple games *(Refer to the Curriculum)*

Mathematics
- Learners recite a rhyme related to parts of the body
- Using hand spans and working in pairs learners compare the lengths of parts of the body asking questions like, 'How many hand spans is your arm?' 'Your leg?'
- Make a table on the wall of picture cards of these parts of the body in order of length and with the number of hands pan for some learners.
- Using string and working in pairs, compare the lengths of parts of the body, e.g. the wrist, head, waist, and each pair makes a table with the picture cards in order of length.
- Learners count 20-40.

Literacy I
- Revise all the words of the week.
- Explain how important it is to have exercise for personal health.
- They talk about healthy food patterns and how that is also important for personal health.
- Learners talk about the importance of good sanitation
- Ask the question, 'Why have windows?' And discuss the importance of good ventilation.
- They read words.

Literacy II
- Learners trace shapes of objects used to clean the body.
- They colour and shade the pictures.
- They write words

English
- Revise all the words and structures used during this week, using picture cards and the wall chart, emphasise colours.
- Introduce the words for common colours using pieces of different coloured cloth, paints or pictures of colours.
- Learners practise asking the question, What colour is her/his/your/their ...?'
- Get the reply 'My/his/her/their … is coloured ...'
  Use the pictures they drew and coloured on Wednesday. Get them to describe the colour they used.
- Learners sing song, 'This is the way I wash my face...'
  Varying the song into 'This is the way he washes his face...' (pointing at one child).
  (Use all the vocabulary of the week. Assess their vocabulary knowledge by seeing who successfully points using the wall chart.)

Creative Performing Arts (Art & Crafts)
- Learners model or weave materials used for cleaning the body.
- Let learners talk about their work.
- Learners tidy up and store their work.

4.3. Diseases

Materials

Word cards for days of the week
Wall chart for the different diseases
Percussion instruments made by learners

Preparation

Make up a suitable story based on someone on the wallchart
Select an appropriate song from PIASCY or TRB

News
- Ask them what is the connection between cleanliness and sickness? / Emphasise the link between personal hygiene and diseases.
- Ask them to talk about anyone who is sick at home. Tell them that each day you want to be given news of the sick in their homes and neighbourhood, and what they have done to help.
- Use this topic to encourage learners to be kind and helpful to the sick. Discuss how they can help anyone they know who is sick.

PE

Simple games *(Refer to the Curriculum)*

Mathematics
- Start by asking the learners to sing a counting song.
- Learners count from 1-40.
- Learners count 1-2 from flashcards.
- Learners write number symbols.

Literacy 1
- Tell a story about any one person in the picture, i.e. what is wrong with the person, how they caught the sickness and what then happened to them. Ask learners questions about your story. Then tell them that you will want each group to tell you a story about the other characters.
- Show the word cards for the days of the week. Get the learners to put the days in the correct order and then select 'Monday'. Put the word card on top of the blackboard.
- Show picture of people who are sick and mention the causes. Get learners to tell you what is wrong with each person and how they can tell they are sick.
- Using the different diseases they have just talked about, get the learners to divide them into the following:
- Those that are common and those that are unusual.
- Those that you catch from others and those that are not infectious.
- Those that we can avoid by being clean.
- Use the wall chart to describe what they think is wrong with each person.
- Different groups should practise describing the different people in the picture.
- They read words learnt during the week.

Literacy II
- Tell the class to find the word card for this day again (Monday). Put the word up and then tell them to copy it in their exercise books. Do this each day for the week.
- Revise the patterns from last week.
- Present the first pattern for this week. TP1
- Learners should practise this pattern.
- Introduce the first letter for this week. (TP5)
- Get learners to draw a picture of anything that starts with that letter and then label the picture and write the letter several times.

RE

IRE: Respect for others: Naming different people that should be respected. *(Refer to the Curriculum)*
CRE: How physical creation helps people live comfortable life *(Refer to the Curriculum)*

English

- Introduce the greeting,
  -'Good morning class. How are you?'
  -'Good morning teacher, we are very well thank you.' (TP2)
- Ask the class what day it is today.
- Learners learnt the new words 'flu', 'malaria', 'headache'.
- Using a dialogue, they practise the following structures:
  - 'Are you well?'
  - 'No, I have ...'
  - 'Yes I am.'
- They sing a known rhyme.

Creative Performing Arts (Music)

Learners recite a rhyme about sickness.

4.3. Diseases

Materials

Counting sticks, slates
Wall charts of diseases and Hygiene
Number symbol cards
Slates
Word cards and syllable cards for past tense and present tense and negatives

Preparation

Select a rhyme from PIASCY
Prepare word-building cards that include the past tense negative prefixes

News

- Ask learners to tell any news about people who are sick at home
- Ask them if there are any people who are sick at school.
- Divide the class into two groups. One group names any sickness. The second group describes the sickness. If they can describe the illness truthfully they get a mark. Use this opportunity to discuss any dangerous local sickness in your area and to warn them how to avoid such diseases, i.e. Be clean, use toilets. If AIDS comes up then you can tell them that AIDS is not caught by shaking hands etc.
- Select a rhyme or short story from PIASCY assembly messages.

Mathematics

- 1 Revise the consecutive number games using numbers 1-20, e.g. write: 7, 8. …, 10, 11, 12 …, 14, 15, 16, …, 17, 18. The learners complete.
- Learners revise the symbols '+' and '='. Give the symbol cards to two learners and give the number cards for 2, 3 and 5 to three more learners. Tell them to stand in front of the class in the correct order so that it makes a sum.
- Three of them come to the front with their counting sticks. One of them holds up 2. Second child holds up 3 sticks. Give all the sticks to a third one and ask for the answer.
- Write on the board: 2 + 5 = 7. Get the class in groups read the sum and do it using real objects.
- Learners write it this way in their books or slates.
- Learners copy several sums, work out the answers and then write them on their slates both horizontally and vertically.

PE

Simple games *(Refer to the Curria*

Literacy I

- (See local language lists in TRB)
- Learners recite a rhyme related to diseases
- Learners talk about the common causes of diseases
- They read words related to causes of diseases.
- They build up words in singular and plural
- Learners read whole words.
- Tell learners to describe any of the things in the picture that show a lack of cleanliness that might lead to illness, e.g. 'She didn't wash her hair'. 'He didn't clean the house.' 'He didn't use the toilet', etc.

Literacy II

- Learners talk about pictures on the chart and card.
- Using flashcards learners read words related to diseases
- They match pictures to words in groups and pairs
- Learners should show each other their pictures and read the captions they have written.

English

- Greet the class by saying, 'How are you today?' 'I am very well, thank you.' Practise greetings in pairs.
- Introduce the new words, 'well', 'sick'.
- Ask the learners if they have ever had malaria or a headache or know of anyone in their family. Have as many replies as possible.
- Learners learn the words 'well', 'sick' using the structures 'Are you (well)?', 'Are you (sick)?' and

with reply 'I am (well)' and 'I am not (sick).'

- Use the wallchart to illustrate the structures: 'How is ....?' 'He/she is well/sick.'
  'How is ... (pointing to someone on the chart)?' 'He is ill.' or 'He is well.'
  Learners practice the exchange as a class, in groups and in pairs.

RE

IRE: Telling the importance of respecting people. *(Refer to the Curriculum)*

CRE: How physical creation helps people live comfortable life. *(Refer to the Curriculum)*

Creative Performing Arts (Music)

Learners recite a rhyme related to HIV/AIDS.

4.3.Diseases

Materials

Wall-charts
Word building syllables
Word cards for the sickness.

Preparation

Select the PIASCY message or rhyme in English

News

- Ask learners who have not talked about their news yet to give you their news for this week.
- Ask them to describe any story about people going to hospital.
- Ask some of them to tell you how they have helped someone who was sick in their neighbourhood. Tell the class that you want everyone to come with an example of helping someone who is sick.
- Use this opportunity to make sure they realise that 'disabilities' such as blindness or physical disabilities are different from disease or sickness. Emphasise how we need to help in both cases but in different ways.

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Count -40.
- They match number symbols to objects.
- They practice adding number whose sum is less than 10 in groups and pairs.
- Learners use real objects when adding.

Literacy I

- Revise all the reading words used last week for activities for keeping clean personally.
- Learners talk about different diseases
- The learners classify diseases into curable and non-curable with the guidance of the teacher
- Learners talk about ways of avoiding diseases
- They match pictures of sick people to words
- They read the words.

Literacy II

- Present the pattern for the day.
- Learners practice writing the pattern
- They read words and sentences and match them to pictures
- Learners write letter and words related to diseases
- They copy sentence about diseases

English

- Revise the greeting, 'How are you/ I am very well. Revise the structure, 'How is he? He is sick/well. Explain what we mean by sick/well if necessary and that we often ask our friends and relatives in this way. Teach the following dialogue using vocabulary they know: Good morning, how are you today?
  I am very well, thank you. And how are you?
  Fine thanks. How is your mother?
  She is very well, thank you. And how are your brothers?
  John is sick today.
- Learners learn vocabulary 'hospital', 'clinic', 'fly' using the structures:
  - What is this/that
  - This/That is...
  - Where do you go when...
  - I go to...
- On the wall chart use the English words for the most common sickness shown, i.e. malaria, flu, measles, AIDS.
- Children practise asking and answering questions.

Free Activity
Have a variety of activities and materials for learners to use.

4.3.Diseases

Materials
Picture cards and flashcards of words and syllables
The short sentences they wrote yesterday on flashcards
Wall chart

Preparation
Decide what Free Activity you will do today with your class
Prepare a rhyme or song about preventing illness

News
- Learners tell riddles.
- They talk about the riddles.

PE
Simple games *(Refer to the Curriculum)*

Mathematics
- Learners count 1-40.
- Tell some simple story sums, e.g:
  - 'I have 4 bananas and my mother gives me 5 more. How many do I have?'
  - 'I have 6 sweets and Mary has 3 sweets. Who has more sweets?'
- A girl with 4 bananas next to a boy with 5 bananas. Learners tell the number all together.
- Write number patterns e.g. 2, 4, 6.
- Using real objects, learners practise number symbols whose sum is less than 20.

Literacy 1
- Using a whole chart, learners talk about the different diseases people are suffering from
- They match pictures to names of disease
- They read whole words.
- Build up the sentences such as 'His leg hurts' and 'He has malaria/a cold'
- Learners hold up a flash card describing an sickness or a hurt, e.g. 'My head hurts.'
- Other learners to mime what the word cards say.

Literacy II
- Introduce the second letter of the week (TP5). It should match with some of the words they have been practising.
- Learners write pattern of letter 'L'.
- They write words with the letter 'c'.
- They write short sentences.

English
- Learners revise the dialogue from yesterday of the previous day.
- They learnt he vocabulary nurse, doctor, using the structures - Who is this? This is a ... What is he/she doing? He/she is …
- Do a role-play of someone who is sick visiting the doctor

RE
IRE: Talking about consequences of disrespect. *(Refer to the Curriculum)*
CRE: How physical creation helps people live comfortable life. *(Refer to the Curriculum)*

Creative Performing Arts (Music)
The learners should sing a song and move to the rhythm.

4.3. Diseases

Materials

All the word cards for words introduced in this theme
Picture cards for number symbols
Dotted cards for matching number symbols
Syllable cards for building words
Letter cards

News

- Learners talk about their news related to diseases
- Learners say tongue twisters.

PE Simple games *(Refer to the Curriculum)*

Mathematics

- Learners count 1-40.
- They practise numbers horizontally whose sum is less than 90.
- They work as individuals to add more numbers
- In groups have a picture /symbol dictation competition. Say, 'Draw a square'. Give a point to the first group where all the learners draw a square on their slate and hold it up. Then say, 'Draw a circle touching the 'square' and continue.

Literacy I

- Revise all the reading words from this theme. Make it a competition. Hold up a word and the first group to point to the object or mime the action gets a point.
- Learners practice reading the words
- Use some of the syllable cards and give learners words to form. In particular, practise the singular/plural of nouns. Hold up one book. They build the word. Hold up three books and they change the word to make it plural.
- Do the same with the verbs, changing from, e.g. 'He washes' to 'he doesn't wash.'
- They recite a rhyme that includes plurals.

Literacy II

- Learners write the patterns and letters for the week.
- They copy down some of the words learnt in the previous lessons.

RE

Showing the thing we make *(Refer to the Curriculum).*

English

Revise all the words and structures used during this week using picture cards and the wall-chart.

Creative Performing Arts (Art and Crafts)

- Learners draw pictures related to diseases.
- They colour or shade their drawings.
- They display their work and talk about it.
- Learners tidy up and store.

Annex

Writing Patterns for Term 1, P1

THEME 1
In Theme 1, learners practise various kinds of scribbling / doodling, as preparation for pattern writing, which is in itself preparation for actual letter formation and writing.

1.1 Free scribbling
Free scribbling is where a learner chooses any object, e.g. pencil, sticks, chalk, charcoal, etc and draws a free line anywhere e.g. wall, chairs, books, slates, ground etc. These scribbles in most cases are just lines, e.g:



Procedures

- Provide writing materials
- Provide/suggest writing space
- Give instructions
- Supervise to ensure that all are participating and encourage them to talk about what they are doing/writing.
- Make note of individual differences that will later help in grouping learners and grading writing activities. Note that learners have different abilities and backgrounds. Those who have a pre-primary background can start on the guided scribbling, which is the next stage.

Always guide learners to write on appropriate materials such as slate, sheets/paper chalkboard, the ground or exercise books.

1.2. Guided scribbling and doodling
- This is a stage after free scribbling, whereby the learner is guided to scribble.
- The learner also writes lines randomly using different colours.

Procedures
- Direct the learners on what to do.
- Guide the learner on how it should be done.
- Demonstrate how it should be done as they watch.
- Supervise the learners as they practice.



1.3. Handling writing materials and sitting postures

- It helps to train hand and muscles (fine and gross motor skills)
- A learner learns how to hold writing materials
- A learner starts to appreciate writing
- A learner can use his/her production to recognise some shapes
- A learner can be guided to shade different shapes made
- A learner learns proper sitting posture

Procedures

- Provide writing materials in different colours
- Guide learners to doodle on paper, books, slates
- Learners use the colours of their choice
- Let them practice as you supervise and advise where necessary
- Encourage the learners to make patterns by shading. As they shade they may use strokes or circles.

1.4. Strokes

Learners are now introduced to pattern-writing in two stages:

The directed rhythmic

The directed rhythmic is where the learner writes as directed by you. You do this using rhythmic songs.

Picture drawing

You guide the learners to draw pictures from the pattern using rhythmic patterns.

THEME 5: WEATHER

Schemes of Work Guidelines for Theme 5

Sub-theme 5.1: Types and Elements of Weather

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news about what they did during holidays • Drawing n e ws	• Telling / signing news about weather (wind) • Answering questions	• Signing / telling news on what: I did after school • Talking about weather chart	• Signing / folk tales • Answering questions	• Listening to a story being read • Answering questions
Mathematic	• Counting 1-40 • .Adding numbers whose sum is less than 20 (vertically)	• Counting 1 40 • Adding n umbers whose sum is less than 20 (vertically)	• Counting 1-40 • Identifying number symbols • Writing number symbols 0-30.	• Counting 1 — • Identifying number names s • Reading and writing number names one to five.	• Counting 1 - 40 • Matching number symbols to number names
literacy I	• Identifying and describing elements of weather • Reading new words related to weather, e.g. sun, rain • Matching pictures to words • Playing a reading game.	• Interpreting pictures about weather • Reading words, e.g. clouds, wind • Reciting a rhyme about weather • Matching word to word	• Listening to a story about weather • Answering questions about the story • Matching words to pictures about weather	• listening to a story about weather • Answering questions • Forming short sentences • Matching sentences to pictures	• Red ting a rhyme related to weather • Reading a weather chart. • Matching words to words, and words to pictures
Literacy II	• Writing / brailing patterns and letter 'u' • Drawing elements of weather • Labelling pictures.	• Writing pattern of v • Writing/ brailing words cloudy windy • Drawing pictures about weather (cloudy, windy)	• Writing patterns and letter 'n' • Drawing the elements of weather (sunny, rainy) • Colouring	• Writing / brail ing and letters x and 1 for Thursday 5.1 • Drawing chart and labelling	• Writing letter patterns and letters o and revise 1, v for Friday 5.1 • Writing/brai ling words and sentences
English	Vocabulary sun, rain, clouds Structure • Is it ... (raining)? • Yes it is. • No it is not	Vocabulary wind, shine, rain, blow(ing) Structure • Is it ... (shining)? • Yes it is. • No it is not.	Vocabulary cold, wet, hot Structure • What is the weather like? • It is ... • Is it ..? • Yes, it is ... • No, it is not.	Vocabulary windy, cloudy, rainy Structure • What is the weather like? • It is ... • Is it ..? • Yes it is. • No it is not.	Vocabulary Revise: sun, rain, wind, clouds. sunny, cloudy, rainy, windy Structure • What is the weather like? • It is ..ing. • The . . .is . . . • Is it..? • Yes it is. • No it is not.
Creative Performing Arts	• Singing • listening • Dancing (movement)	* Singing • listening • work	• Free Activity	• Singing • Dancing (movement) • Instrumental work	• Tearing • Pasting

Sub-theme 5.2: Activities for Different Seasons

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news of previous day • Talking about water and its uses through questions	• Telling / signing news about a rainy and windy day • Asking and answering questions about the rainy day	• Telling / signing stories about a sunny day • Asking and answering questions • Singing a song	• Telling / signing news • Answering questions • Singing the traditional song	• Telling / 1 signing news • Reciting rhymes
Mathematics	• Counting 1-50 • Writing number symbols 0-30. • Reading number names one to five • Recognising place values	• Counting 1 — 50. • Sequencing numbers • Writing number names 1-5	• Counting 1-50 • Recognising place values tens and ones	• Counting 1—50. • Recognising place values tens and ones	• Drawing shapes (triangles and rectangles)
Literacy I	• Naming and talking about activities and seasons • Reciting a rhyme related to activities and seasons • Reading words and short sentences	• Telling and retelling / signing stories • Asking questions • Answering questions • Reading words and sentences	• Identifying tools used for gardening • Talking about the garden tools, their use and maintenance • Matching words to pictures • Role-playing gardening	• listening to a story about harvesting • Answering written questions • Reading singular and plural words. • Matching words to pictures	• Talking about the market day • Sequencing' season activities of pictures • Reading singular and plural words
Literacy II	• Writing patterns • letters T, 'o'. 'I'. • Drawing and labelling • Writing words about weather	• Writing patterns • Writing letters 'n', 'o', V, 'c'. • Writing words and sentences	• Writing patterns • Forming letters 'n', V, o\ • Writing words • Drawing garden tools and labelling	• Writing patterns of letters T, V • Copying words • Riling in the missing letters	• Writing words and letters 'h', • Writing syllables • Filling in the missing words in a story (guided)
English	**Vocabulary** water, axe, knife, panga **Structures** • What is this /that? • It's a ... • This / that is a...	**Vocabulary** hoe, spade, rake. **Structures** • What is this / that? • That / this is a ... • It is a ... • What do we use ...for? • We use . . for...	**Vocabulary** Seed, watering can, plant, weed **Structures** • I plant . . .on . . • Is he / she ... (weeding) • Yes, he/she is • No, he/she is not	**Vocabulary** Basket, wheel barrow **Structures** • What's this/that? • It is a ../that is a ... • This is / that is a ...	**Vocabulary** **Structures** • Revise the structure for the week.

Creative Performing Arts	• Listening to lullabies • Reciting rhymes	• Dramatising Dancing	Free activity • Modelling • Balancing air and gases • Sifting soil • Weighing water and sand etc. • Drawing, colouring, painting, displaying, tidying up, storing	• Singing a work song related to harvesting	• Drawing • Colouring / shading

Sub-theme 5.3: Effects and Management of Weather

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / news about previous clay • Drawing	• Telling signing / news of previous clay	• Telling / signing news for the previous day • Drawing	• Telling / signing / news. • Reciting rhymes	• telling /signing news • Saying twisters
Mathematics	• Saying multiplication table *of 2* • Forming sets • Matching • Recognising • Recognising place values tens and ones.	• Counting 1 - 50. • Adding numbers whose sum is less than 20 vertically and horizontally	• Counting in twos up to 0-20 • Multiplying by 2 as repeated addition.	• Multiplying by 2	• Counting in 2s e.g.2,4,6, ... heavier • Counting up to 50.
Literacy I	• listening to a story on management of weather • Asking and answering questions • Matching pictures to words • Reading words related to clothes	• Talking about ways of harvesting water • Saying a tongue roister • Reading words • Practising water harvesting	• Reciting a rhyme about activities for different weather. • Reading pictures and short-sentences • Completing jigsaw puzzles	• Identifying wind breakers (excursion). • Discussing management of weather. • Picking up and disposing of rubbish • Reading singular and plural words	• Talking ways of controlling soil erosion, e.g. terracing • Practising some methods of managing weather • Reading syllable words with double consonants
Literacy II	• Writing and letters o, i . • Copying words • Filling in missing letters	• Writing patterns • Writing letters a, i. • Copying short sentences • Filling in missing words	• Writing pattern • Writing letters o, i. • Colouring / shading the patterns • Writing words with double vowels	• Writing-patterns and d. • Drawing and labelling, wind-breakers	• Writing patterns and letters a, d for Friday 5.3 • Writing two short sentences.
English	Vocabulary e.g. shirt, dress, sweater Structures • What is this/that? • This is a ... • That is a ... • It is a ...	Vocabulary e.g. shirt, sock(s), dress;, jacket, hat Structures • What colour is the ..? • It's a ... (dress) • It is ... • What are these / those? • These / those are ...	Vocabulary e.g. boot(s), hat, umbrella, rain, coat, shoe(s) Structures • What is this/that? • This/that is a • What colour is ..? • It is... • What are these/ those? • Those / these are ... • They are . . .	Vocabulary e.g. jacket, shirt, dress, blanket, sweater Structures • What colour is ..? • It's . . . • What is this / that? • This is a ... • That is a ... • It's a...	Vocabulary e.g. rake, hoe, slasher Structures • What is this/that? • This is a ... • That is a ... • It's a ... • What colour is ..? • It is ... • What do use ...for? • I use . . .for . . . ing-
Creative Performing Arts	• Singing • Listening	• Role-play • Answering questions	• Free Activity	• Dancing (creative)	• Modelling or drawing

5.1. Elements and Types of Weather

Materials

Weather chart
Number chart 1-40 (wall chart)
Picture cards of elements of weather
Word cards
Musical instruments

Preparation

Prepare songs for the lessons (TRB)

News

Remember that this is the beginning of a new term. Learners are back from the holidays. They have had interesting experiences.

- Let learners talk about the interesting things they heard, saw or did
- Let them draw / sign their news.
- Display their news.

Literacy I

- Start the lesson with a rhyme on the parts of the body.
- Revise reading the learned words for parts of the body.
- Using the weather chart, learners identify and describe different types of weather.
- Introduce reading words related to weather, i.e. sun and rain. Learners match them using word cards arid picture cards.
- Play a reading game: teacher holds a word card, learners read it and look for a picture card for the word. The learner who gets it correct continues. Then change: teacher holds a picture card and learners look for the word. (Use the two new words and those learned.)
- Let learners play this game in their groups following the same procedures.
- Conclude with a song about weather.

Literacy II

- Learners sing a song about elements of weather (refer to TRB).
- Prepare learners for a writing lesson e.g. you can do finger exercises.
- Let learners draw pictures of elements of weather and label them.
- Teach the pattern of the day in Teachers' Guide letter u
- Let learners display their work and talk about it.
- Let learners label pictures drawn.
- Conclude the lesson with a rhyme about weather.

Mathematics

- Learners chant numbers 1-40.
- Let them recite a number rhyme (refer to TRB).
- Using counters, let learners do addition of numbers whose sum is less than 20 (vertically).

English

- Introduce the lesson with a known rhyme.
- Follow the procedure of teaching new words 'sun', 'rain' 'cloud(s)' (Eng TP1), using picture cards and following structures
  - 'Is it ... (raining)?'
  - 'Yes it is.'
  - 'No, it is not.'
  - I can see the...
- Conclude the lesson with a game (TRB).

PE

Traditional games and dances — imitational movements

RE

CRE: How people vise fire and light, Genesis 1: 1-31
IRE: Reciting Surat Al-Ikhks

Creative Performing Arts (Music)
Teach a song following given teaching procedure (make sure the listening and movement aspects are covered). You may use a song suggested in the TRB.

5.1. Elements and Types of Weather

Materials

Weather chart
Number chart
Picture cards for elements of weather
Number cards 1-40
(symbols) Word flashcards
Materials for drawing, shading/colouring

PE
Traditional games and dances — imitational movements

Mathematics
- Learners recite a counting rhyme (from TRB).
- Learners carry out vertical addition of numbers whose sum is less than 20.
- Conclude with a counting song.

Literacy I
- Let learners revise the previous reading words by describing the elements of weather, e.g. sun, rain.
- Introduce reading words 'cloud', 'wind' using pictures. Let them read the words (TP4).
- Learners match picture to picture and word to word.
- They recite a rhyme on weather elements.

Literacy II
- Learners sing a song about weather.
- Give out the materials for drawing/writing.
- Prepare learners for a drawing/writing lesson.
- Learners draw pictures that depict a cloudy & windy day and write the words 'cloudy' and 'windy' beneath the pictures.
- Learners write the pattern of the day (refer to patterns for letter v).

English
- Recite a known rhyme & revise the previous words 'sun', 'rain', 'clouds'.
  Introduce new words 'wind', 'rain',*'blow(ing)', 'shine':

  Structures
  - 'Is it ... (shinning)?'
  - 'Yes it is ...'
  - 'No, it is not

News
- Read to the learners a story about a child whose ball was blown away by heavy wind. He tried to run after the ball and was not able to get it.
- Ask oral questions about heavy wind. What happens when there is heavy wind?
- Learners tell their news about wind.

Lesson 7 RE
CRE: How people use animals, birds and water, Genesis 1: 1-31
IRE: Recite Surat AUkhlas. Telling the meaning of the Surat.

Creative Performing Arts (Music)
- Learners sing a known song.
- Let learners sing the song and accompany it with instruments.
- Emphasis on listening and aspects of instrumental work.

5.1. Elements and Types of Weather

Materials

Number chart 1-40
Weather chart
Picture cards
Word card
Materials for writing/Art
Musical instruments
Counters, e.g. sticks Abacus

Preparation

Decide which songs the learners will use for the day's lesson

News

- Ask the learners to close their eyes and try to remember what happened the previous day.
- Let the learners open their eyes and in turns talk about what they did the previous day.
- Display the weather chart.
- Learners talk about the weather chart
- Learners answer questions

Literacy I

- Learners revise the learned words 'cloud', 'wind'.
- Practise all the four elements of weather, 'sun', 'rain', 'wind' & 'cloud'.
- Learners listen to a story about weather.
- They ask and answer questions about the story.
- They match words to pictures about weather.
- Conclude the lesson with a tongue twister (refer to TRB).

Literacy II

- Learners write letters and patterns of n.
- Prepare learners for a drawing lesson, e.g. they can do finger/hand exercises that imitate letters '**n'.**
- Let them draw the elements of weather from the weather chart.
- They colour their pictures and talk* about them.
- Learners tidy up and store the materials.

Mathematics

- Learners sing a counting song (possibly from TRB).
- Using counters, learners count numbers 1-40.
- Learners identify number symbols from the counting chart.
- Learners write number symbols 1 — 30.

English

- Revise the previous vocabulary and structures.
- Teach the words 'hot', 'cold', 'wet' using the following structures.
- Introduce the structure: (TP2)
  - What is the weather like?
  - It is (hot, cold, wet).

  The sun is shining.
  The wind is blowing.
  - Is it (hot) today?
  - Yes, it is.
  - No, it is not.
- Conclude the lesson with a song about rain or one from TRB.

PE

Traditional games and dances — imitational movements

Free Activity

Prepare enough activities for the free activity lesson.

5.1. Elements and Types of Weather

Materials

Number chart	Weather
chart Picture cards	Word card
Materials for writing/Art	Counters
Newspapers (old), glue, water & soap	Abacus

PE

Traditional games and dances - imitational movements

Mathematics

- Learners count 1 - 40.
- Learners identify number names
- Learners read and write number names 1 — 5 .

Literacy I

- Tell a story about the weather.
- Let learners ask and answer some questions about the story.
- Learners read words related to the story.
- Let learners formulate short sentences using learned words.
- Let learners match sentences to pictures (of the 4 elements of weather)
- Conclude the lesson with a song about elements of weather.

Literacy II

- Learners recite a known tongue twister.
- Prepare learners for a handwriting lesson.
- Learners practice patterns and letters x and 1 (refer to pattern 5.1 - see TP6)
- Learners draw the weather chart and label it.
- Conclude the lesson with a rhyme.

English

- Follow the general procedure to teach the following new vocabulary items: 'windy', 'rainy', 'sunny' and 'cloudy' using the following structures:
  - What is the weather like?
  - It is (windy/cloudy/hot/wet/cold)
  - Is it…?
  - Yes, it is.
  - No, it is not. *(or* No it isn't)

  Get the learners to mime the different weather conditions, e.g. by blowing hard (It is wind)') or pretending to be hot etc. Then let learners practise the questions and answers.
- Learners practise these structures.
- Conclude the lesson with a known rhyme.

News

- Learners listen to a folk tale told by the teacher
- They ask and answer questions about the folk tale
- They sing a song (related to the folk tale if possible).

RE

CRE: Flow people use plants and soil.
IRK: Reciting Surat Al-Ikhlas. Telling the meaning of Surat Al-Ikhlas.

Creative Performing Arts (Music)

- (Learners sing a known song related to weather.
- Put the learners into two groups.: one group sings the song while the other plays instruments from the local area to accompany the song.
- Learners move according to the rhythm of the song.

5.1. Elements and Types of Weather

Materials

Number chart 1-50
Weather chart Word cards
Picture cards
Materials for writing/Art
Musical instruments Counters

Preparation

Decide on which songs learners will sing for the day's lesson.
Prepare materials for tearing and pasting.

News

- Learners listen to a story.
- They ask and answer questions about the story.

Mathematics

- Learners sing a number song.
- Learners chant numbers 1-40.
- Learners match number symbols to number names.

English

- Revise all the learned words for this week, e.g. 'sun', 'rain', 'wind', 'cloud(s)', 'sunny', 'cloudy', 'rainy', 'windy', 'hot', 'cold', 'wet' using the learned structures:
  - Point to the (sun/clouds).
  - Where is the ... ?
  - What is the weather like?
  - Is it ... ?
  - It is ...
  - The … is ...
  - Yes it is ...
  - No it is not ...
  - It isn't ...
- Give learners enough practise with the vocabulary and structural patterns.

PE

Traditional games and dances

Literacy I

- Learners recite a known rhyme (related to weather)
- They read and interpret the weather chart.
- They match words to words and words to pictures.

Literacy II

- Learners practice finger/hand exercises.
- Introduce pattern 5.1 letter o, 1, v
- Learners write words and sentences.
- Conclude the lesson with a known song

Creative Performing Arts (Art and Crafts)

- Give learners materials for tearing and a background to paste on.
- Demonstrate with a variety of shapes e.g. O, □, ▭, to make structures, e.g.



Let them tear and paste papers as guides. Guide them to tear and paste paper. Learners display and talk about their work. Tidy up and conclude the lesson.

5.2. Activities for Different Seasons

Materials

Weather chart
Chart showing activities done at home
Number chart
Chart showing different activities
Counters
Materials for sorting, e.g. different types of seeds, stones, flowers etc
Name cards of seasons

Preparation

Decide which songs the learners will sing for the day's lessons.

News

- Let the learners in turns tell the news about what they saw, did and heard the previous day.
- Create a simple story that shows the uses of water
- Let learners answer questions about the story and how they use water at home.

Literacy I

- Learners talk about activities in the different seasons using the chart: weed, harvest, dry, seeds.
- Teach the new words using the whole word method. (TP4)
- Learners read new words and sentences about the seasons of the year.
- Conclude the lesson by learners reciting a rhyme related to activities and seasons.

Literacy II

- Start a lesson with an activity to develop left to right-eye movement skill.
- Let learners draw and label pictures of activities of different seasons.
- Talk about the pictures.
- Write patterns and words about weather. Practise letters 1, o, i.
- End with a song already learnt about seasons.

Mathematics

- Ask the learners to count numbers 1-50.
- Use the weather chart to count: the activities being carried out, the tools being used, the number of people in the chart etc.
- Learners name tools used for different activities.
- Let the learners match numbers using number cards 26-30, e.g:

26	29
27	30
28	27
29	28
30	26

- Learners write number symbols 0-30 and reading number names 1-5 as you say them one by, one randomly.
- Learners use an abacus to show place values (tens and ones).

English

- With the help of the wall chart of activities **done** at home, teach the new words axe, knife, machete using the following structures:
  - What is this/that?
  - This/that is …
  - It's a ...

PE

Traditional games and dances — imitational movements (Refer to Curriculum page 77)

RE
CRE: How people use moon, stars and air (Refer to Curriculum page 61)
IRE: Reciting Surat Al-Ikhlas. Telling incidents that led to the revelation of the Surat (Refer to Curriculum page 70).

Creative Performing Arts (Music)
- Let learners listen to lullabies
- Learners recite rhymes.

5.2. Activities for Different Seasons

Materials
Wall chart
Materials for drawing (paper, coloured pencils, etc)
Word cards of activities
Preparation
Prepare the materials for drama

PE
Traditional games and dances / imitational movements (Refer to Curriculum page 77)

Mathematics
- Learners count from 1-50
- Let learners read number names 1 — 5 .
- Learners write number names 1 — 5 .
- Learners sequence numbers.
- Learners recite a rhyme.

Literacy I
- Tell/sign a story related to activities in different seasons
- Ask questions about the story.
- Learners answer questions.
- Learners read words about activities for different seasons
- Learners read short simple sentences.
- In groups learners mime some of the activities carried out in different seasons.

Literacy II
- Do a rhythm activity to prepare learners for writing.
- Learners practise writing the pattern and the letters 'm', 'o', 'c', 'v'. Make sure these letters are from words they know (TP5). Refer to pattern 5.2
- Learners write words and sentences.

English
- Revise yesterday's structures: What is this/that? This/that is - It's a ...
- Present the new vocabulary 'hoe', 'spade', 'rake', using the following structures:
  - What do we use ... for?
  - We use ... for ...
- Learners practise asking and answering questions using the learnt vocabulary and structures.

News
- Let the learners tell what happens / what they do on a rainy and windy day.
- Tell a simple story related to the rainy and windy day.
- Let the learners answer questions from the story.

RE
CRE: Taking care of God's creation *(Refer to Curriculum)*

IRE: Reciting Surat Al-Ikhlas. Telling incidents that led to the revelation of the Surat *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Start the lesson singing a known song.
- Prepare learners for drama
- Learners dramatise activities for different seasons.

5.2. Activities for Different Seasons

Materials

Flashcards for number names and number symbols
Garden tools (real)
Chart showing garden tools
Picture cards

Preparation

- Prepare enough number cards and number symbols for group work
- Prepare a variety of materials for the free activity lesson.

News

- Learners tell short stories about a sunny day. The stories should be of different experiences.
- Learners ask and answer questions about the stories.
- Let them sing a song about what the sun does.

Literacy I

- Refer to the chart of garden tools and discuss with the learners, what they are, how they are used, cleaned and their storage.
- Learners match the picture cards of tools to the wall chart.
- They read words using the whole word method (see TP4)
- They role-play gardening.

Literacy II

- Learners write letter patterns and letters **n, c, o**.
- Drawing garden tools and label, e.g. 'hoe', 'rake', 'slasher'.
- Learners display the patterns written and the pictures.

Mathematics

- Learners count 1 — 5 0
- Using counters, let learners identify tens and ones in groups
- Let learners write tens and ones

English

- Revise the vocabulary from yesterday, 'spade', 'hoe', 'rake' using these structures:
  - What is this? This is ...
  - What is that? That is a ...
  - What do we use ... for? We use ... for ...
- Present the new vocabulary 'plant', 'seed' and 'watering can' using the new structure:
  When do you ... (plant, weed)?
  - I...in...
  - Is he /she ... ? (weeding)... ?
  - Yes, he/she is ...
  - No, he/she is not ...
- Let learners role-play some of the activities using the vocabulary/structures learnt (preferably a scene of farming) using short sentences.

PE

Traditional games and dances — imitational movements on work (Refer to Curriculum page 77)

Free Activity

5.2. Activities for Different Seasons

Materials

Wall chart
Flashcards
Counters
Picture cards
Real objects

Preparation

Prepare a song related to agricultural tools

PE

Traditional games and dances - imitational movements (Refer to Curriculum Page 77)

Mathematics

- Learners count 1 — 50.
- Learners use counters to identify tens and ones.
- Learners write tens and ones.

Literacy I

- Tell the learners a story about harvesting activities.
- Learners answer questions about the story.
- Let the learners read plural and singular words related to tools at home (use whole sentence method).
- Learners match word to picture.

Literacy II

- Carry out an activity aimed at developing fine muscles of the fingers, e.g. moving the fingers.
- Learners practise correct letter formation and write patterns and letters **1, i**.
- They draw pictures of the garden tools and copy words to label the tools.
- Put the same words on the board with missing letters and let learners fill in the gaps in their books.

English

- Revise the vocabulary and structures for previous day
- Learners learn new vocabulary; 'basket', 'wheel barrow' using the following structures:
  - What is this/that?
  - This/that is … -
  - It's a ...

News

Ask the learners to tell you what they saw as they were coming to school in the morning. Learners sing a traditional song.

RE

CRE: Taking care of God's creation *(Refer to Curriculum)*
IRE: Reciting Surat Al-Ikhlas. Telling incidents that led to the revelation of the Surat *(Refer to Curriculum page 70).*

Creative Performing Arts (Music)

- Learners sing a known song of their choice.
- Introduce a new song related to agricultural activities (harvesting)
- Learners sing a song putting in actions and play music instruments free to accompany the singing.
- Ask learners some questions related to the song.

5.2. Activities for Different Seasons

Materials

A chart of activities according to seasons
Picture cards
Flashcards
Number name cards
Big story book
Real objects and materials

Preparation

Plan for free activities for different groups

News

- Learners talk about what they did on the previous day (Thursday).
- Ask the learners to talk about what happens on market days or Sundays / Fridays / Saturday (days of worship). This should be related to the learners' experiences.
- Learners recite a known rhyme about activities they do.

Mathematics

- Learners count 1 — 50.
- Learners identify triangles and rectangles from objects in the school and class.
- Learners draw and shade triangles and rectangles

English

- Revise the vocabulary and structures for the whole week.

PE Traditional games and dances - imitational movements *(Refer to Curriculum)*

Literacy I

- Learners talk about activities of different seasons using a chart.
- They read words in singular and plural forms.
- Group the learners and ask them to sequence pictures showing the activities i.e. weeding, mulching and harvesting.
- Move around to support the learners and find out whether they were able to classify, read out and sequence activities correctly.

Literacy II

- Ask them to tell differences among the letters 'h', 'i', '1' according to shape
- Let them write the letters and syllables
- Let them fill in the missing words in a guided story.
- Learners in pairs display and comment on what they have written.

Creative Performing Arts (Art and Crafts)

- Display different tools used in agricultural activities
- Learners talk about what or how each is used
- Let learners draw items of their choice and colour / shade them.
- Learners display, tidy up and store their materials.

5.3. Effects and Management of Weather

Materials

Weather chart
Word cards
Jigsaw
Counters
Picture cards
Multiplication table of 2
Jigsaw

Preparation

Prepare tongue twisters, rhymes, songs for the day's lessons

News

- Learners talk about what they saw, heard or did over the week end or previous day.
- Learners draw their news.

Literacy I

- Learners listen to a story on management of weather
- Learners ask and answer questions.
- Learners identify and name clothes on a chart.
- Learners match words to pictures using flashcards
- Learners read names of clothes.
- Learners recite a rhyme on weather.

Literacy II

- Learners write patterns from Theme 5.3 in the writing patterns for PI letters 'o', '1'
- Let the learners copy the words learnt from Literacy I.
- Learners fill in missing letters in words.
- They display the work and talk about it.

Mathematics

- Introduce the lesson with a song.
- Let learners say the multiplication table of 2.
- Let learners form sets using objects
- Let learners match sets
- Learners recognise tens and ones
- Conclude the lesson with a number rhyme.

English

- Learners recite any English rhyme about weather.
- Teach the new words shirt, dress, sweater, using the following structures.
- Let learners tell the colours of different clothes
  - What is this/that?
  - This is a …
  - That is a …
    What's this?
  - It is a …
- Conclude the lesson with a song.

PE

Traditional games and dances — imitational movements *(Refer to Curriculum)*

RE

IRE: Reciting Surat Al-Ikhlas. Telling incidents that led to revelation of the Surat *(Refer to Curriculum)*

CRE: Taking care of God's creation *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing any known song.
- Let them listen carefully lo the notes or sounds.
- Ask them to repeat different sounds after you.

5.3. Effects and Management of Weather

Materials

Weather chart
Counters
Number line
Number name cards
Pictures of different clothes

Preparation

Plan the place where learners will go to talk about water harvesting
Prepare a story for reading to the learners
Prepare a large number line on the ground up to 20.
Prepare a short play for the music lesson.

News

- In turns, learners talk about the interesting things that took place on the previous day.
- Ask questions about their news of the previous day.
- Learners answer questions.

Mathematics

- Introduce the lesson with a song or rhyme related to the theme.
- Learners count up to 50 orally.
- Learners practise adding horizontally and vertically in groups.
- Learners add horizontally and vertically as individuals.

Literacy I

- Take learners out to observe places where water can be collected.
- Talk about ways of water harvesting.
- Learners draw a picture to show how we can look after and preserve water.
- Learners say tongue twisters.

Literacy II

- Learners write **a, 1**.
- They copy two short sentences from the blackboard
- Learners fill in the missing words in sentences

English

- Revise the previous words learnt using the following structures:
  - 'What is this?' 'That is a . . . '
  - 'What colour is ...? 'It is ...'
- Revise the words for colours that they know. Use objects in or outside the classroom.
- Teach the new vocabulary: 'shirt', 'jacket', 'dress', 'socks' and 'hat' using the structures below:
  - 'What is this/that?' 'That/This is a ...'
  - 'It is/It's a ...'
  - 'What colour is ... ?'
  - What are these/those ...'
  - 'These/those are ...?'
- Conclude the lesson with a song on colours.

PE

Traditional games and dances — imitational movements *(Refer to Curriculum).*

RE

IRE: Reciting Surat Al-Ikhlas. Describing incidents about the revelation of the Surat *(Refer to Curriculum).*

CRE: Thanking God for the gift of creation. *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Let learners sing a known song sang.
- Learners act out the management of weather.
- Learners answer questions about the short play.

5.3. Effects and Management of Weather

Materials

Weather chart
Counters
Number line
Number name cards
Shapes e.g. triangle, square.
Chart of shapes

Preparation

Prepare jigsaws, pictures

News

- Learners tell the news about the clothes they wore on the previous day and how they felt.
- Learners ask and answer questions about the news
- Let learners draw themselves wearing particular types of clothes.
- Conclude the lesson with a song about colours.

Literacy I

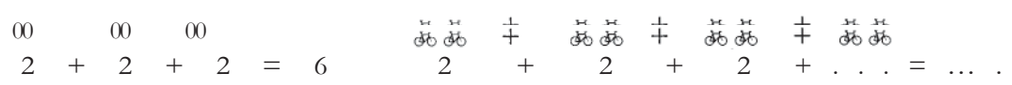
- Introduce the lesson with a known rhyme.
- Using the weather chart learners describe / talk about pictures of different activities
- Get learners to fit jigsaw puzzles in groups
- Learners read short sentences related to weather e.g. 'It is windy', 'It is very/not windy',

Literacy II

- Introduce the lesson with a known song
- Learners write the pattern from writing pattern book for PI Theme 5.3 letters o, L.
- Learners write words with double vowels.
- The learners colour/shade the pattern.
- They then display their work.

Mathematics

- Introduce the lesson with a known number song.
- Learners count in twos up to 20 *
- Start by singing a counting song.
- Using concrete objects or by drawing objects on the board introduce repeated addition of two, e.g.



- Introduce the word for multiplication and tell the learners that the above can be read as '2 times 3 equals 6' and '2 times 4 equals 8' (in your own local language).
- Have the learners work similar sums on their own up to '2 times 10 equals 20', using concrete objects or drawing as before if needed.
- End with a counting song.

English

- Using the weather chart or real objects revise the previous words learned 'shirt', 'sock(s)', 'jacket', 'dress', 'hat'.
- Teach the new vocabulary 'boot(s)', 'umbrella', 'rain-coat' and 'shoe(s)' using the following structures:
  - What is this/that?
  - This/That is a …
  - It is a …
  - What are these/those?
  - These/Those are ...
  - What colour is ... ?
  - It is ...

PE
Traditional games and dances — imitational movements *(Refer to Curriculum)*

Free Activity
- Provide a variety of materials and ask the learners in their groups to use them for:
  - modelling
  - construction
  - playing pretend games
  - drawing and colouring

5.3. Effects and Management of Weather

Materials
Story book
Weather chart
Number line
Garden tools
Ropes/strings

Preparation
Prepare where you will take the class for excursion
Prepare a creative dance on effects and management of weather

PE
Traditional games and dances — imitational movements *(Refer to Curriculum)*

Mathematics
- Sing a counting song.
- Revise repeated addition of two, using pictures or real objects.
- Use cards showing 'x' (multiplication) and '=' (equals) and explain what they are.
- Demonstrate how the multiplication sum is written using number symbols 1-10, e.g. 2 x 3 = ...
- Let the learners read the multiplication table of 2 from the chart as you point to each line.
- End the lesson with a number song from the TRB.

Literacy I
- Take learners outside the class for an excursion.
- As you show them around, learners discuss types of plants that grow in the area (those that are natural and those that are planted by people).
- Let learners discuss how weather affects trees, garden plants etc.
- Learners identify and explain what wind-breakers do and their advantages.
- Learners pick up rubbish and dispose it as they return to class.
- Back in class, let learners read singular and plural words.

Literacy II
- Learners draw and label different wind-breakers.
- Write a pattern of letter 'd'.
- Learners display their work and talk about it.

English
- Learners revise the vocabulary for that week using known structures e.g.:
  - What is this/that? It's a ... This is a ...
  - What colour is ... ? It's ...
- Teach new vocabulary 'jacket', 'shirt', 'dress' using the above structures.

News
- Ask the learners to close their eyes and think about what happened yesterday.

- Let them tell what they did to help at home.
- Learners recite rhymes.
- Learners ask and answer questions.

RE

IRE: Reciting Surat Al-Ikhlas. Describing incidents on revelation of the Surat. *(Refer to Curriculum)*

CRE: Thanking God for the gifts of creation. *(Refer to Curriculum)*

Creative Performing Arts (Music)

Teach a creative dance on effects and management of weather.

5.3. Effects and Management of Weather

Materials

Dust bins,
Garden tools
Clay or paper and paste
Water area and containers
Soap, ropes and strings
Sand area and weighing/balancing and metre rulers for mathematics

Preparation

Pre-visit a place where there is soil erosion. If there is none available, arrange to carry out an experiment where water is poured on the ground and washes the soil and other things away

News

- In turns, ask the learners to tell what they saw on their way to school.
- Learners say tongue twisters.
- Learners give meanings of simple tongue twisters.

Lesson 2 Mathematics

- Begin by reciting a counting rhyme.
- Learners count in 2s e.g. 2, 4, 6, ...
- Learners count up to 50 orally
- Draw a large number line up to 24 and learners play a skipping game with multiplication 2.

Lesson 3. English

- Learners recite a rhyme familiar.
- Revise the vocabulary from Theme 5.2: 'hoe', 'rake', 'slasher' using real objects or models.
- Let the learners practise the words using the following structural patterns
  - What is this/that?
  - This/That/It is a ...
  - What do you use ... for ... ?
  - I use ... for ... ing.
  - It's a ...
  - What colour is ... ?
  - It is.

NB: Use known coloured objects

PE

Traditional games and dances - imitational movements (Refer to Curriculum page 77).

Literacy I

(Still outside)

- Tell the learners a story about soil erosion
- Learners answer oral questions about the story.
- Talk about methods of controlling soil erosion as they observe, e.g:
  - terracing

- water preservation
- tree planting
- mulching

- Let learners practise watering as a method of managing weather.

Literacy II

- Get the learners to draw one tool each, then label it and use the word in one sentence.
- They copy words from word cards.
- They describe their pictures to their friends.
- Writing pattern in Theme 5.3 of the handwriting patterns for PI letters a, d.

Creative Performing Arts (Art and Crafts)

- For this lesson provide a variety of models.
- Let the learners model /draw garden tools of their choice.
- Let them display and talk about them.
- They tidy up and store properly.

THEME 6: ACCIDENTS AND SAFETY

Accidents and Safety at Home

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news (about: accidents they have seen) • Reciting *a* known rhyme • Drawing news	• Telling / signing news about how one can avoid accidents • Drawing harmful objects	• Telling /signing news about accidents. • Asking and answering questions	• Telling / signing news • Saving Similes	• Telling / signing news • listening to a folk talc
Mathematics	• Adding numbers whose sums are less than 40 horizontally and vertically without carrying • Showing that addition is commutative e.g. 2 + 3 = 3 + 2, 10 + 25 = 10 +25	• Counting 51 60 • Identifying and counting number of dangerous objects • Adding using a number line up to 40. • Drawing number line with numbers up to 60.	• Writing number names 010 • Matching number symbols to number names and pictures up to 40	• Multiplying by 2. • Playing number games with 2's	• Counting 1to 60 • Chanting even numbers • Multiplying by 2
Literacy I	• Telling / retelling/ signing stories • Playing picture dominoes • Identifying and naming harmful objects. • Forming sentences using link verbs.	• Reciting rhymes • Saying sentences related to safety e.g. 'Don't play with ...' • Classifying harmful objects according to those which bite, pierce or cut, e.g. pins, razor-blades	• Describing dangerous objects • Matching objects to words • Talking about how to avoid accidents. • Reading words with double vowels	• Forming sentences using learned words • Reading words with double vowels • filling in missing letters	• Fitting Jig-saws (3-4 pieces) • Describing pictures Conned • Readin g words with double vowels

Literacy II	• Writing patterns lo, lo • Writing letters related to accidents . • Copying at least 5 words.	• Drawing and labelling. • Copying at least 5 words. • Writin g patterns and letter b for Tuesday 6.1	• Writing patterns * Writing letters b, a for Wed 6.1 • (Copying at least 5 words	• Writing patterns. • Writing letters b, d p, for Thursday 6.1 • Copying at least 5 words	• Writing patterns and letters d, o, b for Friday 6. 1 • Writing 5 words related to Accidents and Safety • Drawing and labelling pictures
English	Vocabulary pin, knife, thorn Structures • Show me a . . . • This is a ... • That is a ...	Vocabulary fire, razor blade, stone Structures • Show me a • This/that is a • Don't play with . . .	Vocabulary broken glass. needle Structures • Show me a • This/that is a ... • Don't play with . . .	Vocabulary hoe, spade Structures • Show me a • This/that is n ... • Don't play with .. .	Vocabulary axe, water Structures • Show me . . . • Don't play with .. . • That/this is
Creative Performing Arts	• Singing / signing • Saying riddles	• Reciting a rhyme • Movement (dancing)	• 1'Yce activity????	• Role-playing • story-telling / signing	• Cutting and Pasting

Sub-theme 6.2: Accidents and Safety on the Way

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news related to accidents on the way. • Asking and answering questions	• Telling / signing news about ways of caring for someone who has been involved in an accident	• Telling / signing news • Reciting rhyme on safe ways	• Telling / signing news • Tongue Twisters	• Telling / signing news about safe ways of moving to and from school • Saying similes
Mathematics	• Soiling • Classifying pictures of accidents at home, school and on the road • Counting from 51-60	• Adding numbers whose sum is less than 40 vertically without carrying • Writing number symbols up to 40.	• Matching number symbols to number names 1 —10. • Adding numbers whose sum is less than 40 vertically without carrying.	• Counting from (51-60) • Measuring distance using non- standard units	• Measuring capacity using containers • Grouping containers according capacity
Literacy I	• Naming safe ways of moving co and from school. • Identifying accidents on the way • Identifying safe ways of avoiding accidents • Reading words in singular and plural	• Talking about safe ways (First Aid kit) • Reciting a rhyme. • Reading words with double consonants / diagraphs. • Describing materials in the First aid Kit.	• Observing a demonstration on safety • Practising the safe ways on the road. • Reading simple commands (Look left)	• Role playing road safety • Matching pictures to pictures and pictures to words.	• Reading pictures and words • Practise words in singular and plural. • Listening to a Story and answering questions.
Literacy II	• Writing patterns IO, IO • Writing letters i, o. • Copying words	• Writing letter P • Drawing things found in the First Aid Kit. • Writing patterns with words	• Writing patterns • Writing letters p, o for Wed 6.2 • Writing words	• Writing patterns • modelling letters o, p for Thursday 6.2 • Writing words	• Writing letters p, o for Fri 6.2 • Drawing and labelling pictures related to safety
English	Vocabulary hurt, cut Structures • The . . . hurts • This is .... • A .... cuts • A ... hurts	Vocabulary- burn, poison, kill Structures • Fire burns • Don't . . . • Neve	Vocabulary fall, burn Structures • The house is ... ing. • The tree is falling • Are they . . . ? • Yes, they	Vocabulary left, right Structures • Which direction is he /she looking? • He / she is looking . . .	Revising of learnt vocabulary and structures for the week • Don't . . . Role-play

		r . . .	are . . . • No, they are not.	• Which direction is he / she turning? • He / she is turning . . .	
Creative Performing Arts	• Singing / signing • Movement (dancing)	• Reciting a rhyme	• Free activity	• Making Simple percussion instruments • Displaying	• Drawings / modellings in the First Aid Box

Sub-theme 6.3: Accidents and Safety at School and in Classroom

Learning Area	Monday	Tuesday	Wednesday	Thursday	Learning Area
News	• Telling / signing news about different things that can cause accidents • Drawing news	• Telling / signing news • Picture talk (describing)	• Telling / signing news • Children drawing their news	• Telling / signing news • Singing Lullaby	• Telling / signing news • Saving riddles
Mathematics	• Subtracting to 10 orally using concrete objects • Writing number symbols 1-40 Monday	• Recognising symbol for take away (-) • Subtracting horizontally up to 8, e.g. 5 — 3 = 2	• Subtracting numbers up to 10 vertically	• Matching number symbols to number names • Counting to 60.	• Measuring length of buildings using non-standard units, e.g. feet or hands, spun • Drawing and recording
Literacy I	• Talking about accidents at school and in class. • Talking about ways of protecting themselves •Matching pictures to words • Forming words with plurals	• Role-playing • Reading words • Matching picture cards to wall chart of accidents. • Describing use and misuse of things found in school and class.	• Naming the things that can cause accidents in school and in class. • Matching word to pictures • Reading words	• Reading words • Completing words and sentences. • Spelling words with singular and plural. • Talking about ways of protecting themselves from accidents.	• Fitting jig-saws (3 to 4 pieces). • Describing the fitted jig-saws • Role playing First Aid
Literacy II	• Practising pattern o, 1 writing for Monday 6.3 • Writing words • Completing pictures • Writing words in plural form	• Writing letter q for Tuesday 6.3. • Writing patterns • Drawing pictures • Colouring	• Writing patterns for Wednesday 6.3 **o,j** letters • Writing words with diphthongs • Writing short sentences	• Writing patterns • Writing letter g • Writing words • Copying short sentences (Ref Thursday 6.3)	• Writing patterns • Writing letter g, q for Friday 6.3 • Drawing a and labelling picture

English	**Vocabulary** New, sharp, cut, prick *Revise:* pencil, pen object, stone, broken glass, and needle **Structure** - Be careful! … is sharp - Playing a situational game	**Vocabulary** Drown, fracture, fall **Structure** • Playing situational game.	**Vocabulary** hurt, ill, well. **Structure** • Are you (alright)? • No, I'm not • Yes, I am. - Is he / she - hurt? - No, she is not. - Yes, she / he is hurt. - Are they ...? - Yes, they are. - No, they are - not.	**Vocabulary** Knife, stone. **Structure** • Be careful with a ... • It can . . .	Revision of vocabulary and structures for the whole week
Creative Performing Arts	• Singing / signing • Movement (dancing)	• Reciting a rhyme	• Free activity	• Story telling / signing related to safety at school	• Modelling

6.1. Accidents and Safety at Home

Materials

Counters
Wall chart showing dangerous objects
Number charts
Flashcards for number symbols and number names
Real objects/things that are dangerous
Picture dominoes/picture cards

Preparation

Prepare a rhyme related to safety precautions
Prepare songs and rhymes for the day's lesson.
Appropriate materials for special needs learners.
Collect objects/things that are dangerous

News

- Ask the learners to tell what they have experienced related to accidents and safety at home.
- Let the class draw pictures and illustrate their news.
- Learners recite a known rhyme.

Literacy I

- Tell a story related to accidents and safety at home (TP3)
- Ask questions about the story
- Show learners real objects that can cause accidents and talk about them
- Using a wall chart let learners identify and name objects that can cause harm
- Learners play picture dominoes/match picture cards to the wallchart.
- Learners form sentences using link verbs e.g. 'John has been poisoned'.

Literacy II

- Pattern writing: refer to pattern 6.1 (TP1) **lo lo**
- Learners practice writing letter 1, o. Learners then copy the letters
- Let learners copy at least 5 words vising the letters practised.

Mathematics

- Start the lesson with a counting song
- Revise addition of numbers with sum less than 30, and continue to sum less than 40 vertically, no carrying. Begin writing vertically and later horizontally e.g.
  10 + 25 = ...
  □ + 25 =35
- Learners do similar sums to show that addition is commutative, e.g:
  10 + 25 = 35 and 25 + 10 = 35
- Let learners practice similar addition sums in groups, class and individually.

English

- Teach the new vocabulary using real objects: pin, knife, thorn using the following structure:

  What is this? This is a…
  Show me a … That is a…
- Learners practice asking and answering questions

PE

Experiences with body and space

RE

CRE: Jesus' home and childhood. Ways that learners can express respect and obedience to elders *(Refer to Curriculum)*
IRE: Attributes of God *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Teach a song related to safety (refer to TRB).

- Have them sing the song with actions and appropriate movements.
- Let learners say riddles related to accidents and safety.

6.1. Accidents and Safety at Home

Materials

Wall chart showing safety precautions
Flashcards for number names and number symbols
Word cards
Real objects like razor blade, stones, fire.
Appropriate materials for special needs learners.

Lesson 1PE

Experiences with body and space *(Refer to Curriculum)*

Lesson 2 Mathematics

- Start the lesson with a counting song
- Revise counting numbers learned in the previous lessons l-50 and continue to 60
- Learners draw a number line, marking the 10's, i.e. 0, 10, 20, 30, 40, and point to the approximate position of any number you call out
- Learners add using the number line

Literacy I

- Teach a rhyme related to safety precautions.
- Guide learners to talk about safety precautions at home.
- Learners classify harmful animals and objects according to those that bite, pierce or cut.
- They practise saying simple sentences related to safety, e.g. 'Don't play with fire.'
- Present the reading words 'stone', 'fire', 'pin', 'razor-blade', 'knife' in the usual way.
- Recite the rhyme again.

Literacy II

- Revise with learners 'things that cause harm at home'.
- Hand out materials for drawing.
- Learners write letter b and its pattern.
- Learners draw any object of their own choice and label it.
- Learners copy at least five words.
- Learners talk about their drawing in groups and pairs.
- They display the work, tidy up the activity area and store materials.

English

- Revise the vocabulary learned in the previous lesson.
- Introduce the new vocabulary 'fire', 'razor blade', 'stone' using the structures:
  - Show me a ... This is a …
  - That is a … Don't play with ...
- Learners ask and answer questions.

News

- Learners tell news about how to avoid accidents, using their own experiences.
- They draw the news and talk about the drawing.

RE

IRE: Attributes of God *(Refer to Curriculum)*
CRE: Jesus' home and childhood. Ways that learners can express respect and obedience to Elders *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Recite a known rhyme related to safety precautions
- Learners move to the rhythm of the rhyme.

6.1. Accidents and Safety

Materials

Counters
Word cards
Real objects
Materials for drawing e.g. colours/paint, paper.

Preparation

Prepare enough materials and activities for the free activity lesson.
Prepare appropriate materials for special needs learners.

News

- Tell learners your news about any dangerous situation.
- Let learners tell their news.
- Learners ask and answer questions about news told.

Literacy I

- Recite a known rhyme related to safety precautions
- Using the wallchart, learners talk about the dangerous objects and how to avoid accidents.
- Present the new reading words from the chart
- Let them match objects to words.
- Learners read words with double vowels, (if appropriate in your language)

Literacy II

- Pattern letter writing: refer to pattern 6.1.
- Learners then copy the letters 'b', 'a' - see pattern 6.1 Wednesday
- Learners copy at least 5 words.

Mathematics

- Using number cards revising number symbols 0-30
- Learners revise writing number names 'one' to 'five' and continue up to 60'.
- Learners match number symbols to number names up to 40.
- Learners draw 6 up to 10 items and write the correct number symbols and number names below them.
- Finish by reciting a known counting rhyme

English

- Revise the vocabulary learnt in the previous lesson
- Introduce the new vocabulary: 'broken glass' and 'needle' using an appropriate situational game and concrete objects.
- Ask questions using the following structures:
  - Show me ...
  - This is ...
  - That is a ...
  - Don't play with ...
- Let learners practise in groups and pairs.

PE

Experiences with body and space *(Refer to Curriculum)*

Free Activity

Prepare a variety of materials for the Free Activity lesson

6.1. Accidents and Safety at Home

Materials

Counters
Flashcards for number symbols and number names
Word cards
Wall charts
Real objects
Materials for role-play

Preparation

Prepare a song and a rhyme to be taught during the music lesson
Prepare appropriate materials for special needs learners

PE

Experiences with body and space *(Refer to Curriculum)*

Mathematics

- Learners sing a counting song.
- Learners multiply using the table of 2.
- Learners play number games with 2's

Literacy I

- Sing a known song related to safety precautions.
- Learners form sentences using learnt words.
- Let them read words and sentences related to safety (emphasise on words with double vowels)
- Let recite a known rhyme.

Literacy II

- Get the learners to practise letters 'p', 'b' and 'd'.
- Revise the letters taught on Monday and Tuesday.
- Learners copy at least 5 words for each of the letters.

English

- Revise vocabulary learned in the previous lesson
- Revise the garden vocabulary from theme 5.1, e.g. 'machete', 'hoe' and 'spade' using real objects and the following structures: Show me a ...
- Learners answer using
  - This/That is a …
  - Here is a ...
  - Don't play with …
- Let them practice asking and answering questions in groups and pairs.

News

- Learners tell about the objects that have ever hurt them
- They ask and answer questions.
- Learners say similes.

RE

IRE: Attributes of God *(refer to Curriculum)*
CRE: Jesus' home and childhood. Ways that learners can express respect and obedience to Elders *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Tell the learners a story related to accidents and safety
- Ask questions about the story and let learners answer.
- Organise the class for a role-play of the story.
- Learners talk about their roles in the play.

6.1. Accidents and Safety

Materials

Counters
Concrete objects
Pattern cards
Word cards
Jigsaw puzzle (3-4 pieces)
Materials for Creative Performing Art lesson

Preparations

Prepare jigsaws to be used in the Literacy lesson
Materials appropriate for special needs learners

News

- Learners tell news related to safety.
- Learners listen to a folk tale.
- Learners ask and answer questions orally.

Mathematics

- Learners sing a counting song
- Counting numbers 1-60.
- Divide the class into groups. Each group chants even numbers from 24 to 60.
- Learners read the multiplication table of 2
- Let them end with a known counting song / rhyme.

English

- Revise already learnt vocabulary
- Teach new vocabulary 'axe', 'water' using the following structures
  - Show me a/an ...
  - This/That is a/an ...
  - Don't play with a/an ...
- Learners practise asking and answering questions.

PE

Experiences with body and space *(Refer to Curriculum).*

Literacy I

- Using a wall chart let learners describe the different objects.
- Learners work in groups, pairs and as individuals to fit the puzzles related to accidents and safety.
- Learners talk about the fitted puzzles (3 - 4) pieces.
- They match words to fitted jigsaws.
- Learners then read words with double vowels.

Literacy II

- Learners write patterns.
- Learners write letters **d, o, b**.
- Get learners to draw pictures related to safety and label them.
- Learners talk about their pictures.
- Learners write at least 5 words related to accidents and safety.

Creative Performing Arts (Art & Crafts)

- Hand out materials for cutting and pasting
- Learners cut and paste meaningfully.
- Learners display and talk about their work.
- Learners tidy up the work area.

6.2. Accidents and Safety on the way

Materials

Wall-chart
Number chart
Word cards
Number cards
Flashcards
Counters
Real objects

Preparation

Appropriate materials for special needs learners

News

- Tell learners about one accident that has occurred to you of recent and its cause.
- Learners tell their news.
- Learners answer questions about the news.

Literacy I

- Talk about possible or real accidents on the way.
- Learners name safe ways of moving to and from school.
- Learners read plural and singular form of the same words (See TRB)

Literacy II

- Pattern writing: refer to 6.2 IO, IO.
- Learners practice writing the letter
- Learners copy at least 5 words related to the theme.

Mathematics

- Use wall chart to identify different types of accidents — those that can happen in the home, on the road, at school etc.
- Learners classify accidents on the road, home and school using picture cards.
- Learners count 51-60
- Learners end with a counting song.

English

- Revise the vocabulary learned in the previous week.
- Teach the new vocabulary 'hurt', 'cut' using me structures below through acting out
  - This is a knife. It cuts. A cut hurts. (Pretend to be hurt)
  - This is a needle. It pricks A cut hurts
  - This is broken glass. It hurts
  - This is a …
  - It is …
  - A cut ...
- Get the learners to act out and repeat these actions.

PE

Experiences with body and space *(Refer to Curriculum).*

RE

CRE: Followers of Jesus and how he chose them. *(Refer to Curriculum page 62)*
Accepting Jesus' call and following him.
IRE: Attributes of God *(Refer to Curriculum).*

Creative Performing Arts

- Learners sing a known song.
- Introduce the new song related to accidents and safety on the way.
- Ask learners relevant questions related to the song.
- Learners sing the song while putting actions and appropriate movements.

6.2. Accidents and Safety on the Way

Materials

Materials for the First Aid box/kit
Wall chart for counting numbers
Number cards
Clock face

Preparation

Prepare a rhyme
If the school does not have a First Aid box, consult the Red Cross or Health Centre in your area because this lesson must be practical
Appropriate materials for learners with special needs

PE

Experiences with body and space *(Refer to Curriculum).*

Mathematics

- Learners count 51-60.
- Learners practice adding numbers whose sum is less than 40 vertically in groups, pairs and as individuals
- Learners write number symbols up to 40.

Literacy I

- Let the learners talk about the safe ways of travelling on the way to school or home.
- Learners observe and describe materials in the First Aid Kit.
- Read four common words about First Aid.
- Learners read words with double consonants / diagraphs??? using known common words in your language (see TRB).
- Learners recite or play a reading game, e.g. a reading tree.

Literacy II

- Let the learners practice writing the handwriting pattern and letter 'p'.
- Learners draw things found in the First Aid kit.
- Learners copy the four words learned in the previous lesson.
- Learners write words using the letter*learnt.

English

- Revise the vocabulary learned in the previous lesson.
- Teach the new vocabulary 'burn', 'kill', 'poison' using the following structures:
  - Don't play with ... Fire burns. (A burn) hurts.
  - Don't play with poison. (Poison) kills.
- Hold up any of the four objects (or a picture) and the learners have to reply by saying what it does.
- Ask one learners to hold up or point to an object and another one tells what it does.

News

- Ask the learners to tell what they experienced on their way home yesterday.
- Allow individual learners to talk about caring for people who have been involved in accidents.

RE

CRE: Followers of Jesus and how he chose them. *(Refer to Curriculum)*
Accepting Jesus' call and following him.
IRE: Attributes of God *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Teach a rhyme about accidents and safety on the way.
- Discuss with learners how to avoid accidents based on the rhyme.
- End the lesson with the learned rhyme.

6.2. Accidents and Safety on the Way

Materials

Number cards
Flashcards
Road safety chart
Clay

Preparation

Collect clay in advance
Prepare appropriate materials for learners with special needs

News

- Learners tell news about travelling safely.
- Learners recite a rhyme on safety.

Literacy I

- Organise a demonstration for observation on crossing the road. Make use of the road safety chart. If possible, do this outside and make an imaginary road.
- Learners practice crossing the road in groups, pairs and individually.
- They read simple commands related to crossing the road.
- Present simple reading instructions on a card e.g. 'Look left', look right', then left' and cross, etc. Once the learners start to recognise the instructions they should respond as you hold up a card.

Literacy II

- Writing patterns and letters p, o.
- Writing words.
- Writing short sentences read in the previous lesson (Literacy I).

Mathematics

- Learners count from 1 to 60 using the wallchart.
- Learners match number symbols to number names 1 — 10.
- Learners add numbers whose sum is less than 40 vertically.

English

- Revise the word 'burn' using a situational game.
- Play a situational game and teach two words ‘fall’ and ‘burn’.
- Use pictures teach the new words and structures.
  - The house is burning.
  - The boy/girl is falling.
  - The car is burning.
  - Are they ... ?
  - Yes, they are ...
  - No, they are not.

PE

Experiences with body and space *(Refer to Curriculum)*

Free Activity

Prepare a variety of materials for the Free Activity lesson.

6.2. Accidents and Safety on the Way

Materials

Clock face
Materials for making simple percussion instruments e.g. tins, seeds, stones, wooden blocks
Picture cards
Number cards
Materials for modelling letters e.g. clay, banana fibres
Flashcards
Chart and cards showing road signs

Preparation

Collect materials for making percussion instruments in advance.
Make appropriate materials for children with special needs.

PE

Experiences with the body and space *(Refer to Curriculum)*

Mathematics

- Let learners revise counting numbers from 1-60 using the wall chart.
- Learners measure different places in the school using e.g. ropes, sticks, strides.
- Learners end with a known song.

Literacy I

- Revise the reading words for crossing the road.
- Then take the learners outside to your imaginary road.
- Hold up the flashcards (Look left, Look right). They obey.
- Organise them to role-play safety on the road. Some learners pretend to be cars or bicycles while others try to cross the road. One learner can use the flash cards to tell others what to do.
- Learners match pictures to pictures and pictures to words.

Literacy II

- Writing patterns and model letters o, p.
- Learners draw pictures to illustrate their road safety game and then copy the words in their exercise books.

English

- Revising the words learned the previous day:
  - The house is burning
  - The girl is falling.
- Teach the new vocabulary 'left' and 'right' using the following structures:
  - Which direction is she/he looking at?
  - She / he is looking (right/left).
  - Which direction is she/he turning?
  - She/he is turning (right/left).

News

- Ask learners to tell what they experienced on the way and at home the previous day
- Learners ask and answer questions about their news.
- Learners say the tongue twisters.
- Learners ask and answer questions.

RE

CRE: Followers of Jesus and how he chose them. Accepting Jesus' call and following him *(Refer to Curriculum)*
IRE: Attributes of God *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Let learners talk about the music instruments they know.
- Learners describe materials used to make different instruments.
- Group learners randomly to start making the instruments
- Move around to encourage, guide and help learners.
- Learners display and talk about their instruments.
- They tidy up and store the materials.

6.2. Accidents and Safety on the Way

Materials

Chart showing road signs
Sentence cards
Counters, e.g. seeds, sticks, bottle tops
Wall charts
Word cards
Picture cards

Preparation

Prepare all the materials before the lesson.
Prepare appropriate materials for learners with special needs.

News

- Learners tell news based on the previous day's experience on the way and at home
- They ask and answer questions.
- They talk about safe ways of moving to and from school.
- Learners say the similes.

Mathematics

- Learners sing a counting song.
- Learners group containers according to capacity.
- Learners measure water using different containers of different capacity.

English

- Learners revise all the vocabulary learned this week. Include 'left', 'right', 'burn', 'cut' and 'hurt' etc.
- Get a group of learners to act out road safety (e.g. Look left, Look right, Cross)
- As soon as other learners recognise the activity they also practise.

PE

Experiences with body and space *(Prefer to Curriculum)*

Literacy I

- Play a reading game using the words and sentences learnt during this week and last week. You may also need to revise other reading words from Themes 4 and 5. Hold up a word and learners either act the word or point to the object.
- Read a short simple story about accident's on the road.
- Learners answer oral questions about the story.
- Learners read words in singular and plural form.

Literacy II

- Learners write patterns **p, o, p, o**. and letters **p** and **o**.
- Learners draw a picture related to safety.
- They then write a word or short sentence below the picture. You may need to give them the correct word to copy.
- They show each other their pictures.

Creative Performing Arts (Arts and Crafts)

- Learners draw / model things in the First Aid Box.
- Learners talk about the models displayed.
- Learners store materials
- They tidy up the activity area.

6.3. Accidents and Safety at School and in Class

Materials

Real objects e.g. bottles, stones, colours, tins, sticks
Rectangular and Squared objects for tracing
Wall chart showing people doing different activities at different times
Wall chart showing accidents
Picture and word cards

Preparation

Prepare all the required materials and content needed for instruction in advance
Prepare appropriate materials for learners with special needs.

News

- Tell learners about one accident that has occurred to you recently and its cause.
- Ask learners to tell their experiences with accidents and their causes.
- Allow others to demonstrate what happened.
- Learners draw the accidents they have seen.

Literacy I

- Use a wall chart of accidents and dangerous objects.
- Ask learners to identify different objects that can cause accidents at school and in class.
- Learners talk about the accidents they have heard of in relation to the ones in the picture. What caused those accidents?
- Learners talk about ways of protecting themselves.
- Learners match pictures to words.
- Learners form words with plurals.

Literacy II

- Let learners sing a simple rhyme.
- Learners write the pattern **OI OI.**
- Write at least 3 words related to the theme.
- Learners complete pictures
- Learners write words in plural form

Lesson 4 Mathematics

- Sing a number song related to subtraction.
- Introduce subtraction using concrete objects, e.g. five pencils take away 2 pencils equals 3 pencils (up to 10).
- Let learners (in groups and pairs) practice subtraction with concrete objects (up to 10).
- Repeat by bringing learners out to the front of the class and taking some of them away. (TP 1)
- Tell the learners these are called 'subtraction' sums and the sign for subtract is ' - '.
- Explain that we say '5 pencils subtract 3 pencils equals 2 pencils' and show on the board how to write the sum as 5 - 3 = 2
- Individual learners should practise similar subtraction sums in their exercise books or slates.

English

- Learners recite a rhyme about accidents.
- Revise the vocabulary using a wall chart and learned structures: 'broken glass', 'needles', 'stones', 'pens', 'pencils'.
- Demonstrate the meaning of 'sharp':
  - Be careful! (A needle) is sharp
- Play a situational game to teach "cut" and "prick".

PE

Experiences with body and space *(Refer to Curriculum)*

RE

CRE: Events of Jesus' ministry, miracles and praying. How we can follow Jesus' example of prayer, doing good to others *(Refer to Curriculum)*
IRE: Attributes of God *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Learners sing a known song.
- Introduce a new song related to accidents and safety at school and class.
- Learners use gestures and move to the rhythm.

6.3. Accidents and Safety at School and in Class

Materials

Wall chart of dangerous objects
Vocabulary cards (English) Counters
Materials for drawing, painting, colouring
Word cards

Preparation

Prepare a song about accidents
Prepare a rhyme about accidents and safety at school and in class
Prepare appropriate materials for children with special needs

PE

Experiences with body and space *(Refer to Curriculum)*

Mathematics

- Learners subtract up to 10 using concrete objects orally.
- Remind them that the symbol for take away is ' - '.
- The learners do subtractions on slates, using the subtraction symbol (up to 10).
- Then they do subtractions in their books.

Literacy I

- Ask learners accidents they have seen.
- Learners role-play accidents.
- Guide learners to mention some words already learnt accidents and their causes, you write them on the blackboard.
- Learners practise reading the words on the blackboard in groups, pairs and as individuals.
- Learners match picture cards to the wall charts.
- Learners describe the use and misuse of things found in school and class.

Literacy II

- Learners write pattern and (Theme 6.3) letter 'q'
- Learners practise in the air/desk then in their exercise books.
- Learners draw pictures of two objects that cause accidents then paint or colour them.

English

- Learners recite a known rhyme about accidents.
- Teach the new words 'drown', 'fracture', 'fall' using the structures below, through mime and actions:
  - Do not...

News

- Learners tell news of any accident they have experienced and how they have helped.
- Learners study the wallchart. They talk about the pictures and where they can go for help in case of any accident.

RE

CRE: Events of Jesus' ministry, miracles and praying. How we can follow Jesus' example of prayer and doing good to others *(Refer to Curriculum)*
IRE: Attributes of God *(Refer to Curriculum).*

Creative Performing Arts (Music)

Teach a new rhyme

6.3. Accidents and Safety at School and in Class

Materials

Concrete objects e.g. stones, sticks, bottle tops.
Word cards Picture cards

Preparation

Prepare appropriate materials for learners with special needs.

News

- Learners tell their news.
- Learners draw their news.
- Learners talk about their drawn news.

Literacy I

- Learners recite the rhyme they learned in the music lesson yesterday.
- Learners name things that can cause accidents in schools.
- Learners talk about dangerous places where they can have accidents, e.g. in the field.
- Let learners read words and short sentences.

Literacy II

- Learners write pattern and letter **Oj Oj Oj, Oj, j.**
- Learners write words with diphthongs.
- Learners write short sentences.

Mathematics

- Learners begin with a number song.
- Learners subtract numbers up to 10 vertically
- Learners end with a known rhyme

English

- Revise the structures from Tuesday's lesson
- Learners learn 'hurt', 'ill' and 'well' using a situational game e.g.
  - A learner pretends that he/she has fallen down, and another asks;
  - Are you alright?
  - Are you hurt?

  Yes, I am/ No, I'm not.
- Get a boy and then a girl to do the same and ask the class:
  - Is he/she alright?
    Yes he/she is.
    No, he/she is not.
  - Is he/she hurt?
    Yes, she/he is.
    No, she/he is not

PE

Experiences with the body and space *(Refer to Curriculum)*

Free Activity

Prepare a variety of materials for the Free Activity lesson

6.3. Accidents and Safety at School and in Class

Materials

A wall chart showing safety precautions
Concrete objects
Number game cards
Word cards
Some educative posters
Picture cards

Preparation

Prepare all the materials needed before time.
Prepare appropriate materials for children with special needs.

PE

Experiences with body and space *(Refer to Curriculum)*

Mathematics

- Sing a known number rhyme.
- Learners count up to 60.
- Learners match number symbols to number names.

Literacy I

- Learners talk about ways of protecting themselves from accidents.
- Generate words related to accidents and safety.
- Learners read the words on the blackboard as a class.
- Use word cards of some of these words they have read and ask one individual learner to spell different words. Others can repeat after her/him.
- Write well known words and short sentences with missing letters and learners fill them in using (singular and plural).

Literacy II

Writing patterns and letter **g**

- Learners practise writing the letter.
- One group makes a line facing the blackboard (tell them quietly, the letter they are going to write). The other group faces the class. The first group writes the letter on the backs of group 2 members. The second group try and work out which letter the first group has written. Repeat with other groups.
- Write the new words on the blackboard as the learners copy them in their books.
- Learners copy sentences.

English

- Revise the structures from Wednesday's lesson.
  - Are you alright? Yes, I am... No, I'm not.
  - Is she/he alright? Yes, she/he is. No, she/he isn't.
- Learners pretend to be sick and others normal, and then ask:
  - Are they alright? Yes, they are/No, they aren't
  - Are we alright? Yes, we are /No, we are not.
- Learners learn 'knife and stone' as new vocabulary using learnt structures and the new structure: Be careful with...

News

- Learners tell their news freely.
- They sing a lullaby.

RE

CRE: Events of Jesus' ministry, miracles and praying. How we can follow Jesus' example of prayer, doing good to others. *(Refer to Curriculum)*
IRE: Attributes of God *((Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners tell / sign stories related to safety at school.
- Learners ask and answer questions about the story.

6.3. Accidents and Safety at School and in Class

Materials

A collection of things found in the school, e.g. pens, pencils. Wall chart showing things found in the school
Jigsaw cuttings (2-4 pieces)
Word cards
Clay or plasticene

Preparation

Get the clay/plasticene before the lesson
Prepare appropriate materials for learners with special needs

News

- Learners tell their news freely.
- Learners say selected riddles.

Mathematics

- Show learners how you measure the length and breadth of the classroom using your feet / strides / hand span.
- Take the learners outside and ask them in pairs / or groups to measure buildings while recording.
- Learners return to classroom and report their findings.

English

Revise the structures and vocabulary for the week.

PE

Experiences with the body and space *(Refer to Curriculum)*

Literacy I

- Learners fit jigsaws (2-4 pieces).
- Learners match words to the fitted jigsaws.
- Learners read words and short sentences.
- Learners role-play giving First Aid.

Literacy II

- Learners write patterns and letters g, q.
- They write the learned words.
- They draw pictures of accidents and safety and label them.

Creative Performing Arts (Art and Crafts)

- Learners observe things found in the classroom.
- Learners discus objects and their shapes.
- Learners make models of things found in the classroom/school.
- Learners observe each other's' work and talk about it.
- Learners tidy up.

THEME 7: LIVING TOGETHER

Sub-theme 7.1: The Family

Learning Area	Monday	Tuesday	Wednesday	Thursday	Learning Area
News	• Telling/signing news • Singing a song	• Telling/signing news • Reciting rhyme	• Telling/signing news • Drawing	• Telling/signing news about people they live with at home • Saving similes	• Telling/signing news • Reading legends (story)
Mathematics	• Discussing and identifying sets of family members • Grouping set according to sex • Making sets number of family members • Matching numbers of members in a set	• Counting 61-70 • Writing names 11-15 • Matching number symbols to number names 11-15	• Recognising and writing number symbols 0-40 and extending to 50 • Sequencing number symbols • Writing number symbols 41-50	• Counting in groups of 10 up to 70 • Playing spider game with adding up to 16 • Adding up to 50 without carrying	• Adding up to 50 without carrying vertically
Literacy I	• Identifying/naming • Reading new words • Matching pictures with words e.g. mother, father sister, brother	• Describing pictures related to family members' roles • Matching pictures with words e.g. son, daughter, uncle, aunt	• Joining jigsaws of family members • Reading new words and revising other known reading words	• Joining jigsaws of sister, brother • Reading words • Matching • Saying simple sentences using polite expressions	• Using individual apparatus to match the words learnt to pictures • Reading words formed • Filling in missing letters
Literacy II	• Writing • Writing letter C for Monday 7.1 • Writing words related to the theme • Drawing and colouring pictures of family members	• Pattern • Writing C,O for Tuesday 7.1 • Writing words	• Writing patterns • Writing letter o, c, a for Wednesday 7.1 • Writing words	• Drawing, shading and letter writing • Writing sentences • Joining dots to form letters learnt already	• Drawing a family tree • Reading • Writing letter g, c, o, a • Joining dots to form letters learnt already
English	**Vocabulary** Father, mother, sister, brother **Structure** This is my/our... His/ Her name is... My name is...	**Vocabulary** Son, daughter, aunt **Structure** This is our son/ mother/ daughter. This is my.... This is...(uncle)	**Vocabulary** Baby, nephew, niece Role-playing different family roles and introducing family members **Structure** This is... That is his/her...	**Vocabulary** Grandfather, grandmother **Structure** This is her... This is his... Her/his name is...	Draw a family picture and describe it e.g. My mother... (cooking). My aunt is...(driving)
Creative Performing Arts	• Singing songs related to family members • Movement	• Role-playing	• Free activity	• Listening • Singing • Movement	• Drawing/colouring family members

Sub-theme 7.2: Ways of Living Together in the School

Learning Area	Monday	Tuesday	Wednesday	Thursday	Learning Area
News	• Telling/signing news • Singing a song	• Telling/signing news • Reciting rhyme	• Telling/signing news • Saying tongue twisters	• Telling/signing news • Reading a story	• Telling/signing news • Saying tongue twisters
Mathematics	• Matching symbols to number names 16-20 • Playing missing number game • Counting up to 70	• Counting 1-70 • Story sums for addition sums less than 50 without carrying • Solve problems with adding sums • Writing number symbols 41-50	• Identifying two halves that make a whole • Saying a number rhyme	• Subtracting up to 20 vertically, no borrowing • Adding up to 50 without carrying • Telling story sums for subtraction up to 20, no borrowing horizontally	• Subtracting up to 20 vertically, no borrowing • Playing a number game
Literacy I	• Telling school rules and regulations orally • Telling/retelling /signing stories related to responsibilities in school • Reading words e.g. slash wash, learn, clean	• Discussing ways of living together (sharing and working) • Saying the school motto • Reading words extracted from the school motto • Arranging words to make the motto	• Discussing ways of living together (caring and helping) • Reading words and sentences • Saying mission statement	• Discussing ways of living together(playing and learning together) • Reciting the school prayer • Reading from the school prayer • Drawing	• Revising the school motto, prayer and anthem, in relation to living together at school
Literacy II	• Writing • Writing letter e, b, a, o • Writing words	• Writing patterns • Writing letters c, a, g, e for Tuesday 7.2 • Writing words from the school motto	• Writing patterns • Writing letters p, e, d, o, for Wednesday 7.1 • Writing words from school anthem	• Writing patterns, d, e, p, b • Writing letters from school prayer	• Writing patterns • Writing letters, d, e, p, e • Writing words
English	**Vocabulary** e.g. clean wash, share **Structure** What is he/she doing? He/she is... What are you doing? I am... We are...	**Vocabulary** Work, dig, sweep **Structure** What do you do every day? I...very day. We...every day.	**Vocabulary** Known e.g. care, play **Structure** What do you do every day? I...every day. We...every day.	**Vocabulary** Revise: read, draw **Structure** What do you do every day? I...every day. We...every day.	Revise structures from the whole week using dialogue
Creative Performing Arts	• Singing • Dancing	• Singing the School anthem	• Free activity	• Role playing	• Modelling materials for work

Sub-theme 7.3: Ways of Living Together in the Community

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • Reciting a rhyme	• Telling / news • Singing	• Telling / signing news • Drawing	• Telling / signing news • Reciting rhymes	• Telling / signing news • Reading a story
Mathematics	• Drawing rectangular objects • Comparing different shapes	« Identifying • Counting 61-70 • Measuring rectangular objects using non-standard units.	• Identifying • Talking about length, breadth, width by measuring the classroom. • Recording • Reporting	• Counting in 10s • Multiplying by 10 using repeated addition.	• Counting in 10s. • Playing Missing number game in 10s • Multiplying by 10 '
Literacy I	• Talking about ways of living together in the community e.g. communal work • Reading words and sentences related to possessive pronouns e.g. 'his', 'hers', 'their', 'my', 'our' • Matching pictures to objects	• Asking and answering questions • Reading words related to living together • Telling, re-telling, signing stories related to living together in the community. • Reading polite notices	• Talking about occasions when people need to work together • Forming sentences related to activities in the community e.g. 'The cow is grazing' • Reading the sentences formed • Matching pictures to sentences	• Talking about the importance of working together • Reading new words: e.g. children, plants, bus, bicycle. • Matching pictures to words • Forming and reading new sentences	• Practising communal work • Singing motivating songs
Literacy II	• Writing patterns • Writing letters 'e' and 'p'. • Writing words and sentences	• Writing letters • Writing words: e.g. cow, goat, flower • Writing sentences with the above words	• Practising patterns • Writing letters 'i', 'j', 'i' for Wednesday 7.3 • Copying and sentences formed e.g. 'The cow is grazing'	• Writing patterns • Writing letters i, j, o • Writing words	• Practicing communal work • Singing motivating songs
English	**Vocabulary** Cook, care, help **Structures** • What is he/she doing? • He/she is ... • What are they doing? • They are ...	**Vocabulary** e.g. Village, **Structures** • What are they doing? • They are ... • Where are they going? • They are going to the ...	**Vocabulary** Share, clear, dig. **Structures** • What are they doing? • They are ... •	**Vocabulary** e.g. Plant, slash **Structures** • What is doing? • He/she is ...	**Vocabulary** e.g. Revise all the vocabulary and structures for the week
Creative Performing Arts	• Listening • Singing • Playing percussion instruments	• Singing • Dancing	• Free Activity	• Acting out community roles	• Drawing • Colouring / shading

7.1. The Family

Materials

Wall chart / picture cards of family members
Word cards
Coloured pencils, counters (sticks, bottle tops, crayons, chalk, slates, puppets, clay)
Number cards 61-70
Number name cards 11-15
Jigsaws

News

Start the news lesson with a song, preferably about a good family. Learners talk about their families and each learner should tell a particular piece of interesting news that relates to his or her family.

Literacy I

- Learners talk about what they see on the wall-chart of the family
- Learners talk about people in their families and tell their names.
- Learners read the words; mother, father, sister, brother
- They match word cards to pictures on the wall-chart.

Literacy II

- Learners sing a song about a good family.
- They write patterns, letters and words with the letter 'c'.
- Learners draw and colour pictures of family members (free choice) and write their names.

Mathematics

- Make/draw sets of learners' family members on the chalkboard e.g.
- Learners talk about the sets of families drawn e.g. Peter and Jane have the same number of family members.
- Learners group their sets according to gender
  Learners talk about the number of the members in their family e.g. 'We are four in our family' etc.
- Each draws the number in his/her family e.g.:
- Peter has 4 members in his family (on slates or in their books).

English

- Use the wall chart to revise the names of family members, i.e. mother, father, sister, brother.
- Ask learners to bring out any pictures they have of their family.
- Learners should tell the class the names of their brothers and sisters using the following structure:
  - Her name is....
  - His name is ....
  - This is my ...
  - My name is ...
  - This is our ...
  - This/her name is ...

PE

Simple games for lower primary *(Refer to Curriculum)*

RE

IRE: Moral and Spiritual teaching *(Prefer to Curriculum)* CRE: Jesus' teaching and serving others *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Ask learners to sing a known song related to the family members.
- Let them move according to the rhythm and use appropriate gestures.
- Ask some few questions later.

7.1. The Family

Materials

Word cards
Picture cards
Wall chart of family members
Number cards

Preparation

Prepare instruments for the Music lesson
Have multiple word cards sister, brother, father mother, son, daughter, aunt and uncle. If possible have enough word cards for the whole class.

PE

Simple games/athletics for lower primary *(Refer to Curriculum)*

Mathematics

- Ask learners to name family members from the wall chart.
- Learners count to 60 and continue to 70 in groups each group counting 10 numbers consecutively.
- Learners match number names to picture cards of number symbols 11-15.
- Learners write number names eleven to fifteen.
- Using the wall chart of the family learners play 'a picking game'. Call four them to the front to represent son, uncle, daughter, and aunt. Ask the class 'Show me an uncle and demonstrate how he walks.' Do the same with the others.

Literacy I

- Learners identify and name people in their family from the chart, including the extended family. Learners describe pictures related to family
- Let Learners read words related to family members.
- Using wall chart learners match words to pictures, e.g. sister, brother, father, mother.
- Give out the word cards to the learners so that each of them has a card. Tell them to get into groups so that everyone with the same card gets into the same group.
- Learners regroup themselves into family groups, i.e. each family will have a son, a father, a mother, a daughter etc. Include extended family.
- Each family group introduces themselves saying.
  - This is my family. This is my son. etc.
  - As he/she introduces the person they hold up the card.

Literacy II

- Learners write letter 'c' and 'o'.
- Learners write patterns **co co co**
- Learners write words with letter c and o.

English

- Learners hold up pictures of son, daughter, uncle and aunt.
- Learners say titles of the people in the pictures, e.g. aunt, uncle, using the following structures:
  - This is my ...
  - This is our ...
  - This is (her/his uncle).
- They then practise introducing each other with the structures.

News

- Ask learners to tell news related to their families
- Learners recite a known rhyme about family (work or people)

RE

CRE: Jesus' teaching and serving others *(Refer to Curriculum)*
IRE: Prayer (Salat) of showing respect in different societies *(Refer to Curriculum)*

Creative Performing Arts

Learners act out roles of different family members (nuclear and extended)

7.1. The Family

Materials

Word cards, slates, coloured pictures
Jig-saws
Wall chart showing family members

Preparation

Provide adequate slates for all learners
Have enough jig-saws for group work

News

- Learners tell news about roles of different family members
- Learners draw their news and display.

Literacy 1

- Using a wall chart learners identify members of the extended family and talk about them.
- Learners read all the words related to family.
- In groups, learners fit jigsaws.
- They match words to fitted jigsaws.
- Ask learners to talk about their work.

Literacy II

- Learners write letter patterns.
- Using word cards, learners write words with letters c, o, a on slates.
- Learners write the words with those letters in their exercise books.

Mathematics

- Let learners read number symbols 0-40 and extend to 50.
- Let learners sequence numbers in their correct order.
- Learners fill in missing numbers (symbols 41-50).

Lesson 5 English

- Learners sing a song depicting relations e.g. 'The more we play together, together. The more we play together, the happier we'll be.'
- Let learners take up roles of different family members using the structures below:

  This is Sarah/Paul. This is / that is
  - his/her son …
  - his/her daughter …
  - his/her uncle ...
  - his/her aunt ...
- Introduce the words 'baby', ' nephew' and ' niece'. Say, 'This is your uncle. You are his nephew/ niece.'
- Do the same for mother and father. This is your father. You are his daughter/son.
- Learners sing a song they sung first in this lesson 'The more we play ...'

PE

Simple games for lower primary *(Refer to Curriculum)*

Free Activity

Prepare a variety of activities for the Free Activity lesson.

7.1. The Family

Materials

Word cards, number cards
Number chart, wall chart
Jigsaws
Pictures of family members
Pencils, rubbers

Preparation

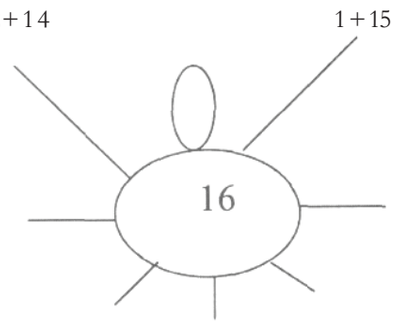
Prepare the songs and things needed for all lessons
word cards of family members wall chart related to
family members have enough jigsaws for the class

PE

Simple games of lower primary *(Refer to Curriculum)*

Mathematics

- Learners count in groups of 10 up to 70.
- Learners play spider game with number 16 using addition. Start with 7 legs and allow any learner who wishes to put in more.



- Learners add numbers up to 50 without carrying

Literacy I

- Using word cards, ask learners to read the words already learnt.
- Learners match word cards to pictures of all the family members on the wallchart.
- Learners read the sentences:
  - This is my brother/sister etc
  - This is his sister.
  - I am her brother etc
- Then match the sentences to the pictures
- Learners say simple sentences using polite expressions e.g. excuse me.

Literacy II

- Each learner draws a picture of a relative.
- Learners shade their pictures.
- They copy correct sentences under their pictures in good handwriting, e.g. 'This is my brother.'
- Learners join dots to form letters.
- They display their work.
- Learners talk about their work.

English

- Learners name people in the family (both nuclear and extended).
- They name family members, son, daughter, uncle, aunt, niece and nephew, using pictures.
- Learners construct sentences using the vocabulary; grandmother, grandfather with the structures
  - This is her ...
  - This is his ...
  - Her/His name is ...
- They role-play as family and practise the dialogues as follows:
  - Good morning. This is my sister. Her name is Eva
  - Good morning Eva.
  - And this is my father. His name is...

News

- Learners tell news about people they live with at home.
- They practise saying similes.

RE

CRE: Jesus' teaching and serving others *(Refer to Curriculum)*
IRE: Ways of showing respect in different societies *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Teach a celebration song.
- One group sings while others listen. Repeat with other groups.
- They practice playing some percussion instruments of their choice.
- Learners practice some movements following the rhythm of the song given as they play the percussion instruments.
- They sing and move to the rhythm accompanied with the instruments.

7.1. The Family

Materials

Word cards
Number words
Plain papers/card box papers with dots
Slates
Picture cards
Number symbols

Preparation

Prepare all the above in advance

News

- Learners tell their news.
- They listen to a legend (story).
- They ask and answer questions about the story.

Mathematics

- Ask learners to add up to 50 horizontally.
- Learners practice adding in groups, pairs and individually:

English

- Learners construct sentences using the titles of family members, e.g:
  - Mother is… (driving) a car.
  - Grandfather is... (weaving a mat)
  - Sister is... (riding a bicycle)
- They then draw pictures of family members doing different things and describe the pictures to the class.

PE

Simple games for lower primary *(Refer to Curriculum)*

Literacy 1

- Using wall chart of *The family,* learners match the learnt words to pictures of son, daughter, brother, uncle, aunt, father and mother using word cards.
- They then match words to words and read them.
- Learners fill in the missing letters in words.

Literacy II

- Learners write letters *g,* c, *o,* a.
- Learners join dots to form letters e.g. g, c, o, a.
- Learners draw a family tree and read the words

Creative Performing Arts (Art and Craft)

Learners drawing and colouring different family members

7.2. Ways of Living Together in the School

Materials

Counters
Chart showing people and activities in the school
Drawing materials
Music instruments (percussion)
Flashcards for school rules
Word cards
Materials for cutting

Preparation
Have the materials in place in time

News

- Learners talk about people they live with and how they help them.
- Tell a story about someone helping another e.g. Good Samaritan.
- Let them ask and answer questions about the story.
- Guide them to sing a known song e.g. the more we work together

Literacy I

- Discuss school rules and regulations with the learners.
- Learners talk about the importance of school rules and regulations.
- Tell a story, related to responsibilities in a school.
- Learners read words, e.g. sweep, slash, clean.
- Get them to notice any adjective agreement in your language.

Literacy II

- Introduce the pattern of the day (refer to pattern 7.2) and follow the procedure for teaching pre-writing. (TP 2) **eba ebo oba**
- Learners write letters e, b, o, a.
- Learners write words.
- Ask learners to read out words.

Mathematics

- Ask learners to recite number rhymes related to family.
- Learners count number symbols up to 70.
- Learners write number symbols 0-40 and continue to 50.
- Learners sequence number symbols.
- Learners play number missing game, going up and down numbers e.g. 31, 32, *, 34, 35 and 17, 16, 15, *, 13 (first altogether and then in pairs).

English

- Learners revise the words from last week: 'father', 'mother', 'son' etc.
- Revise the words i.e. cook, clean, milk using the following structures:
  - What is he/she doing?
  - He/she is…
  - What are you doing?
  - I am...
  - We are ...
- Let them recite a rhyme *I am going to sweep the dirt away'*.
- Present the question and answer:
  - Who sweeps the house? My mother sweeps the house.
  - Who cleans your desk? I clean my desk.
  - Who cleans the classroom? We clean the classroom.
  - Who prays in the morning? We pray in the morning.
- Children act out the actions as they ask and answer the questions.

PE
Simple games for lower primary *(Refer to Curriculum)*

RE
CRE: How we can serve others, as Jesus taught the importance of working well *(Refer to Curriculum)*
IRE: Importance of respect in different societies *(Refer to Curriculum)*

Creative Performing Arts (Music)
Teach a traditional dance from one area in Uganda.

7.2.Ways of Living Together in the School

Materials

Number cards
Number chart 1-100
Picture cards
Drawing materials
Real objects
Sentence cards
Letter cards

Preparation
At the end of the day, send learners to collect tongue twisters and stories for tomorrow.

PE
Games for lower primary *(Refer to Curriculum)*

Mathematics
- Learners count numbers up to 70.
- Learners use story sums to add sums less than 50 no carrying, e.g. John had one ball and his mother gave him 2 more. How many did he have all together? The answer is 3 balls.
- Learners add number with sum less than 50 without carrying.
- Learners write number symbols 41-50.

Literacy I
- Learners talk about ways of living together (sharing and working)
- Learners say the school motto. (You may wish to use your school anthem instead in this and tomorrow's lessons. Choose whichever is easiest for the learners to understand and act.)
- Learners read the words related to living together and the school motto.
- Then get learners to arrange the words so that they make the motto again.

Literacy II
- Introduce the letters in 7.2 (writing patterns) **cage cage cage**
- Present and get learners to practice the letters c, g, e, a. Find words that start with this letter and others that use the letter. Get learners to identify them.
- Learners write the given letters to form words.

English
- Introduce with a known rhyme
- Using pictures learners mime, teach the words, e.g. 'work', 'dig', 'sweep' in the following structures:
  - What is he/she doing?
  - He/she is…
- Then ask the question,
  - 'Who digs the garden?' 'We dig the garden' etc.
  - What do you do every day?
  - I … everyday
  - We ... everyday

News
- Learners tell news about people they have helped before.
- Learners recite a rhyme.

RE

CRE: How we can serve others as Jesus did (target importance of working well)
IRE: Importance of respect in different societies *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Tell the learner the meaning of the school anthem.
- Learners learn the school anthem (the first two lines)
- Learners are guided to sing it while standing, for respect.
- Send them to sing for parents/guardians at home. (Tell them to collect tongue twisters from home at the same time.)

7.2. Ways of Living Together in the School

Materials

Counters
Wall chart of activities in the community
Number chart, number cards, and multiplication table of 10
Word cards
Letter cards
Colours and other drawing materials
Real objects, e.g. broom, balls, dolls, ropes, jigsaws etc

News

- Ask them for the news about how they have helped others.
- Learners say tongue twisters they collected from home.

Literacy I

- Learners discuss ways of living together (caring and helping).
- Learners identify people caring and helping from the start.
- They read words related to living together.
- They read short sentences.

Literacy II

- Learners write patterns.
- Learners write letters p, e, d, o, b and patterns **(pedo bedo bepo)**
- Learners write words with the letters e d, o b. (from school Anthem)

Mathematics

- Using real objects let the learners cut into halves
- Learners identify and name halves and a hole
- Say a number rhyme.

English

- Learners name activities done in the school
- Teach the new words e.g. 'care', 'play', 'learn' using the structures below:
  - What do you do every day?
  - I … everyday
  - We ... everyday

PE

Simple games for lower primary *(Refer to Curriculum)*

Free Activity

Select free activities related to living together in the school.

7.2. Ways of Living Together in the School

Materials

Counters
Word cards
Number cards

Preparation

Prepare a new song for Creative Performing Arts

PE

Simple games for lower primary *(Refer to Curriculum)*

Mathematics

- Learners carry out subtraction up to 10 vertically and extend up to 20 without borrowing.
- Learners say story sums for subtraction up to 20, no borrowing horizontally
- Learners in pairs and individually subtract, e.g. 15 - 3 = and 6 - 3 =

Literacy I

- Learners talk about the ways of living together (playing and learning together)
- Learners recite the school prayer
- Learners read the words from the prayer on a chart or on the board in large letters.
- Then ask learners to come out and point to any word they can recognise.
- Then point to words at random and ask learners to say them out loud. Do not expect them to learn to read every word. This exercise helps them to see the way the prayer is divided into words.
- Learners draw someone praying.

Literacy II

- Learners write patterns **dede pepe bebe**
- Introduce the letters d, p, e.
- Get the learners to find these letters in the words of the school prayer.
- Learners write the letters and words from the school prayer.

English

- Revise the vocabulary from Wednesday?
- Teach new words using the same structure: 'read', 'write', 'draw', 'pencil', 'pen', 'book'.
  - What do you do every day?
  - I ... every day
  - We ... every day

News

- Learners tell news about school activities.
- Learners listen to a traditional story.
- Learners ask and answer questions about the story.

RE

CRE: How we can serve others as Jesus taught (importance of working well) *(Refer to Curriculum)*
IRE: Importance of respect in different societies *(Refer to Curriculum)*

Creative Performing Arts (Music)

Learners act out caring, helping and sharing with others

7.2.Ways of Living Together in the School

Materials

Number wall charts and number cards
Word cards and sentence cards
Clay

Preparation

Look for the clay in advance

News

- Learners will tell news about how they felt when they were cared for by others.
- Learners say a jingle.

Mathematics

- Learners revise subtraction up to 10 vertically and extend up to 20, no borrowing.
- Learners solve and create story sums for subtraction up to 20, no borrowing
- Learners in pairs and individually subtract e.g. 15 and 8
  - 4 - 3
- Learners play a number game

English

- Revise all the new vocabulary and the structures for the week.
- Learners practise this dialogue:
  - *Pupil 1:* What do you do every day?
  - *Pupil 2:* I read my book every day.
  - *Pupil 1:* What do your friends do every day?
  - *Pupil 2:* They play every day.
- They either carry out the order or mime it. Learners carry out the activity in pairs.

PE

Simple games for lower primary *(Refer to Curriculum)*

Literacy I

- Learners revise the school motto, anthem and the prayer.
- They should identify words they know in the motto, prayer or anthem.
- They discuss the school motto, anthem and prayer in relation to living together.

Literacy II

- Learners write patterns **depe pede pee**
- Revise the writing of all the letters introduced this week.
- Learners write words related to living together.

Creative Performing Arts (Art and Crafts)

- Learners make models of materials used for work.
- They display their models.
- They discuss the models.
- Tidying up.

7.3.Ways of Living Together in the Community

Materials

Counters
Wall chart showing numbers
Letter cards, picture cards and word cards
Simple percussion instruments
Metre sticks

Preparation

Prepare a song related to the theme.

News

- Learners tell their news in relation to the theme.
- Learners recite a rhyme

Literacy I

- Learners recite a rhyme related to community.
- Learners talk about ways of living together, e.g. through communal work.
- Learners read words and sentences related to possessive pronouns e.g. 'his', 'hers', 'their', 'my', 'our'.
- Learners match pictures to words and words to objects.

Literacy II

- Learners write patterns and letters **'e'** and **'p'**.
- Learners write words and sentences related to living together in the community.

Mathematics

- Learners sing a counting song.
- Learners identify various things by shape, e.g. rectangular
- Learners match shapes of objects or cards.
- Learners group different objects in terms of shapes and compare.
- Learners draw rectangular objects / shapes.

English

- Learners revise the learned words using a wall chart: 'read', 'write', draw', 'clean'.
- Teach the new vocabulary, e.g. 'cook', 'care', 'help', 'clean', using the structures below:
  - What is he/she doing?
  - He/she is...
  - What are they doing?
  - They are...
- Learners recite a rhyme related to learned words.

PE

Simple games for lower primary *(Refer to Curriculum)*

Lesson 7 RECRE: Unity and cooperation through work *(Refer to Curriculum)*
IRE: Importance of respect in different societies *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Teach a new song related to the theme.
- Learners play percussion music instruments in relation to song taught.

7.3. Ways of Living Together in the Community

Materials

Number chart	Word cards
Word cards	Sentence cards
Colours	Real objects (bottles, tins, meter sticks, water buckets etc.)
Chart of activities in the community	

PE

Simple games for lower primary *(Refer to Curriculum)*

Mathematics

- Using the wall charts or real objects children in small groups identify and group any rectangular items.
- Learners count up to 70.
- Learners draw pictures of any three of the items.
- The groups discuss these different rectangular items, e.g. match boxes, books, newspapers, magazines.
- Learners measure the objects using non-standard units.

Literacy I

- Learners tell and re-tell / sign stories related to living together (using polite expressions in formal settings).
- They ask and answer questions about the stories.
- They read words related to the community including polite notices.

Literacy II

- Learners practice letter 'f j j j.
- Learners write words e.g. 'cow', 'goat', 'flower'
- They write sentences using the words.

English

- Teach the new words, e.g. village, market, clean using the following structures:
  - What are they doing?
  - They are…
  - Where are they going?
  - They are going to the…

News

- Learners tell their news related to things in the community.
- They recite a rhyme.

RE

CRE: What we understand by prayer *(Refer to Curriculum)*

IRE: Importance of respect in different societies *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing a song related to the community.
- Learners dance according to the rhythm of the song.

7.3. Ways of Living Together in the Community

Materials

Number cards	Number chart
Number symbols	Metre stick / ruler
Number names	Musical instruments (Percussion)
Sentence cards (strip cards)	Colours

Preparation
Prepare a song related to the Theme.

News
- Learners tell their own news.
- They draw their news and colour.
- They display their work and discuss.
- They sing a known song.

Literacy I
- Learners talk about occasions when they work together.
- Learners form sentences related to activities in the community using the chart, e.g. The cow is grazing.
- They read the formed sentences
- They match pictures to sentences individually.

Literacy II
- Learners practice letters 'i' and 'j' iji **iji.**
- Learners write the formed sentences in relation to activities in the community, e.g:
  - The cow is grazing. The cows are grazing.
  - The girls are playing. The girl is playing.
  - The goat is eating. The goats are eating.
- (Make sure they recognise by sight the difference between the singular and plural of these sentences.)

Mathematics
- Learners talk about the classroom according to its length, width and height. (You will have to help them measure the height. But first they should estimate the height.)
- They measure using e.g. the metre sticks / rulers.
- Let them record measurements and present findings.

English
- Teach the new words, e.g. 'share', 'clear', 'dig', using the following structures:
  - What are they doing?
  - They are...

PE
Simple games for lower primary *(Refer to Curriculum)*

Free Activity
Prepare enough activities for learners

7.3. Ways of Living Together in the Community

Materials
- Numbers chart
- Picture cards
- Word cards
- Sentence cards
- Letter cards

Preparation
Prepare a large number line on the ground or wall.

PE
Games for lower primary *(Refer to Curriculum)*

Mathematics
- Learners multiply by using repeated addition.
- Learners count in 10's in groups, pairs and as individuals.

Literacy I
- Learners talk about importance of working together.
- Use the whole word method (TP4) to teach the following words e.g. 'children', 'plant', 'bus', 'bicycle'.
- Learners match pictures to words.
- Learners form and read sentences.

Literacy II
- Learners practice letter writing 'i', 'j', 'o'.
- Learners write patterns **ijo, ije, jijo, jije** and the words; e.g. learners, plant, bicycle.
- They draw pictures to illustrate their words and describe the pictures to each other.
- Revise all the small letters using the letter cards. They should now have met all the letters used in the alphabet for your language. In the next theme you will introduce capital letters.

English
- Learners learn the words, e.g. 'plant', 'slash', using the following structures:
  - What is he/she doing?
  - He/she is...

News
- Learners tell their own news related to the community.
- Learners recite a rhyme.

RE
CRE: Situation when we need different types of prayer. *(Refer to Curriculum)*
IRE: People who should be respected in societies *(Refer to Curriculum)*

Creative Performing Arts (Music)
- Learners sing a song related to the community.
- Let them act out different roles in relation to living together.
- Learners ask and answer questions about their roles.

7.3. Ways of Living Together in the Community

Materials

Counters	Clay
Number chart	Sentence cards
Pictures cards	Word cards
Number line	

Preparation
Plan where you will take the class for the communal work

News
- Learners tell their own news
- Learners listen to a traditional story.
- Learners ask and answer questions related to the story

Mathematics
- Learners count in 10's.
- Learners recite multiplication of 10.
- Learners multiply by 10.
- Learners play a missing number game in 10s.

English
- Revise the learnt vocabulary and structures for the week
- Tell learners to mime an action that they do at home. Others should guess the action.

PE
Simple games for lower primary *(Refer to Curriculum)*

Literacy 1 & II
- Take the learners out of the class or to the nearest community.
- Let learners observe people doing different work.
- Show them the place where they are to work and what to do.
- Learners practice communal work as they sing motivating songs.

Creative Performing Arts (Art and Crafts)
- Learners draw and colour / shade pictures of themselves working.
- Learners display and discuss the finished work.

THEME 8: FOOD AND NUTRITION

Sub-theme 8.1: Names and Sources of Food

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • Reciting rhyme	• Telling / signing news • Reciting a rhyme	• Telling / signing news • Drawing and colouring	• Telling / signing news • Listening to a folk tale	• Telling / signing news • Saying tongue twisters
Mathematics	• Grouping foods • Counting 71-80 • Writing number symbols 61-70	• Counting 71-80 • Adding vertically up to 60 no carrying (tens and ones)	• Writing number names 26-30 Adding vertically up to 60 no carrying	• Subtracting numbers up to 30 without borrowing (ones and tens)	• Subtracting numbers up to 30 without borrowing (ones and tens)
Literacy I	• Matching number symbols to number names 16-20. • Naming types of food • Describing types of food • Reading names of food, e.g. potatoes, fish, groundnuts. • Matching names of foods / real objects	• Naming types of food • Talking about types of food • Reading the names of food. • Playing a game • Matching words to pictures	• Talking about appropriate sources of food • Reading words • Reading short sentences related to names and sources of food.	• Reading the words • Matching food to their sources • Telling / signing stories about food • Asking and answering questions	• Talking about simple food taboos • Making words out of the cut out letters • Reading short sentences •Matching words to pictures
Literacy II	• Writing patterns and letters 'f' • Drawing types of food • Colouring the types of food	• Writing patterns • Writing letters 'f' and 'e'	• Writing patterns • Writing letters 'e', 'f', 'i' • Writing the words	• Writing the pattern • Writing letters 'f', 'o', 'e'. • Writing simple sentences	• Writing the patterns • Writing letters 'f', 'e', 'o' • Writing simple sentences

English	**Vocabulary** e.g. cow, goat, garden, shop. **Structures** • Where do we get ... from • We get . . . (milk) from . . . (cow).	**Vocabulary** e.g. potatoes, bananas, fish, millet **Structures** • What are these? • They are . . . / those? • Are these/those … • Yes, they are. • No, they are not.	**Vocabulary** e.g. groundnuts, beans, peas **Structures** • What are these / * those? • These / those are . . .	**Vocabulary** e.g. eggs, hens, beans. **Structures** • How many .. .are there? • There are . . . • Do you like ..."' • Yes, I do. • No, T don't. • What are these /those? • These/those are . . . • They are . . .	Revising all the vocabulary and structures
Creative Performing Arts	• Reciting rhymes about names and sources of food	• Singing • Dancing • Playing percussion instruments	• Free Activity	• Telling stories about names and sources of food • Singing songs about names	• Drawing / brailing types of food • Colouring

Sub-theme 8.2: Uses of Food

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • Drawing and colouring	• Telling / signing news • Singing songs	• Telling / signing news • Reciting a rhymes	• Telling / signing news • Saying tongue twisters	• Telling / signing news • Singing a lullaby
Mathematics	• Telling rime meals • Adding up to 70 without earning	• Counting 71 80 • Adding up to 70 without carrying	• Counting numbers 71-80 • Matching number symbols to number names 0 - 20 • Writing number names 1 6 - 20	• Counting numbers 71-80 • Subtracting using numbers up to 30 with no borrowing vertically	• Subtracting using numbers up to 30 with no borrowing vertically • Playing number games
Literacy I	• Naming the different foods they eat e.g. banana. potatoes, fish. ground nuts • Describing of food e.g. eating selling, giving energy • Reading the names of the different foods	• Matching names of foods to their uses (word to word) • Reading words related to the uses of food e.g. eat, sell • Reading sentences in present tense	• Telling / re-telling / signing stories on the uses of food. • Asking and answering questions • Reading sentences on the uses of food	• Telling / re-telling / signing stories on food. • Heading short sentences on the uses of food. • Reciting a rhyme.	• Talking foods they like and dislike and why? • Revise-reading names of foods and their uses • Revising sentences related to uses of food
Literacy II	• Writing patterns • Writing letter 'i' • Writing of foods	• Writing patterns • Writing I, a. • Writing of food. • Labelling pictures of food • Writing sentences	• Writing patterns • Writing I, I, I, le, lo. • Copying sentences related to uses of food (future tense)	• Writing patterns • Writing letters a, o, I • Writing simple sentences related to uses of food • Filling in the missing letters.	• Writing patterns • Writing o, I, t, e, a • Filling in the missing letters
English	Vocabulary e.g. potatoes, bananas, fish, groundnuts **Structures** Present continuous • I like . . . • What am 1 ... • I am eating ... • What is he/she eating? • He/she is eating . . .	Vocabulary e.g. potatoes, bananas. fish, groundnuts **Structures** • l like …? • 1 don't like ... • Do you eat …? • Yes, I do. • No, I don't.	Vocabulary e.g. sim sim, beans, meat **Structures** • I like. . . .ing + noun • I don't like ...ing + noun • We do not eat	Vocabulary e.g. rice, millet, vegetables **Structures** • I like . . . • I don't like • Do you like …? • Yes I do/No 1 do not. • We like . . . • We do not like ...	Vocabulary (2) Revise all the vocabulary including meat, cabbage, carrots Revise all the structures • Reciting a rhyme "for health and strength ..."

Creative Performing Arts	• Singing a song related to uses of food • listening	• Reciting a rhyme about uses of food	• free Activity	• Telling stories about uses of food • Reciting a rhyme	• Drawing a market scene. • Colouring / painting pictures drawn

Sub-theme 8.3: Keeping Food Safe

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • Singing / signing songs	• Telling / signing news • Reciting a rhyme	• Telling / signing news • Drawing	• Telling / signing news • Singing as traditional song	• Telling / signing news • Reciting a rhyme
Mathematics	• Counting numbers 71-80 • Counting in 3s • Multiplying by using related addition. • Drawing and shading multiples of 3	• Counting in 3's. • Multiplying the table of 3.	• Dividing using the foods to show the concept of halves and a whole. •Drawing and writing to show halves and wholes.	• Dividing using foods to show concept of halves. • Drawing and shading to show halves and wholes.	• Comparing measures (weight) e.g. salt, beans using non-standard materials, e.g. cups, jugs, polythene papers • Recognising shapes of different food containers.
Literacy I	• Naming ways of keeping food safe • Discussing ways of keeping food safe • Reading words related to keeping food safe, e.g. cleaning. covering.	• Identifying edible and non-edible foods. • Matchin g pictures to words. • Reading words related to keeping foods safe e.g. washing. smoking. • Reading sentences in present tense.	• Talking about ways of keeping food safe. • Fitting jig- saws • Reading the words fitted with the jig-saws, e.g. cooking, salting	• Reciting rhymes related to keeping food safe. • Reading words related to keeping food safe e.g. sun-drying, smoking • Filling in missing words	• Talking about the importance of keeping food safe • Reading words and short sentences
Literacy II	• Writing patterns • Writing letter c and revise letter learnt. • Writing sentences	• Writing patterns. • Writing letters t, i. • Writing simple words related to keeping food safe e.g. washing. smoking	• Writing patterns • Writing letters 'a', 'i', 'e', 'o', 'u' • Writing the words cooking, salting. • Copying sentences.	• Writing patterns • Writing letters 't', 'o', 'u', 'e' • Writing the words, e.g. sun drying	• Writing patterns • Writing letters 't', 'e', 'a', 'o', 'i', 'u' • Write short sentences on keeping food safe (present tense)

English	**Vocabulary** e.g. clean, cover, wash. smoke **Structures** • What are you doing? • I am . . . • We are . . .	**Vocabulary** e.g. clean, cover, wash. smoke, **Structures** • What are you doing? • I am .. . • What is she/ he doing? • She/he is ...	**Vocabulary** e.g. cook, salt **Structures** • What are you doing? • I am . . . • What is she/ he doing? • She/he is ...	**Vocabulary** e.g. sun-dry, store, wash **Structures** • What are you doing? • I am ... • What is she/he doing? • She/lie is ... • What are they doing? • They are . . .	**Vocabulary** (2) Review all the words learned **Structures** • What are you doing? • I am . . . • What is she/ he doing? • She/he is ... • What are they doing? • They are . . .
Creative Performing Arts	• Singing / signing songs related to keeping food sale	• Singing • Playing percussion instruments • Dancing	• Free Activity	• Storytelling • Role- • Singing	• Printing using leaves

8.1. Names and Sources of Food

Materials

Wall chart
Real objects e.g. foods
Musical instruments
Word cards
Counters
Picture cards
Materials for drawing

Preparation

Decide on the rhymes and songs about names of food for the day's lessons

News

- Learners tell their news about the food they ate yesterday.
- They ask and answer questions.
- They recite a rhyme.

Literacy I

- Using real objects and a chart let learners talk about the different foods.
- Learners describe different types of food.
- Learners name different foods from the wall chart.
- Learners read names of foods on flash cards and those displayed in class.
- Learners match names of foods with real objects.

Literacy II

- Learners write patterns and letter 'f' (or a letter from your language — see TRB)
- They write patterns and words.
- Learners draw and colour different foods.
- They display the work and talk about it.

PE

Imitational movement *(Refer to Curriculum)*

English

- Teach the vocabulary 'cow', 'goat', 'garden', 'shop' using the structures:
  Where do we get ... from? We get ... (milk) from ... (cow)

Mathematics

- Learners group the foods according to different types.
- Learners count in tens up to 80.
- Learners write number symbols 61-70.
- They match number symbols to number names 16-20.

RE

CRE: Explanation of God's family *(Refer to Curriculum)*
IRE: Prophet Muhammad as youth *(Refer to Curriculum)*

Creative Performing Arts

- Talk about the rhyme you are to teach and the meaning of any new words/concepts.
- Teach a new rhyme related to food (names & sources).
- Learners recite the rhyme as a class, in groups and as individuals.

8.1.Names and Sources of food

Materials

Wall chart (sources of foods)
Counters
Picture cards
Flashcards
Letter cards, Sentence cards

Preparation

Prepare the sentence cards in advance.

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Learners count numbers 1-80 orally.
- Learners add vertically up to 60 without carrying, in tens and ones in groups, pairs and individually.

Literacy I

- Learners talk about different types of foods.
- They name the types of food from the chart.
- Learners read names of foods from flashcards.
- Learners match words (names of foods) to pictures.
- Learners play a game related to names of foods (refer to TRB) e.g. *nyama nyama* or *make, make mekata* ...

Literacy II

- Introduce the letter/pattern of the day f, e, (refer to Patterns 8.1). **fe fe**
- Practise letters F, f and E, e
- Learners write the letters/words/sentences in their books.

English

- Teach the vocabulary using the structures below: 'potatoes', 'bananas', 'fish', 'millet', 'beans'.
- Explain that 'fish' usually has no plural form, e.g. we say 'They are fish.'
  - What are these?
  - These are...
  - Are these/those…
  - Yes, they are.
  - No, they are not.

News

- Learners tell their news
- Learners talk about their news.
- Learners recite a new rhyme: (To market (x3) today')

RE

CRE: Explaining God's family *(Refer to Curriculum)*
IRE: Prophet Muhammad as a youth *(Reefer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing a known song.
- Learners play percussion instruments.
- They move to the rhythm.

8.1. Names and Sources of Food

Materials

Wall chart
Jigsaws
Word cards and letter cards

Preparation

Prepare a variety of materials for the Free Activity lesson.

News

- Learners tell their news.
- They draw and colour their news.

Literacy I

- Learners talk about sources of food.
- They read words related to sources of food.
- They read short sentences related to names and sources of food.

Literacy II

- Learners do hand/finger exercises
- They write patterns **efe efi afa ife**
- Learners can now write the given letter(s) E, F, I, A, in their exercise books/slates.
- They write words with letters e f, i.

Mathematics

- Introduce the lesson by singing a counting song.
- Learners count numbers 1-80 orally
- Some learners revise writing number names up to 20.
- Learners add vertically up to 60 with no carrying (tens and ones).
- Learners write number names 26-30.

English

- Teach the words: 'groundnuts', 'beans', 'peas' using the following structures:
  What are these/those? These/those are ...

PE

Imitational movements *(Refer to Curriculum)*

Free Activity

Prepare enough materials for children to use

8.1. Names & Sources of Food

Materials

A chart showing various money denominations (Ugandan)
Sample of real money e.g. USh 50 - USh 500, etc
Our shop

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Learners count orally up to 80.
- Learners carry out subtraction up to 30 horizontally, no borrowing (ones, tens)

Literacy I

- Tell a story related to food and their sources
- Let learners ask and answer questions
- Learners read names of foods and their sources, i.e:
  - fish - water
  - milk - cow
  - eggs - hen
- Learners match names of foods with their sources.
- Learners play a game about food (Refer to TRB).

Literacy II

- Introduce the pattern of the day (refer 8.1) fofo **fefe fofe foe**
- Let learners practice the pattern on various surfaces, e.g. in air, desk, floor etc.
- Learners write words and sentences

English

- Introduce the lesson with a known rhyme
- Learners learn the new vocabulary — eggs, hens, beans using the following structures:
  - Do you like.… -
  - Yes, I do.
  - No, I don't
  - What are these/those?
  - These/those are…
  - They are...
- Learners practice asking and answering in pairs and groups.

News

- Learners tell their news.
- Learners listen to a folk tale.
- Let learners ask and answer questions about the story.

RE

CRE: Explaining God's family *(Refer to Curriculum)*
IRE: Prophet Muhammad as a youth. *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Tell a story about names and sources of food and ask questions about it.
- Let learners sing a known song related to food.
- Let learners sing the song with appropriate actions.

8.1. Names and Sources of Food

Materials

Clock face	Counters
Letter cut outs	Strip cards & letter cards
Concrete objects (foods)	Materials for art, e.g. colours, tracing paper

News

- Learners tell sign their news.
- Learners say tongue twisters.

Mathematics

- Learners sing a number song.
- Learners practice subtracting as groups, pairs and individually.
- They subtract up to 30, no borrowing (ones and tens)

English

- Revise the structures and vocabulary learnt during the week.
- Learners draw the pictures, e.g. cow, hen, goat and describe them to their neighbour.
- Learners display their work and talk about it.
- Review the learnt words (especially ones that gave children problems to comprehend easily).

PE

Imitational movements *(Refer to Curriculum).*

Literacy I

- Learners sing a known song related to food.
- Learners talk about simple food taboos.
- In groups, give learners cut-out letters and let them build words. Guide them to read the words.
- Introduce simple sentences on strips. Make sure they include singular and plural words. Let learners read them as a class, in groups and individually.
- Let them either match with a picture or draw a picture to match sentences.

Literacy II

- Learners do hand/finger exercises.
- Teach the pattern **feef foof taaf** (as in 8.1)
- Learners write letters F, E, O and f, e, o.
- Learners write the pattern, words and the sentences in their books.

Creative Performing Arts

- Let learners talk about food and their uses.
- Distribute a variety of foods and let learners draw them individually.
- Learners colour their drawings.
- They display the work and talk about it.
- Learners tidy up the place of work.

8.2.Uses of Food

Materials

Wall chart
Flashcards
Number name cards
Real objects (fruits, seeds, flour)

Preparation

Collect some real objects e.g. fruits before the lesson

News

- Learners tell their news.
- Learners draw and colour their news.

Literacy I

- Learners name different foods while you list them.
- Learners describe the uses of food to our bodies, e.g. strength, satisfaction etc.
- Learners now read the names of the different foods.

Literacy II

- Writing the pattern.
- Learners write letter 'i'
- Learners write the names of foods (from the list) in their books.

PE

Imitational movements *(Refer to Curriculum)*

English

- Teach the following vocabulary (potatoes, bananas, fish, groundnuts) using the following structures: -
  - I like...
  - What am I eating?
  - You are eating...
  - What is he/she is eating?
  - He/she is eating…
- Use mime and real objects to practise these structures.
- Get learners to practise in pairs.

Mathematics

- Learners talk about the different types of meals in a day
- Learners talk about the different times for meals
- Learners count up to 80.
- Learners add up to 70 without carrying

RE

CRE: Aspects like care, hospitality, respect. *(Refer to Curriculum)*
IRE: Prophet Muhammad as a youth *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing any known song.
- Teach a new song related to the use of foods.
- Learners listen to the song and answer questions.
- They sing and dance to the rhythm of the song.

8.2. Uses of Food

Materials

Counters
Wall chart
Number cards
Picture cards
Flashcards

Preparation

Prepare all songs and rhymes for the day's lessons.

PE

Imitational movements *(Refer to Curriculum).*

Mathematics

- Learners count up to 80.
- Learners add up to 70 in groups, pairs and as individuals.
- Learners can end with a known rhyme.

Literacy I

- Learners discuss uses of foods
- List the uses on the chalkboard (as you identify the braille copies of the same for SNE)
- Let learners read the words related to uses of food, e.g. eat, sell.
- Learners match words (names of foods to their uses).
- They then read short sentences.

Literacy II

- Let learners write patterns I, a and letters I, I a, A
- They should label pictures of foods they drew in one previous lesson and write simple sentences relating to the pictures

English

- Teach the vocabulary 'potatoes', 'bananas', 'fish', 'groundnuts' using the structures provided below:
  - I like (bananas)
    Do you eat... ?
  - I don't like (bananas)
    Yes, I do.
    No, I don't.
- End the lesson with a rhyme on food.

News

- Learners tell their news.
- They sing a known song of their choice.

RE

CRE: Aspects like respect *(Refer to Curriculum)*
IRE: Prophet Muhammad as a youth *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners tell stories about the uses of food and answer some questions.
- They recite any known rhyme.

8.2.Uses of Food (Wednesday)

Materials

Number symbol cards, number chart, word cards, picture cards

News

- Learners tell their news.
- Learners recite rhymes.

Literacy I

- Tell a story about the uses of food.
- Ask few questions about the story and learners answer.
- Learners read single words and short sentences on the uses of food from the story.
- Let them build words using syllable cards.

Literacy II

- Let learners practice pattern **lil lei lol loi**
- Learners copy simple sentences related to uses of food (future tense).
- Learners may also read pictures from the story above and write short sentences about it.

PE

Imitational movements *(Refer to Curriculum)*

English

- Recite a known rhyme
- Teach the new vocabulary 'sim sim', 'beans' using the given structures:

  I like eating...
  We do not eat...
  I don't like eating...

Mathematics

- Learners count numbers 71-80.
- Learners practise writing number names 16-20
- Learners match number symbol cards to number name cards 0-20.

Free activities

Prepare a variety of activities for this lesson

8.2. Uses of Food

Materials
Flashcards
Number chart
Counters
Number cards

PE
Imitational movements *(Refer to Curriculum)*

Mathematics
- Learners count numbers 71-80.
- Learners do subtraction of numbers up to 30 without borrowing vertically.

Literacy I
- Learners recite known rhyme related to food
- Learners tell stories on the uses of food to us and some retell.
- Learners answer a few questions related to the stories
- Guide learners to read short sentences on the uses food

Literacy II
- Learners write patterns **aol ola loa lai**
- They write letters a, o, 1, i.
- Learners write words related to foods.
- Learners fill in the missing letters in words
- They write short sentences.

English
- Teach the new vocabulary 'rice', 'vegetables' and 'millet' using the structures below:
  - Do you like... ? We like...
  - Yes, I like... We do not like...
  - No, I do not.
  - Yes, I do.

News
- Learners tell their news.
- Learners say tongue twisters.
- Explain the meaning of simple tongue twisters to the learners.

RE
CRE: Baptism as a symbol of membership *(Refer to Curriculum page 63)*
IRE: Prophet Muhammad as a youth *(Refer to Curriculum)*

Creative Performing Arts (Music)
- Learners recite a rhyme about uses of food.
- Learners tell stories about uses of food.
- They ask and answer questions.

8.2. Uses of Food

Materials

Flashcards	Number cards
Counters	Number chart

News

- Learners tell their news.
- Learners sing a lullaby.

Mathematics

- Learners count numbers 71-80
- Learners solve story sums about food which use subtraction up to 30 vertically without borrowing
- Let learners play a number game e.g. picking 2 cards each with numerals up to 30 then subtract the smaller one from the bigger one.

English

- Use the wall chart and picture cards to revise all the words learnt in the week ('meat', 'cabbage' and 'carrot') using the structures below:
  - Do you like... ?
  - Yes, I like...
  - no, I don't like...
- Finish with a rhyme about food *("For health and strength ...")*

PE Imitational movements *(Refer to Curriculum)*

Literacy I

- Learners talk about foods they like and dislike and why?
- Using wall word chart, learners read words about food
- Let learners use flashcards to match words in the wall word chart.
- Guide learners to read short sentences.
- Let them form sentences related to food.
- Learners read names of foods and their uses.

Literacy II

- Learners practise writing the patterns olot telo tato and the letters T, O, L
- Learners fill in the missing letters of the given words.
- Learners write short sentences.

Creative Performing Arts (Art and Crafts)

- Learners talk about where various types of foods come from.
- They draw a market scene.
- They colour / paint their drawings.
- Display and talk about their drawings.
- Learners tidy up.

8.3. Keeping Food Safe

Materials

Drawing materials, coloured pencils, crayons
Objects: salt, water, jugs, cups, polythene papers
Food containers, e.g. boxes, tins
Music instruments, e.g. rattles, shakers, clappers
Wall charts, word flashcards, counters

News

- Learners tell news from their weekend's experience.
- Learners tell how they keep food at home.
- Singing a song about food.

Literacy I

- Learners talk about stories of not wasting food.
- Using a wall chart, learners will:
  - name the foods
  - discuss ways of keeping food safe
  - read words on flash cards related to keeping food safe; cleaning, covering
- Fill in missing words in a story to develop the four f's.

Literacy II

- Learners write patterns t t t, T, T, T
- Learners write the words 'cleaning', 'covering' (words related to keeping food safe(
- Learners write sentences.

PE

Imitational movements *(Refer to Curriculum)*

English

- Review the previously learnt vocabulary
- Learners learn the words 'clean', 'cover', 'wash', 'smoke', using the following structures:
  - What are you doing?
  - I am ... the cupboard (consider areas where food is kept)
  - I am ... food.
  - We are ... food.
- Learners continue practising in groups and in pairs.

Mathematics

- First, sing a counting song.
- They count numbers 71-80.
- Learners count in 3's.
- They multiply using the table of 3.
- They draw and shade multiples of 3.

RE

CRE: The cross as a symbol of God's love *(Refer to Curriculum)*
IRE: Muhammad as a youth *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners learn a local song about food.
- They play simple percussion instruments to accompany the song
- They move to the rhythm

8.3. Keeping Food Safe

Materials

Fruits that can be divided for fractions, e.g. orange

Drawing materials	Food containers e.g. boxes, tins
Salt, water	Coloured pencils, crayons
Jugs, cups, polythene papers	Wall charts
Jigsaws	Word cards

Music instruments, e.g. rattles, shakers, clappers, banana leaves, counters.

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Learners count numbers 71-80.
- Learners count in 3s.
- Practice the multiplication table of 3.

Literacy I

- Learners name edible and non-edible foods.
- They mime some actions of keeping food safe.
- They match pictures of foods to words.
- Using flash cards, children read words and sentences related to keeping food.

Literacy II

- Learners write simple words related to keeping food safe: 'washing', 'smoking'.
- Learners write letters t, T i, I
- Write pattern (Ref to writing pattern book for PI Theme 8) **tit tit**

English

- Teach the new vocabulary 'clean', 'cover', 'smoke' using the following structures:
  - What is she/he doing? What are you doing?
  - She/he .. .ing mangoes. I am...
  - She/he is… fish. We are...
- Learners continue practising in groups and as individuals.

News

- Learners tell their news.
- Learners recite rhymes

RE

IRE: Prophet Muhammad as a youth *(Refer to Curriculum)*
CRE: The Bible as God's message to his family *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Learners sing the song previously learnt
- They play simple percussion instruments to accompany it.
- Learners dance to the rhythm

8.3. Keeping Food Safe

Materials

Fruits, e.g. orange
Drawing materials
Jugs, cups, polythene papers
Word jigsaws
Banana leaves
Word cards
Counters
Salt, water
Food containers, e.g. boxes, tins
Coloured pencils, crayons
Music instruments e.g. rattles, shakers, clappers
Wall chart
Multiplication table of 3

Preparation

Collect the objects for cutting
Prepare the words as jigsaws (made out of paper, with the word separated into 2-3 parts)

News

- Learners tell their news.
- Learners draw their news.

Literacy I

- Learners talk about ways of keeping food safe.
- Learners read words.
- Learners use the flashcards and identify the words read in the previous lesson.
- They read the words 'cooking', 'salting'.
- In groups let learners fit jigsaws of the new words .

Lesson 3 Literacy II

- Learners write the pattern (refer to writing patterns for PI Theme 8, sub-theme 8.2 Teachers' Guide), **liti tite lito tutu**
- Let learners write the words 'cooking', 'salting', in their exercise books or on slates.
- Learners write letters a, e, i, o, u.
- They copy sentences.

PE Imitational movements *(Refer to Curriculum)*

English

- Use the wall chart to teach the vocabulary, cook, salt, using the following structures:
  - What is he/she doing? She is drying the fish
- Introduce the word salt and cook
- Learners should mime actions and others guess what they are doing.
- Use the structures to teach the new words:
  - What are you doing?
  - I am...
  - What is he/she doing?
  - She/he is...

Mathematics

- Learners discuss how they share things between two people, e.g. foods/fruits (oranges, mangoes)
- Demonstrate to the learners with a real fruit or picture - divide it into two equal parts for two learners, to introduce the concept of fractions.
- Learners observe the chalkboard drawings and those on charts and real fruits divided into two equal parts by the teachers.
- Learners draw halves of local foods.

Free activity

Prepare a variety of activities for this lesson

8.3. Keeping Food Safe

Materials

Fruits that can be divided for fractions, e.g. orange
Drawing materials
Jugs, cups, polythene papers
Jigsaw
Music instruments e.g. rattles, shakers, clappers
Banana leaves
Salt, water
Food containers, e.g. boxes, tins
Coloured pencils, crayons
Wall charts
Word flash cards

Preparation

Collect fruits for fractions

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Dividing foods to show concept of halves.
- Learners draw and write to show that 2 halves make a whole.

Literacy I

- Learners talk about keeping food safe.
- Using real food items and word flashcards, learners recite a rhyme related to keeping food safe.
- Show the words on the flashcards and the food items.
- Let learners read the words related to keeping food safe: 'sun-drying', 'refrigerating', 'salting', 'smoking' etc.
- Learners read the words on the flashcards in small groups.
- They fill in missing words in sentences.

Literacy II

- Present the pattern of this lesson **toto tutu tete**
- Learners write the words 'sun-drying', 'smoking' in their exercise books or on slates.
- They write short sentences.

English

- Teach the vocabulary "sun day", "store", "wash" following the structures below:
  - What are they doing?
  - They are...ing the mangoes/fish etc
- Get groups of learners to mime various ways of using and looking after food.
- You may widen the miming to include other actions and verbs used in this unit and in unit 7 e.g. sweeping, washing, running etc. Tell the learners to mime as a group and to answer the question i.e:
  - What are you doing?
  - We are ... .ing the board.

News

- Learners tell their news
- Learners sing a traditional song.

RE

CRE: The day of worship *(Refer to Curriculum)*
IRE: Prophet Muhammad as a youth *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Learners listen to a story about food safety.
- Learners sing the previously learnt song about keeping food safe.
- Using real objects, learners role-play in groups keeping food safe, e.g. cleaning, covering, washing, sun-drying.

8.3 Keeping Food Safe

Materials

Drawing materials
Salt, water
Food containers, e.g. boxes, tins
Music instruments, e.g. rattles, shakers, clappers
Banana leaves (a variety of leaves)
Coloured pencils, crayons
Jugs, cups, plastic bags, paint, colours
Jigsaws
Wall charts, word cards
Sample items with prints, paint

Preparation

Get the paint for printing in time.
Prepare prints for display before lesson

News

- Learners tell their news.
- Learners recite a rhyme.

Mathematics

- Learners describe and name different foods and containers used for holding foods using wall chart, e.g. a tin can is a cylinder.
- Using non-standard measures like cups, jugs, plastic bags learners compare weight of different items such as salt, beans, sand, stones.
- Learners compare capacity of different containers using salt, beans, etc
- Learners sing a counting song.

English

- Learners recite a rhyme learned during the week.
- Learners say all the vocabulary learned in the week.
- Learners use the vocabulary in these structures:
  - What are you doing?
  - I am ...
  - What is she/he doing?
  - She/he is ...
  - What are they doing?
  - They are ...
- Learners continue practising in groups and in pairs.

PE

Imitational movements *(Refer to Curriculum page 79)*

Literacy I

- Using the real food items, word flashcards and the wall chart, learners will talk about the various ways of keeping food safe.
- Show the wallchart to the learners and word flashcards and let them read the words.
- Guide and help learners in reading simple sentences related to keeping food safe.
- Learners can read words and short sentences from other themes.

Literacy II

- Learners learn the pattern of this week **teta tola tuti**
- Learners write letters t, e, o, u and T, E, O, U.
- Learners write short sentences about keeping food safe, using these letters.
- Learners read the sentences they wrote.

Creative Performing Arts (Art and Crafts)

- Learners observe some prints already made.
- Using the leaves collected, learners colour and print the leaves on paper.
- They display their work and talk about it.
- They tidy up.

THEME 9: OUR TRANSPORT

Sub-theme 9.1: Types and Name of Transport

Learning	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news related to types of transport. • Reciting a rhyme	• Telling / signing news related to means of transport • Drawing	• Telling / signing news in relation to types of transport • Reciting a rhyme	• -Signing / telling news in relation to means of transport • Saying selected similes.	• Signing / telling news • Saying riddles.
Mathematics	• Counting numbers 81 -90. • Counting in 10s to 90. • Singing a counting song. • Writing number symbols 8 1-90	• Counting number of days in months. • Counting from 1-90 • Writing days of the month (ordinal numbers)	• Matching number names to number symbols 1-20. • Identifying number of days in months. • Counting 1-90 • Naming months of the year • Telling days in months of the year.	• Counting in 3's multiplying by 3. • Writing number names 31-35.	• Classifying means of transport according to colour, size, type
literacy I	• Identifying and describing types of transport • Naming types of transport • Asking questions • Answering questions related to types of transport • Reading words related types of transport: • Matching words to pictures	• Naming common places related to types and means of transport. • Identifying means of transport related to the common places. • Reading words and sentences	• Telling / signing stories. • Matching types of transport to means. • Reading words related to types and means of transport. • Reading sentences	• Reading sentences related to types and means of transport. • Matching sentences to pictures • Identifying number plates of vehicles. • Describing means of transport • Saying riddles	• Talking of types of transport they have ever used. • Role playing • Asking questions • Answering questions • Reading words and sentences. • Saying selected tongue twisters
Literacy II	• Writing patterns • Writing letters (Ref to Monday 9.1). • Writing word / Brailing • Writing short sentences.	• Writing patterns • Writing letters h, a (Ref to Tuesday 9.1) • Writing words • Brailing	• Writing-patterns • Writing letters ha, u, n (Ref Wednesday 9.1 • Drawing / brailing and labelling pictures	• Writing patterns • Drawing and labelling • Writing letters e, i, h, u, n. (Ref to Thursday 9.1) • Writing words / Brailing	• Writing patterns • Drawing and labelling • Writing letters e, u, h,i (Ref to Friday 9.1) • Writing / Brailing words and sentences

English	Vocabulary Road, water, Structures • What is this / that? • This /that is • Where is the • Here is the . .	Vocabulary Car, bus, bicycle Structures • What is this / that .. • This is / that is a .. • What are these / those . .? • These / those are . . .	Vocabulary Motor cycle, donkey, camel Structures • What is... doing? • She/he is... • Who is on the ..? • ...is on the (camel, donkey)	Vocabulary horse, ship, boat structures • where is... • he/she is ... • What are . . . doing? • They are . . .	Vocabulary Road, water, railway, car, bus, horse, bicycle, motor cycle, ship, boat, donkey, camel Structures • What is this / that? • This/that is • What are these / those? • These / those are . . . • Where is... • Who is *on/in* the ... • ...is on/in the... • It is on / in the
Creative Performing Arts	• Singing / signing • Dancing	• Singing • Playing percussion instruments	• Free Activity	• Singing • Playing percussion	• Making / modelling e.g. cars, aeroplane, lorries

Sub-theme 9.2: Importance of Transport

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news about transport • Drawing news	• Telling / signing news about what means of transport they saw on their way to school. • Drawing news	• Telling / signing news about types of transports they like and why?	• Telling / signing news about means of transport they like and why. • Saying riddles.	• News about different toys they have ever made related to transport and how. • Saying selected tongue-twisters.
Mathematics	• Counting 81-90. • Matching number symbols to number names 140.	• Counting 1 - 90. • Writing number names 3140.	• Counting 1 - 90 • Marching number symbols to number names.	• Counting SI-90. • Adding numbers whose sum is less than 70 without carrying	• Counting from 81-90. • Adding two numbers vertically with sum less than 70 without carrying.

Literacy 1	• Identifying most common types of transport. • Talking about the preferences and why. • Reading words • Reciting a rhyme.	• Mentioning and explaining the most safest types of transport. • Reading words and sentences • Building words	• Listening to a story read by the teacher / resource person about importance of transport. • Reading words. • Asking and answering oral questions.	• Reading words and sentences • filling the missing letters, syllables and words. • Imitating different sounds and movements of transport	• Telling / re-telling stories • Sequencing story • Reading the story
Literacy 2	• Writing patterns • Writing letters k, a for Monday 9.2 • Writing words and simple sentences	• Writing patterns • Writing a, k, o for Tuesday 9.2 • Writing words	• Writing patterns • Writing letters k, a, t, a, for Wednesday 9.2 • Practising basic punctuation capital letters and full stop.	• Writing patterns • Writing letters h, o, k, o, for Thursday 9.2. • Writing words • Writing their names and capital letters as in heir names.	• Writing patterns • Copying word and sentences with the given letters.
English	**Vocabulary** Car, cars, bus, buses, train, trains **Structure** • What is this/that? • It is a ... • What are these / what are those? • They are . . .	**Vocabulary** Bicycle, bicycles, horse. aeroplane, aeroplanes. **Structure** • Flow many .. are there? • There arc ... • Reading labelling.	**Vocabulary** Motor-cycle, ship, helicopter **Structure** • What is this/that? • It is a ... • What are these/those? • They are . . .	**Vocabulary** Camel- camels, Donkey —donkeys Boat - boats **Structure** • flow many ... are there? • There are ...	**Vocabulary (2)** Revision of all vocabulary and structures **Structure** • Use all the structures in this sub-theme.
Creative Performing Arts	• Singing a song • Reciting a rhyme	• Singing a song • Dancing (Movement)	• Free Activity	• Singing a song	• Drawing • Painting • Displaying

Sub-theme 9.3: Measures Related to Transport

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news about transport • Drawing news	• Telling / signing news • Drawing news	• Telling / signing news • Asking and answering questions. • Talking about dangers of accidents.	• Telling / signing news • Reciting rhymes	• Telling / signing news • Saying selected jingles. • Asking and answering questions

Mathematics	• Recognising money 50 — 500, Ug.Sh.500 coins. • Playing shopping game. • Counting money up to shs.500 • Reciting a counting rhyme	• Subtracting up to 40 no borrowing. • Counting up to 90.	• Cutting objects into halves, quarters to make 'whole'. • Adding 2 halves to make 'whole' • Drawing shapes • Shading halves.	• Counting up to 90 • Subtracting up to 40 no borrowing	• Estimating fares. • Comparing transport in terms of capacity, speed and fare.9p 8890d
Literacy I	• Listening to story about transport • Asking and answering questions (about distance, time, speed). • Completing pictures	• Picture rending • Reading words related to different money denominations • Talking about the fastest type of transport they've used before and how they felt.	• Story telling / retelling • Role- playing • Reading sentences, words and letters.	• Discussing distances between their school and home and type of transport they use. • Reciting rhyme related to measures • Reading words and sentences e.g.	• Reading • Matching • Drawing different types of transport
Literacy II	• Writing letter *V* for Monday 9.3 • Drawing pictures of events • labelling pictures	• Writing patterns • Writing letters r, a for Tuesday 9.3 • Writing sentences related to different money denominations • Tracing coins • Writing the figures in words	• Writing letters a, r, h for Wednesday 9.2. • Copying sentences and words. • Filling in the missing letters	• Writing patterns • Writing letters i, r, i, e for Thursday 9.3 • Writing words and short sentences	• Writing sentences and letters for Friday 9.3 • Writing already learnt letters in Theme 9. • Copying words and sentences.

English	Vocabulary e.g. Far-near, long- short, bus, car. Structures • look at the • It is ... • Is the . . . (far/near)? • Yes, it is. • No, it is not.	Vocabulary e.g. Far- near, heavy- light, train, lorry Structures • Is it .. • Yes if is /No it is not: • Is the . . . (long/short) than ..?	• Revise ear, bus. motor cycle Structures • The ...is (bigger) than the ...	Vocabulary e.g. Heavy, light, big, small. Structures • They are . . . • It is ... • What are they / these? • They / these are . . .	Vocabulary • Revise all vocabulary and structures
Creative Performing Arts	• Reciting rhymes	• Singing a song	• Free activity	• Singing the whole verse of national anthem	• Modelling different means of transport

THEME 9: OUR TRANSPORT

Sub-theme 9.1: Types and Means of Transport

Materials

Wall chart showing types and means of transport
Counters
Word cards
Number cards

Preparation

Prepare rhymes and songs for the day's lessons

News

- Ask learners to tell you their news. Discuss what transport they use when coming to school.
- Recite a known rhyme

Literacy I

- Identify and describe types of transport
- Reading words related to transport
- Matching words to pictures
- Asking and answering questions

Literacy II

- Prepare learners for writing through finger exercises.
- Learners write patterns and letters h, a ha **ha**
- Learners write words: water, road, air, and railway.
- They recite a known rhyme.
- Write short sentences.

Mathematics

- Learners count round the class from 1 to 90.
- Continue then from 81-90.
- Learners count in 10s together - 10, 20, 30, 40 etc to 90.
- Learners write number symbols 71-80.
- End with a known counting song.

English

- Teach them new vocabulary "road, water, railway" using the following structures
  - What is this? This/That is a …
  - Where is the ……? Here is the ……

PE

Experience with body and space awareness *(Refer to Curriculum)*

RE

IRE: Reading the Quran: Surat Annas *(Refer to Curriculum)*
Reciting the Surat
CRE: Plow??? Jesus expressed friendship among people e.g. lonely

Creative Performing Arts (Music)

- Teach a song related to types of transport.
- As learners sing let them move according to the rhythm of the song.

9.1. Types and Means of Transport

Materials

Wall chart showing different means of transport
Number chart
Picture cards
Musical instruments
Abacus
Word cards
Calendar

Preparation

Prepare all the materials above beforehand e.g. picture of cars with number plates.

PE

Experiences with body and space *(Refer to Curriculum).*

Mathematics

- Learners count 1-90
- Learners name the months of the year
- Using a calendar let learners tell the days of each month, January to June
- They write the month of the year (ordinal numbers e.g. 1st, 2nd, 3rd).

Literacy 1

- Learners name common places related to types and means of transport e.g. bus park, taxi park, bus stop. Identify where these are if they are near the school and where they can catch a bus, taxi or bicycle, (borda borda)
- Using a wallchart learners identify means of transport related to common places.
- Learners read words from word cards related to common places and means of transport

Literacy II

- Learners write patterns and letters **aha** **aha** and letters ah, a.
- Learners write words and sentences.

English

- Revise the vocabulary for the previous English lesson (road, water, railway)
- Using a wall chart teach the new vocabulary (i.e. car, bus, and bicycle) using the following structures:
  - What is this/that? This is/that is a …
  - What are these/those? These/those are ...

News

- Learners tell news related to means of transport.
- Learners draw their news
- Learners display and talk about their work.

RE

IRE: Reading the Quran: Annas *(Refer to Curriculum)*
Importance of Surat Al-Lahab
CRE: What each member of the family contributes to the home.

Creative Performing Arts (Music)

- Learners sing a known song.
- Learners play instruments to accompany the song.
- Learners dance according to the rhythm of the song.

9.1. Types and Means of Transport

Materials

A wall chart showing types of transport
Number cards
Word cards
Number cards
Picture cards

Preparation

- Prepare a shopping corner and its appropriate materials.
- Prepare all the materials above.
- Prepare enough materials under the different learning centres for the free activity.

News

- Learners tell news related to types of transport.
- Learners recite a rhyme.

Literacy I

- Tell a story related to transport.
- Learners ask and answer questions.
- Using the wall chart and picture cards learners identify and name types of transport, match different types of transport to means
- Learners read words related to different types and means of transport.
- Learners read short sentences.

Literacy II

- Learners write patterns **ha ha hunu,** letters h, a, u, n.
- They write words.
- Learners draw pictures.
- Learners write appropriate words to label the pictures.
- Display and talk about their work.

Mathematics

- Learners count numbers 1-90
- Learners name months of the year— follow the ordinal principle e.g. 1st, 2nd, 3rd not traditional names from July - December.
- Using calendars learners tell the day of each month from July — December
- They write the days for one or two months of the year.

English

- Learners revise the learned vocabulary in the previous lesson i.e. car, bus and bicycle
- Using the wall chart, teach the new vocabulary i.e. motor-cycle, donkey, camel using a situational game or mime with the following structures:
  - What is ... doing? - She/he is…
  - Who is on the... ? - ... is on the donkey/camel/motorcycle
- Learners practise in groups, pairs and individually,

PE

Experiences with body and space *(Refer to Curriculum)*

Free activity

Prepare enough materials for learners to use

9.1.Types and Means of Transport

Materials

Materials for role-playing a wedding ceremony
A wall chart showing different means of transport
Sentence cards
Picture cards
Music instruments
Word cards

Preparation

- Prepare appropriate pictures
- Have all the materials above prepared before the day's lessons
- Prepare tongue twisters.

PE

Basic movement, experience and space awareness

Mathematics

- Learners count in 3s.
- Learners multiply in 3s
- They write number names 31-35.
- Finish by playing a counting game from the TRB

Literacy 1

- Learners tell stories related to transport.
- Learners read short sentences related to different means of transport (practice in groups and pairs) e.g. I like to travel in a car.
  Ali likes travelling on a bus.
  We walk to school.
- Learners talk about how they come to school.
  We walk to school, Ali and his mother cycle to school, etc.

Literacy II

- Learners write patterns and letters e, i, h, n, u.
- Learners draw a picture of themselves coming to school.
- Learners write or copy simple sentences that describe their pictures

English

- Revise the learnt vocabulary for the previous lesson (camel, motorcycle, donkey).
- Using a wall chart introduce the new vocabulary i.e. horse, ship, boat
- Using the structures:
  - Where is... ?
  He is... (walking)
  He is in a ... (bus)
  She is on a ... (horse/boat/bicycle)
  - What are...doing?
  They are…

News

- Learners tell news related to means of transport
- Organise learners to imitate sounds / movement of some means of transport
- Motivate learners to ask and answer some questions about the imitation.
- Learners say selected similes.

RE

IRE: Importance of Surat Annas *(Refer to Curriculum page 72)*
Reading the Quran:
CRE: Doing what is right at all times e.g. speaking the truth, assisting others.

Creative Performing Arts

- Learners sing a known song

- Learners play instruments
- Learners apply appropriate movement following the song and instruments. Refer to the guidelines in the Teachers' Guide.

9.1. Types and Means of Transport

Materials

A wall chart showing types and means of transport
Number cards
Number name cards
Number numeral cards
Word cards
Sentence cards
Concrete materials for creative performing activities

Preparation

- Prepare all the materials above in advance.
- Prepare a rhyme related to transport

Lesson 1 News

- Learners tell news about what they saw when they last travelled somewhere.
- Revise the rhyme about transport
- Learners say selected riddles.

Lesson 2 Literacy I

- Revise the learnt vocabulary
- Let learners talk about transport they have ever used.
- Learners role play or mime e.g. driver, cyclist, pilot
- Guide learners to ask and answer some questions about the role play.
- Learners read words and sentences.
- They say tongue twisters.

Lesson 3 Literacy II

- Learners draw a picture of their favourite form of transport and then label it.
- Learners write patterns, letters and words (letters i, e, u, h).
- Learners write words and sentences already learnt

Lesson 4 Mathematics

- Let learners recite a known rhyme.
- Learners talk about sizes, colour and type.
- Learners write some multiplication work in their work books
- They sing a song related to transport.

Lesson 5 English

- Learners revise the vocabulary for the previous lessons (English) i.e. horse, ship, boat.
- Learners revise all the structures learnt during the week in groups, pairs, individually.
  - What is this/that? This/that is …
  - What are these/those? These/those are ...
  - Where is ... ? It is on/in the ...
  - Who is…?

PE

Experiences with body and space *(&fir to Curriculum)*

Creative Performing Arts (Arts and Craft)

- Using the collected materials learners make various model play materials e.g-. car, aeroplane, lorry.
- Learners display and talk about their materials.
- Learners tidy up the activity area then store some of the materials.

9.2. Importance of Transport

Materials

Wall chart of transport

Preparation

Prepare songs and rhymes for the day's lessons

News

- Learners tell their news about the types of transport they used and saw over the weekend.
- Learners will sing a song about transport
- Learners mention how they have come to school.
- Learners draw their news.

Literacy I

Using a wall chart

- Let learners identify most common types of transport.
- They talk about any past experiences of travel
- They talk about the transport they prefer and why.
- Learners read simple words and sentences related to transport
- Let them recite a rhyme related to the types of transport

Literacy II

- Learners write patterns **Ka ka,** Letters **K, a**
- Learners write words and simple sentences related to types of transport

Maths

- Learners count to 90.
- Learners match number names to number symbols.
- They sing a counting song. (Refer to TRB).

English

- Guide learners in doing speech exercise e.g. *"Hissing like a snake"*.
- Revise the vocabulary from last week, i.e. car, bus, train using the structure
  - "What is this/that?" "It is a…"
  - "What are these?" "They are ..."
  - What is she doing? She is ... (riding a bicycle).
- Learners say the vocabulary in plural form
- Learners draw and label pictures.

PE

Experience with body and space *(Refer to Curriculum)*

RE

IRE: Reading the Quran: Meaning of the Surat Annas *(Refer to Curriculum)*
CRE: Doing what is right at all times

Creative Performing Arts (Music)

- Recite any known rhyme
- Give the background of the song to be taught
- Learners learn the new song
- Learners sing the song and dance to the rhyme.

9.2. Importance of Transport

Materials

Counters,
Wall chart
Flashcards
Toys

Preparation

Prepare materials for the day's lessons

PE

Experiences with body and space *(Refer to Curriculum)*

Literacy 1

- Learners revise different types and means of transport.
- Learners talk about the most common type of transport.
- They talk about the safest transport and why.
- Learners read words and sentences related to different types and means of transport
- Learners build words learnt using individual letters (word building).

Literacy II

- Learners write patterns **aka, akoa**
- They write letters **o, a, k**.
- Learners write words built from the letters.
- Learners write short sentences.

Mathematics

- Learners count 1-90.
- They write number names 31-40.

English

- Learners revise the vocabulary from last week using the singular.
  - "What is this/that is?
  - This/that is …
- Learners learn the plural form of bicycle, horse, aeroplane using the following structures
  - How many ... are there?
  - There are ...
- Learners practice using the structures learnt
- Learners practise the question and answer:
  - How do you come to school? I walk to school.
  - How does she come to school She comes to school by bus '
- If necessary, they can imitate how they come to school.

News

- Learners tell / sign news about the means of transport they saw on their way to school
- Learners tell their news
- Learners draw their news

RE

IRE: Reciting Surat Annas *(Refer to Curriculum)*
Reading the Quran: Meaning of the Surat
CRE: Doing what is right at all times

Creative Performing Arts (Music)

- Learners sing any known song
- Talk about the song intended to be taught
- Teach a new song and accompany it with simple percussion instruments.

9.2. Importance of Transport

Materials

Counters
Word cards
Wall chart, picture cards, number chart, sentence cards

Preparation

Find an appropriate story, songs for the day's lessons.

News

- Learners tell their news about types of transport they like and why.
- They draw their news in their workbooks/slates.

Literacy 1

- Read a story to learners while they listen
- Ask questions about the story
- Learners answer orally.
- Let learners talk about the safest type of transport
- Learners read the key words from the story.

Literacy II

- Learners write patterns **kata tak.** Get learners to find words that use those letters.
- Learners write letters **a, k, t**.
- Write simple sentences and get learners to copy and punctuate them using capital letters and full stops.

Mathematics

- Learners count 1-90
- They match number symbols to number names 1 — 40.

English

- Revise the vocabulary learnt previously and structure i.e. bicycle and horse "How many ... are there?", "There are ..."
- Teach new vocabulary motor cycle, ship and helicopter using following the structures in singular and plural: -
  - "What is this/that?"
  - it's a …
  - What are these?
  - They are ...
- Learners draw and label

PE

Experiences with space and movement *(Refer to Curriculum)*

Free Activity

Prepare enough materials for learners to use.

9.2. Importance of Transport

Materials

Number numeral cards
Wall chart
Number chart
Word cards
Picture cards

Preparation

Prepare songs, rhymes for the day's lessons.

PE

Experience with space and body *(Refer to Curriculum)*

Literacy 1

- Let learners imitate different sounds and movements of transport
- Read the different means of transport learnt.
- Learners to read simple words
- Learners fill in the missing letters and words.

Literacy II

- Learners write patterns **ra ra** and Letters i, r, i, e.
- Learners write their names stressing capital letters.
- They copy the sentence; My name is..... My school is ……

Mathematics

- Counting from 81-90.
- Adding numbers with sum less than 70 without carrying

English

- Revise the vocabulary: motor-cycle, ship and helicopter with the structure "what is this/ that"? It's a ...
- Teach the new vocabulary: camel, donkey, boat in plural form using the following structures Plow many... are there? There are …

News

- Learners tell their news about the means of transport they like and why?
- Children say selected riddles.

RE

IRE: Reciting Surat Annas *(Refer to Curriculum)*
Reading the Quran: Meaning of the Surat
CRE: Doing what is right at all times.

Creative Performing Arts (Music)

- Learners sing a known song.
- Teach a new song.
- Learners sing the song according to the rhyme.

9.2. Importance of Transport

Materials
Number chart
Wall chart
Word cards
Sentence cards
Picture cards

Preparation
Collect the required materials to be used in advance.

News
- Learners tell their news about different toys they have ever made related to transport and how they made them.
- Learners say selected tongue twisters.

Literacy 1
- Read short a story to the learners related to transport.
- Learners ask and answer questions about the story.
- Learners identify words related to the story
- They put words and pictures in order to form a story.
- Learners retell the story e.g.
  - Ali went to the bus park
  - He wanted to catch a bus
  - He went to buy sweets
  - He missed a bus
- Learners draw pictures

Literacy II
- Learners practise the letters; k, a, and patterns e.g. **Kaaka Kaaka.**
- Learners find as many words as possible for each letter.
- They write the letter and copy the words and sentences.

Mathematics
- Counting numbers from 81-90.
- Adding numbers vertically with sum less than 70

English
- Revise the previously learnt words and structures i.e. camel, donkey
  - How many ... are there? There are ….
  - What is this/that? It is a …
  - What are these? They are….

PE Experience with space and body *(Refer to Curriculum page 75-76)*

Creative Performing Arts (Art & Craft)
- Learners talk about the types and means of transport they see on the chart.
- Learners draw anything related to means of transport
- Display and talk about their drawings
- Learners tidy up the place.

9.3. Measures

Materials

A chart showing different types of transport
Pictures with missing parts
Vocabulary cards

Preparation

- Prepare a story about transport include aspects like distance, time, size and speed.
- Have real objects in place.

News

- Learners tell news related to transport they use.
- Learners draw their news and talk about it

Literacy I

- Read the story related to transport which you prepared earlier.
- Learners ask and answer questions about the story.
- Using a chart, learners answer questions related to the means of transport (with emphasis on speed, time, and distance).
- Provide a variety of pictures for learners to complete the missing parts.

Literacy II

- Writing letter 'r'.
- Learners draw pictures of their weekly events related to transport.
- Learners label the pictures.
- Learners move around looking and talking about each other's work.

Mathematics

- Learners talk about activities in the bus/car park using the wall chart of the previous lesson.
- Learners identify money 50 - 500/= coins.
- Learners count money up to U500 Shs.
- They play the shopping game using mock money
- Learners say a counting rhyme from the TRB.

English

- Teach the new vocabulary using pictures to illustrate, long /short, far /near using the structures below.
  - Look at the ...
  - Where is ...., It is (far/near),
  - Is the … (far/near)?
  - Yes it is … /No it is not

PE

Experiences with space and body *(Refer to Curriculum)*

RE

IRE: Reciting Surat Annas*(Refer to Curriculum) (Refer to Curriculum)*
Reading the Quran: Importance of Surat AnnasCRE: What Jesus' resurrection means to his friends.

Creative Performing Arts (Music)

- Teach a rhyme using the correct procedure
- Learners recite a rhyme as a class, in groups and individually.

9.3: Measures Related to Transport

Materials

A wall chart of transport
Real money for tracing
Word cards
A chart showing different denominations 50 -500 shillings

Preparation

- Bring money of different denominations from 50 shillings - 500 shillings for tracing.
- Prepare a situational game for the English lessons.

PE

Experiences with the body and space *(Refer to Curriculum)*

Literacy 1

- Learners talk about the fastest transport they have ever used and how they felt.
- Learners observe the coins recognising and talking about the different denominations.
- Using word cards, learners read the words related to different denominations.
- Learners match words of money to figures or real money.

Literacy II

- Let learners write letter patterns **ra ra ra.**
- Give each group a set of coins 50 — 500
- Learners trace and label different denomination:- 50, 100, 200, 500 in words.
- Let them write sentences related to the different denominations.

Mathematics

- Learners count 1-90
- They practise subtracting up to 40 in groups, pairs and individually

English

- Learners learn the new vocabulary; far, near, heavy, light using the following structures
  - Is the ... (long/short) than the ...?
  - Yes, it is.
  - Is it ...
  - No, it is not.

News

- Learners tell news about people who bring them to school
- Learners talk about the bad people they meet on their way to school and how they can avoid them
- Learners draw their news.

RE

IRE: Reciting Surat Annas *(Refer to Curriculum)*
Reading the Quran: Importance of Surat Annas
CRE: The cross as a symbol of God's love. *(Refer to Curriculum)*

Creative Performing Arts

- Let Learners sing any known song.
- Teach a new song following the correct procedure.

9.3. Measures Related to Transport

Materials

A wall chart of activities in a bus/car park
Whistle, starters, clock face, drum, pegs
Slates, dusters, sticks, ropes, broom, dustbin, water, mop, brush, basin and soap.

Preparation

- Collect materials for the shopping corners
- Make a clock face
- Prepare flashcard for reading

News

- Learners tell news of their choice in turns
- Learners discuss side effects of accidents.

Literacy 1

- Learners tell stories about travelling
- Learners role play on speed and distance e.g. three learners, one an imaginary motor-cycle, one to walk on foot, one an imaginary bicycle.
- Learners read words related to different types from flashcards e.g. motor cycle, bicycle.
- Learners talk about different types of transport.

Which transport is fastest?	Which is slower/est
Which one is faster	Which is more comfortable
Which transport is fast?	

Literacy II

- Learners write letter patterns **ara taha**
- Learners write words they have read in their exercise books/slates e.g. motorcycle, bicycle, bus.
- Learners spell the words they have written orally. Copy sentences.
- Learners fill in missing letters in words.

Mathematics

- Learners count up to 90.
- They practise subtracting in groups, pairs and individually.

English

- Revise the vocabulary for Monday and Tuesday.
- Let learners look at the different vehicles in the picture and get them to ask and answer these questions.
  - Look at the car. Which one is fast, Which one is big.
  - Look at the bicycle That one is fast. This one is big,
- Learners ask a variety of questions related to transport using the same structures

PE Experience with body and space *(Refer to Curriculum)*

Free activity

Prepare enough materials for learners to use.

9.3. Measures Related to Transport

Materials

A simple map
Word and sentence cards
Money (coins)
A chart of the National and Schools Anthem

Preparation

- Prepare a simple map showing home, school, church, clinic with varying distances.
- Prepare a rhyme related to measures
- Prepare word and sentence cards

PE

Experience with body and space *(Refer to Curriculum)*

Literacy 1

- Learners talk about the distance and time they take to come to school
- They talk about the means of transport and how.
- Learners recite a rhyme related to measures
- Learners read the words and sentences from the word/sentence cards

Literacy II

- Learners write patterns; **iri ira tera,** letters i, r, a, e
- They write words and short sentences.
- Learners fill in the missing letters.

Mathematics

- Display the simple map for the whole class to see
- Learners tell the distances between places using far and near, short and long.
- Learners draw simple maps of their homes, school and clinic
- Learners talk about their maps

English

- Using a situational game teach the following words and structures e.g. light, heavy, big, small, long and short Structures
  - What are they/those? These/those are ...
  - Is this (big) …? It is ...
  - Is the (long) ... No it is short.

News

- Learners tell news about any means of transport they have seen
- Learners imitate coming to school using different means of transport.
- Learners recite rhymes

RE

IRE: Reciting Surat Annas *(Refer to Curriculum)*
Reading the Quran: Importance of Surat
CRE: Songs of Praise

Creative Performing Arts (Music)

- Revise the first stanza of the National Anthem

9.3. Measures Related to Transport

Materials

Real objects of different sizes
A chart showing days of the week
Word cards
A chart showing different means of transport with different colours

Preparation

- Collect objects of different sizes
- Draw a pictograph

News

- Learners tell news of what they did before they came to school.
- Learners say selected jingles
- Learners ask and answer questions.

Literacy 1

- Learners read vocabulary learned in the week.
- They match picture to words, words to word, words to sentence
- Then they draw different types of transport

Literacy II

- Learners write learnt letters r, i, e, a, o and letter patterns **reba reto baro**
- Learners copy words and sentences in their books.

Mathematics

- Talk about distance and time taken to travel to different places using the clock face
- Learners estimate fare for different distances.
- Learners sing a song about the days of the week (Revision)

English

- Learners revise the vocabulary and structures for the week
  Use pictures of lorries, planes, etc and get them to make up sentences about the pictures.
  Prompt them with the words if necessary
  - My home/ ... .far/near
  - big (lorry, pencil/big/small
  - fast (aeroplanes — car)/fast slow
  - blue (dress, shirt/blue/red

PE

Experience with body and space *(Refer to Curriculum)*

Creative Performing Arts (Art and Crafts)

- Learners talk about different means of transport.
- Learners model different means of transport of their own choice.
- Learners display their work and talk about it
- Learners tidy up the place.
- Learners store their work and the remaining materials.

THEME 10: THINGS WE MAKE

Sub-theme 10.1: Things we Make at Home

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Signing / telling news of what they did after school • Drawing their news	• Signing / telling news • Drawing the News	• Signing / telling news • Drawing their news.	• Signing / storytelling • listening to a story being read .	• Signing / telling news • Saying a lullaby • Asking and answering questions
Mathematics	• Counting SI - 99 • Adding sums less than 80.	• Counting 81-99 • Adding numbers whose sum is less than 80.	• Writing number names 41-60 • Reading and writing number names 31-90. • Matching number symbols to number names 0-50.	• Counting real objects • Writing number names 41 — 60. • Matching • Writing number symbols SI - 90.	• Measuring objects Length and width using non-standard materials e.g. edge of a book, using strings length round the edge of a table, plate or
Literacy 1	• Describing and naming things we make. • Sentence building • Naming and matching picture to object	• Talking about uses of things we make. • Matching words to actions • Read words related to things we make.	• Reading words related to things we make • Joining jigsaws • Matching and completing pictures	• Picture sequencing • Reading related words • Fill in missing letters • Reciting rhymes	• Matching word to picture • Reading simple words and sentences. • Filling in missing words. • Saying tongue twisters.
Literacy 2	• Writing patterns • Writing letter 'n' for Monday 10.1 • Writing words related to "'1 "hi rigs we make"-	• Writing patterns • Writing letter n, o for Tuesday 10.1. • Writing words learnt in Literacy 1	• Practising pattern making. • Writing letters for Wednesday 10.1 • Writing words learnt in Literacy 1	• Writing letters n, e, t , a for Thursday 10.1 • Forming short sentences • Writing sentences	• Writing patterns and letters for Friday 10.1. 'm' • Copying simple words or sentences.

English	**Vocabulary** Revise pot, ball. basket, paper string **Structure** • What is this/that? • This/that is ... • These/those are . . . • Where is the …? • The . . .is . . . then . . . • I use . .to	**Vocabulary** Rope, doll, mat under **Structure** • What is this/that? • This/that is ... • These/those are . . . • Where is the T? • The …is ...	**Vocabulary** toy, car, chair, on **Structure** Dialogue practice • Can you make …? • Yes 1 can /No 1 can't • Where is ..?	**Vocabulary** Revise dialogue **Structure** • What can she make? • She can ... • How does she make it? • Reading Words	**Structure** • Extend dialogue • What colour • Where is it? • It is .. . the table. • Forming sentences • Reading Sentences
Creative Performing Arts	• Dancing (movement)	• Singing and playing percussion instruments	• Free Activity	• Playing percussion instruments • Listening	• Modelling • Weaving

Sub-theme 10.2: Materials we use and their Sources

Learning	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • listening to stories	• Telling / signing news • Reciting rhymes	• Telling / signing news • Drawing their news	• Telling / signing news • Singing a folk song	• Telling / signing news • Saying Riddles
Mathematics	• Forming sets • Counting 80-99	• Counting up to 99. • Adding numbers whose sum is less than 80.	• Counting up to 99. • Adding numbers whose sum is less than 80.	• Multiplying by 2. • Filling in missing numbers 2, 4 ..,8.	• Multiplying by 3. • Filling in missing numbers 3, 6, ..,12, 15.
literacy 1	• Naming and describing materials we use at school. • Matching things in school using wall chart. • Revising reading words • Forming simple sentences • Drawing and labelling pictures	• Naming and describing sources of materials needed for making things in the home • Reading new words for things made • Filling in the missing letters.	• Reciting a rhyme • Reading new words related to things we make at school • Building sentences	• Picture story sequencing • Reading words and simple sentences. • Reciting Rhymes	• Forming simple words • Reading simple sentences revising all the words. • Filling missing letters • Saving tongue twisters • lifting jig-saws
literacy 2	• Writing letter 'm' and patterns • Copying words /sentences correctly	• Writing patterns • Writing letter V • Forming letters • Copying words and sentences	• Writing letters for Wednesday 10.2 • Making patterns • Writing words.	• Writing-patterns • Writing letter 't' and V for Thursday 10.2. • Copying simple sentences	• Writing patterns • Writing letters and words for Friday 10.2.

Ehgjish	**Vocabulary** Revise: banana fibre, paper, strings. **Structure** • What do you use to make ..? • I use . . .to make • She can make a	**Vocabulary** Revise: Pot, doll, rope, hats. **Structure** • I /she/we/ can't make ... • Why? • Because I have no... • Reading words.	**Vocabulary** Shaker, broom, handbag, in, on, under. **Structure** • What are you doing? • I am making • What colour is ..? • It i s . . .	**Vocabulary** Counters, toy cars **Structure** • What are you doing? • I am making • He/she is/... They are making ...	**Vocabulary** • Revise all the vocabulary and structures of the week. • What colour is.. ... • It is... • Writing Simple sentences .
Creative Performing Arts	• Reciting a Rhyme	• Singing	• Collecting materials • Free activity	• Singing • Reciting rhymes / poems.	• Drawing and painting

Sub-theme 10.3: Importance and Use of Things we Make

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news • Drawing the news	• Telling , news • Acting some interesting news.	Telling / signing news • Saying similes	• Telling / signing news	• Telling / signing news • Saying tongue twisters.
Mathematic	• Multiplying by 10.	• Writing number symbols 83-85 • Writing and read number names 41-50. • Matching number names to number symbols	• Counting up to 85 • Adding without carrying sums less than 80 (tens and ones) •	• Adding numbers whose sums are less than 80 without carrying (tens and ones)	• Adding story sums up to 80. • Counting up to 85.
Literacy 1	• Discussing importance and use of things we make • Organising a reading corner • Sentence building	• Classifying we make according to their use e.g. in home or in school or in both • Reading words already learned. • Joining jig-saws. • Matching	• A chain on buying and selling • Reading words related to buying and selling.	• Finding missing parts in pictures • Reading and sentences	• Sentence building • Reading words related to things we make. • fitting jig-saws.
Literacy 2	• Writing patterns • Writing letters u and n for Monday 10.3	• Writing patterns • Writing letters h, u , n for Tuesday • Copying sentences and words • Writing	• Writing patterns • Writing letters g, u, n for Wednesday 10.3 • Writing words and sentences	• Writing patterns for Thursday 10.3 • Writing b, g, n • Writing sentences and words	• Writing patterns for Friday 10.3 • Writing letters g, u, h, b. • Copying words and sentences.
English	Vocabulary Balls, bags, baskets Structure Plurals i.e. • How in any do I have? • You have ...	Vocabulary Pots, Mats, huts Structure • What is.. /are • How many . . there? • There are. . .	Vocabulary Doll, dolls, toy, toys Car, cars Structure: Prepositions • Where is/are the ... • They are in/under/on ...	Vocabulary Rope, ropes, Radio, radios Structure • What is this? • What are these/those • These/those	Vocabulary (2) Revising learnt Structure • Can you make Yes I can /No I can't. • What do use to make ..? • Use... to make . . .
Creative Performing Arts	• Singing and playing instruments	• Telling, re-telling / stories • Singing of a known song	• Free Activity	• Singing and dancing	• Making things from local materials collected.

THEME 10: THINGS WE MAKE

Sub-theme 10.1: Things we Make at Home and School

Materials

Wall chart of things we make
Word cards
Number chart
Number card

Preparation

Appropriate materials for learners with special needs

News

- Learners tell their news of what they did after school.
- Ask learners to draw their news in their work books
- Asking and answering oral questions

Literacy 1

- Revise all the reading words from the previous theme.
- Learners name different things we make at school and home
- Using the chart ask learners to name the pictures and identify things they make.
- Encourage learners to form and read short sentences using these words.
- Learners match pictures to objects.

Literacy 2

- Learners write letter pattern 'n' and N.
- Learners copy words and sentences correctly in their books
- Ask the learners to read what they have written.

Mathematics

- Learners revise counting from 0 to 99.
- Guide the learners to add numbers whose sum is less than 80.
- Learners can end the lesson with a counting song.

English

- Using the wall chart or real objects the learners will revise the following words; ball, mat, basket, in, paper and string and use the following structures:
  - "What is this? That is a … Where is the ... ?
  - "What are these? They are ... The … is the ...

PE

Simple games *(Refer to Curriculum)*

RE

CRE: How people in the Bible and their needs are met *(Refer to Curriculum)*
IRE: Allah and his Creation *(Refer to Curriculum)*.

Creative Performing Arts (Music)

- Learners sing a known song
- Introduce the new song by giving a brief background
- Let learners sing the song and dance to the rhythm

10.1 Things we Make at Home and School

Materials

Counters
Colours
Flashcards
Wall chart Real objects e.g. pot, doll, rope, hat

Preparation

Make appropriate materials for learners with special needs.

PE

Simple games *(Refer to Curriculum)*

Lesson 2 Literacy 1

- Learners recite any known rhyme
- Revise reading words learnt.
  - Learners play recognition game and one group selects a word while another points to the picture and the third touches the picture about things we make.
  - Learners create sentences with the words and read the sentences.
  - Learners try and link the sentences to their meaning by matching to actions, pictures etc.
- Learners read the words on the chalkboard (blind learners read the Braille and touch the object or say the word)

Literacy 2

- Learners write patterns letters n, o. N, O
- Learners write words and sentences they used in Literacy I and read them.

Mathematics

- Learners revise counting numbers 81-99
- Learners add numbers whose sum is less than 80.

English

- Revise the vocabulary used yesterday and present the new vocabulary — pot, doll, hat, rope, under, using the structures
  - What is this/that?
  - This/that is…
  - What are those/these?
  - These/those are...
- Learners match picture to picture and words to pictures.
- They then read the words

News

- Learners tell / sign their news
- Learners draw their news.

Lesson 7 RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: The needs of people around *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners listen to a story on the song told by the teacher
- Let the learners sing while accompanying song with percussion instruments

10.1. Things we Make at Home and School

Materials

Picture cards of common objects we can make and objects in the home
Jigsaw puzzles
Real objects (broom, handbag, shaker)
Wall chart
Counters
Number chart

Preparation

Prepare appropriate materials for learners with special needs

News

- Tells / sign own news
- Learners sign / tell their news
- Learners draw their news in their work books
- Let them talk about their drawings.

Literacy 1

- Learners identify various objects from the wall chart
- Learners read the words.
- They match words to the jigsaws fitted.
- Ask learners what they want to make.
- Write sentences about what they are going to make, 'I am going to make a ball'
- Make sure they recognise the future tense markers

Literacy 2

- Learners write patterns and letters (n, o, a). N, O, A
- They write words and sentences
- Learners read what they have written.

Lesson 4 Mathematics

- Learners read and write number symbols 81-90
- Learners write number names 41-60.
- Learners add numbers whose sum is less than 80.
- Learners play game matching number names to number symbols 0-50 See TRB

English

- Revise the words learnt yesterday.
- Learners practise the following dialogue as a class and in pairs. Use real objects such as ball, a boy, chair, doll, a rope etc to start the dialogues below:
  - Can you make a ... ?
  - Yes, I can/ No I can't.
  - How do you make a ... ?
  - I use ... and ...
  - Show me. (Learner then starts to make the object.)
- Learners should act out these dialogues in front of the class. If they can perform this dialogue easily then extend the verbs to include:
  - Can you cook bananas? Yes, …
  - How do you cook them? (I put them in water/banana leaves)

(Note that 'can' in these sentences mean 'are you able', not 'is it possible' or 'do I have your permission to'. Be careful not to use different meanings of the same word.)

PE

Simple games *(Refer to Curriculum)*

Free Activity

- Conduct the free activity lesson as shown in the Teachers' Guide

10.1. Things we Make at Home and School

Materials

Counters
Containers of different categories and sizes
Toys
Musical instruments
Flashcards

Preparation

Prepare appropriate materials for learners with Special Needs

PE

Simple games *(Refer to Curriculum)*

Literacy 1

- Talk about what they want to do after school
- Guide learners in reading the words related to the answers
- Let learners fill in the missing letters of the words and read them.
- Include some verbs with future meaning.
- Learners recite a rhyme.

Literacy 2

- Learners write letter pattern and letters: (n, e, t, a) 10.1
- Teacher and learners make up sentences using the words learnt in literacy 1
- Learners draw and label things they are going to make.
- Learners recite a rhyme.

Mathematics

- Learners write number 41 — 60 and number symbols 81 — 90.
- Learners match number names to number symbols
- Sing a song about counting See TRB

English

- Revise the dialogue from yesterday and continue with the structures below:
  - What can you make? I can make a...
  - What can he/she make? He she can make...
  - How do you make..... I use ... to make...
- Develop the dialogues to include
  - What can you cook, play etc?
- Learners read words from word cards

News

- Learners tell their own stories
- Learners listen to a story being read to them.
- Learners ask and answer oral questions about the stories.

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: The needs of people around *(Refer to Curriculum).*

Creative Performing Arts (Music)

- Teach the Learners how to play percussion instruments
- Let Learners listen to the times/tones and imitate.

10.1. Things we Make at Home and School

Materials

Toys
Flashcards
Number chart
Wall chart
Clay
A variety of materials for making things

Preparation

Prepare appropriate materials for special needs learners.

News

- Learners tell their news
- Learners sing a lullaby
- Learners ask and answer questions.

Literacy 1

- Learners form simple sentences using words learned as the teacher shows them the words
- Learners read simple sentences they have formed.
- Learners match the sentence to sentence using flashcards.
- Let Learners copy sentences and fill in the missing words.

Lesson 3 Literacy 2

- Learners copy patterns and letters (10.1 Friday)
- Learners write simple sentences in their books.
- They write about what they are going to do or going to make

Mathematics

- Learners measure length and width of things we make using non-standard materials e.g. using string length round the edge of a mat or large container.
- In the playground learners measure any objects using strings e.g. round a tree or a flag pole
- Learners return to class and report

English

- Revise the dialogues already learnt
- Use mime to teach the following structures
  - What are you making? — I am making…
  - What is he/she making? — He/she is making.…
  - We/they are making...
  - What colour is it. — It's...(red)
  - Where is the ... — It's in/on the …

PE

Simple games *(Refer to Curriculum)*

Lesson 7 and 8 Creative Performing Arts

- Learners talk about the things they made in the week.
- Provide materials for group learners to make more things.
- Display the things and talk about them
- Learners tidy the place.

10.2. Materials we Use and their Sources

Materials

Counters
Paint and brushes
Colours and crayons,
Bananas, banana fibres Clay, Papers
Funnel board
Wall chart showing pictures of things we make e.g. mats

Preparation

- Plan to get all the materials needed
- Prepare a play related to materials we use
- Prepare appropriate materials for learners with special needs

News

- Learners tell / sign news.
- Learners tell stories about things they have ever made
- Learners ask and answer questions.

Literacy 1

- They name and describe materials needed for making things at school.
- They read words and use them to form simple sentences
- Using the wall chart learners talk about the pictures and match word cards to pictures
- Learners read the sentences formed.

Literacy 2

- Learners learn letter patterns of letter **'m' and M**
- Learners identify the letter from charts and other written materials in the class, both sma and capital
- Learners write words and sentences in their books

Mathematics

- Learners sing a counting song.
- Learners form sets.
- Learners count up to 99.

English

- Dialogue
- Teach the vocabulary banana fibre, paper, clay using the following structures:
  - What do you use to make...?
  - I use … to make…
  - I make…
  - She/he can make…
  - What colour is it
- Learners make sentences
- They read words learnt

PE

Simple games *(Refer to Curriculum)*

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: How Jesus showed concern for the different groups of people assisting others *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing a song.
- Learners dance and move to the rhythm of the song.

10.2. Materials we Use and their Sources

Materials

Real objects
Picture cards
Papers
Wall charts of things made
Music instruments
Word cards
Strip cards/sentence card

Preparation

- Prepare word and picture cards
- Collect real objects e.g. ball, doll
- Prepare music instruments
- Prepare a song related to materials we use and their sources.
- Prepare appropriate materials for children with special needs.

PE

Simple games *(Refer to Curriculum)*

Literacy 1

- Learners talk about materials we use to make different things at home.
- They identify them from a wall chart.
- Let the learners read the words and short sentences related to things we make
- Learners match pictures to words and words to sentences
- Learners copy words into their exercise books and fill in missing letters

Literacy 2

- Learners write patterns and letters **m, e, M, E**
- Learners write words and sentences related to things we make and use.

Mathematics

- Learners count up to 99.
- Learners subtract up to 80 vertically.

English

- Revise the previous words ball, pot, doll using the following structures:
  - I/he/she/we can't make...
  - Why
  - Because I have no… (Use vocabulary from last week)
- Learners read words of nouns

News

- Let the learners tell their news
- Learners recite a rhyme

RE

CRE: How Jesus showed concern for different groups of people *(Refer to Curriculum)*
IRE: Allah and his creation *(Refer to Curriculum)*

Creative Performing Arts

- Learners sing a known song
- Talk about the background of the song
- Learners learn a new song.

10.2. Materials we Use and their Sources

Materials

Counters
Sentence cards
Real objects (rope, toy, car, hat)
Word cards
Number chart
Wall chart

Preparation

- Prepare enough materials for free activities
- Collect different shapes e.g. circular, rectangular
- Prepare a rhyme
- Have the number charts ready
- Prepare appropriate materials for children with special needs.

News

- Learners tell news.
- Let learners draw their news
- End with a song.

Literacy 1

- Learners recite a rhyme.
- Let them talk about the sources of the materials a person will need to make something.
- Learners read words and sentences related to sources of materials.
- They build sentences using these words relating to future

Literacy 2

- Learners write patterns **(umo ume umi)**
- Learners write letters u, m, o, e.
- Learners write words and sentences describing the future

Mathematics

- Learners count up to 99.
- Learners subtract up to 80 vertically without borrowing

English

- Revise the previous learnt words and structures
- Learners learn the words 'under', 'shakers', 'broom', 'hand bag' using the structures below
  - What are you doing?
  - I am making...
  - What colour is... ?
  - What colour is... ?
  - It is…
  - Where is the... ?
  - The … is ... the…
  - Where are the... ?
  - They are… (in, on, under)
- Learners make sentences using the structures and the new vocabulary.

PE

Simple games *(Refer to Curriculum)*

Free activity

10.2. Materials we Use and their Sources

Materials

Counters
Sticks
Ropes
Hand span
Word cards
Real objects (hat, ball)
Wall chart
Sentence cards
Picture cards for a story sequence

Preparation

- Prepare a rhyme or a poem related to materials we use and their sources.
- Prepare word card and picture cards
- Prepare a story sequence
- Prepare appropriate materials for learners with special needs

PE

Simple games *(Refer to Curriculum)*

Literacy 1

- Learners sequence pictures to make a story.
- Learners read words and simple sentences.
- Learners recite a rhyme.

Literacy 2

- Learners write patterns and letters **t, r, T, R**
- Learners write words
- Learners copy simple sentences from the sentence strip cards.

Mathematics

- Learners chant in 2's
- They write sequence of 2's e.g. 2, 4 …, 8, 10.
- They recite table of 2.
- They multiply by 2.

English

- Vocabulary: counters, toy, cars.
- Practice the dialogue from last week.
- Teach the new structures below:
  - I am making …
  - She/he is making ...
  - They/we are making …
- Learners make sentences using the new words and structures.
- They read words from the lesson.

News

- Learners tell news
- Learners ask and answer questions.
- They sing a folk song.

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: What Jesus' resurrection means to his friends *(Refer to Curriculum)*

Creative Performing Arts (Music)

- Learners sing a known song
- Learners learn a new rhyme/poem
- Learners recite the rhyme/poem

10.2. Things we Make at Home and School

Materials

Colours, crayons, coloured pencils
Multiplication table of 3
A number cards with missing numbers
Jigsaws
Word cards
Sentence cards/strip boards
Local materials for making different things e.g. bags, watches, white can, sticks

Preparation

- Prepare all the above materials before the lesson
- Prepare appropriate materials for children with special needs.

News

- Learners tell / sign news
- Learners say selected riddles

Literacy 1

- Learners play games e.g. fitting jigsaws
- Learners read words and simple sentences
- Learners read words.
- Learners build sentences using the words given.
- They match words to pictures and fill in missing letters.
- Saying tongue twisters.

Literacy 2

- Teach patterns for 10.2 Friday **(mogo miro).**
- Learners write the letters m, g, o, i, r, M, G, O, I, R
- They copy simple sentences.

Mathematics

- Learners chant in 3's
- They write sequence numbers of 3's e.g. 3, 6,..., 12,...
- Learners multiply by 3.

English

- Learners revise all vocabulary and structures of the week e.g.
  - What colour is...?
  - It is...

PE

Simple games *(Refer to Curriculum)*

Creative Performing Arts (Art and Crafts)

- Learners draw the different things they use to make playing materials
- They display and talk about their materials.

10.3. Importance and Use of Things we make

Materials

Counters
Reading cards
Number chart
Colours
Real Objects
Wall chart
Word cards
Picture card

Preparation

- Involve the learners in collecting some of the required materials for developing the reading corner.
- Prepare appropriate materials for learners with special needs.

News

- Learners tell /sign their news
- Learners draw their news
- Sing a known short song.

Literacy I

- Lead learners to discuss importance of things we make
- Take them to reading corner
- Ask the learners to read material found in reading corners.
- Learners can develop other words and sentences, pictures to put in reading corner.

Literacy 2

- Write patterns of letter 'u', 'n' (10.3 Monday), letter
- Copy simple sentences correctly.
- Let learners make more materials for reading corner using collected materials.

Mathematics

- Learners count 80-99.
- Learners subtract up to 80 no borrowing.
- Learners end with a song.

English

- Teach the plural using the structures below:
  - What is this/What are these?
    That is...
    Those are...
  - Use: Ball- balls
    Basket - baskets etc.
    Bag- bags
- Practise the question and answers
  - How many (baskets) do I have? You have two, three baskets.
- Learners read the words

PE

Simple games *(Refer to Curriculum)*

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: The Cross as a symbol of God's love *(Refer to Curriculum)*

Creative Performing Arts (singing, role playing)

- Learners sing a known song and play percussion instruments to accompany it.

10.3. Importance and Use of Things we make

Materials

Reading cards
Wall charts
Jigsaws
Word cards
Sentence cards
Real objects

Preparation

- Decide what material to be used early enough
- Prepare appropriate materials for children with special needs.

PE

Simple games *(Refer to Curriculum)*

Literacy I

- Learners classify things we make according to their uses.
- Learners join the jigsaws
- Learners read words related to assembled jigsaws.
- They match words to pictures

Literacy 2

- Learners write letter patterns h, u, n **(hunu hunu)** 10.3 Tuesday
- Copying words and sentences

Mathematics

- Learners write and read number names 41-60.
- They write and read number symbols 83-85
- Learners subtract up to 80.

English

- Revise the vocabulary e.g. pot, pots, mat, mats, hut, huts using the structures below:
  - How many hats are there? There are (3) hats/There is one hat.
  - What is this/What are these? It is/ They are
  - How many are there? There is/ there are
- Learners read words and sentences

News

- Learners tell their own news
- Learners draw and describe their news
- They act some news

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: Songs of Praise *(Refer to Curriculum)*

Creative Performing Art (Music)

- Learners tell stories related to the things we make.
- Learners sing a known song

10.3. Importance and Use of Things we make

Materials

Wall chart
Sentence cards
Real objects
Materials for art (pencil, paper, colours, crayons, clay) Letter cards

Preparation

- Decide what materials you need early enough but involve the learners to collect some of the local materials needed.
- Prepare appropriate materials for learners with special needs.
- Prepare our shop.

News

- Learners tell their news related to the shopping
- Learners say selected similes.

Literacy I

- Let learners practice buying and selling.
- Learners read some of the words related to things they make.
- Learners copy words and fill in the missing letters.
- They should write sentences saying what their friend will make.
- Learners say riddles.

Literacy 2

- Teach writing patterns, letters 'g', 'u', 'n'.
- Learners copy sentences with correct letter formation.

Mathematics

- Learners count up to 85
- Learners identify shapes of different containers.

English

- Learners learn the plural forms of e.g. doll, dolls, toy, toys, car, cars using the structures below:
- Put the items in various places in the class and then get learners to practice the questions and answers.
  - What are these/those?
  - These/those are ...
- Learners should then hide the items and ask the questions.

PE

Simple games *(Refer to Curriculum)*

Free Activity

- Learners perform a variety of activities.
- Provide a variety of materials, group learners and ask them to talk about what they want to make.
- Supervise them as they work.

10.3. Importance and Use of Things we make

Materials

Sentence cards
Word cards
Number cards
Letter cards
Music Instruments
Real objects

Preparation

- Decide which materials to use and prepare them in advance.
- Prepare appropriate materials for learners with special needs.

PE

Simple games *(Refer to Curriculum)*

Literacy I

- Learners revise the words related to things they make.
- Learners complete picture with missing parts.
- Learners read the words related to pictures.
- Learners do word to pictures / word to word matching.
- Learners recite a rhyme.

Literacy 2

- Teach pattern and letters b, g, n, B, G, N
- Learners copy the words related to things we make.
- They write short sentences.

Mathematics

- Let learners count up to 85
- Learners measure different things using non-standard units.

English

- Teach the new words using the following structures:
  - Rope - ropes, Radio - radios etc.
  - What is this/What is that? This is … / That is …
  - What are these/those? These/Those are …
- Learners read some words

News

- Learners tell / sign their news
- Learners sing a known song.
- Learners say selected similes.

RE

IRE: Allah and his creation *(Refer to Curriculum)*
CRE: Songs of praise *(Refer to Curriculum)*

Lesson 8 Creative Performing Arts (Music)

- Learners sing a known song
- Teach a simple traditional dance to accompany the song
- Learners dance as others sing the song

10.3 Importance and Use of Things we make

Materials

A chart showing different shapes
Word cards, sentence cards
Real objects
Writing materials, clay and water

Preparation

- Decide on the materials to be used and have them in place.
- Involve learners to collect some of the materials needed.
- Prepare appropriate materials for learners with special needs.

News

- Learners tell / sign their news
- Learners say selected tongue twisters.

Literacy I

- Learners read the words from the wall charts and the given cards e.g. banana-fibre, banana fibres, string — strings, necklace — necklaces.
- Use these words in sentences and learners read them, by using wallchart and real objects.
- Learners match picture to word, picture to sentence.
- Learners join the jigsaws and talk about them.

Literacy 2

- Teach writing patterns and letters **g, u, h, b., G, U, H, B**
- Learners copy the already provided words sentences and letters.

Mathematics

- Learners count orally to 85
- Learners practise buying and selling.

English

- Revising words e.g. ball, mat, basket, ropes using the following structures and practise the dialogue:
  - Can you make a …? Yes, I can. / No, I cannot.
  - What do you use to make a…? I use...
  - What colour is it?
- Learners read some words and sentences

PE

Simple games *(Refer to Curriculum)*

Creative Performing Art

- Learners make things such as bags, ropes, baskets, white cane for the blind etc.
- Learners display their work
- Learners talk about things they have made.
- Tidy up **OR**
- Learners are guided to model various items related to the theme but of their choice.
- Display and talking about their work.
- Learners tidy-up the activity area.

THEME 11: OUR ENVIRONMENT

Sub-theme 11.1: Components and Importance of Things in Our Environment

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news about what they hear, see on the way to school and back home.	• Telling / signing news about what they see in the school environment • Drawing	• Telling / news about what they see in home environment.	• Telling / signing news about physical features • Singing a folk song	• Telling / signing news about plants / animals. • Saying proverbs. • Asking and answering
Mathematics	• Classifying different things in the environment • Counting up to 99.	• Counting up to 99. • Writing number symbols 0-99.	• Counting symbols (0-99) • Matching number symbols to number names. • Playing counting game.	• Writing number symbols (91-99) • Writing number names 61 to 99 • Matching number names and number symbols using a game	• Collecting and recording data in a pictorial form. • Talking about the recorded data.
Literacy 1	• Naming different animals, • Identifying missing parts. • Talking about animals living at: home and bush • Reading names of animals.	• Naming different birds they see in the school environment • Reading simple words • Building sentences • Talking about the birds they keep at home.	• Naming different plants in our environment. • Reading simple sentences • Matching words to pictures. • Reading words • Telling /signing stories	• Talking about physical features. • Reading words and simple sentences • Imitating animal sounds. • Matching animals to their young ones.	• Reading simple words and sentences • Filling in missing letters and words. • Talking about: the importance of the environment. • Matching animals to their homes

Literacy 2	• Writing letter v (Ref Monday 11.1) • Observing pictures • Drawing • labelling	• Writing patterns va va • Writing letter V and a • Completing pictures and matching • Writing	• Writing patterns • Writing Utters e, v, a, t. • Drawing pictures & labelling • Writing simple words and sentences. • Writing simple sentences.	• Writing patterns • Writing letters v, I, o for Thursday 11.1. • Matching (following paths). • Matching and copying words /	• Writing patterns • Writing letters v, o, t, j, u for Friday 11.1 • Completing pictures and labelling
English	Vocabulary e.g. cow, hen sheep rabbit, Structure • Show me a . . . • This is a / an • *That* is a / an • Reading words and sentences	Vocabulary e.g. trees, birds, dove, plants Structure • Show me the • That is the ... • These/those are . . . • Reading Pictures	Vocabulary e.g. pawpaw, mango, orange, plant. Structure • Show me a/an • This is a / an ... • That is a /an ... • What are these/those? • These are .. • Those are . . . • Reading words	Vocabulary e.g. Lake, river, well, monkey, lion, zebra. Structure • Is it ... • Yes it is/N*o it's not. • Show me a/ the … • These/those are … • Reading words	Revise all learned vocabulary and structures during this week reading words.
Creative Performing Arts	• Singing / signing • Listening • Dancing	• Singing / signing • Imitating	• Free Activity	• Singing / signing • Creative dance	• Making models / drawing • Colourin

Sub-theme 11.2: Factors that Damage Our Environment

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news in relation to what they see around them. • Drawing	• Telling / signing news in relation to burning grass.	• Telling / signing news about waste management in the school. • Drawing	• listening to a short story being read. • Telling a folk • Asking and answering questions.	• Telling / signing news in relation to grazing. • Reciting rhymes.
Mathematics	• Adding up 99 vertically no carrying • Adding to commutative property e.g. 24 +13 = 13 + 24, no carrying.	• Filling in the missing numbers tor multiplication of 2. • Counting up to 99.	• Adding Algebra □ + 6 = 9. • Counting up to 99.	• Recognising the order numbers in addition doesn't change the sum e.g. 2+3=3 + 2. • Shading drawn.	• Singing a counting song from 51-99. • Filling in missing numbers e.g. 2 + □ =*1.*
Literacy 1	• Reading Pictures in relation to environment • Talking factors that damage our environment • Recognising least 2 words • Match to pictures.	• Telling stories / signing • Talking about dangers of burning grass and cutting trees. • Reading simple words in relation to environment	• Talking about poor waste management. • Reading simple sentences. • Spelling out new words. • Saying riddles	• Talking about over grazing • Matching to words. • Reading simple words and sentences. • Saying tongue twisters.	• Telling about good farming methods • Talking good methods of farming • Reading and sentences
Literacy 2	• Writing pattern • Writing 'V for" Monday 11.2 (TG) • Writing and sentences.	• Recognising letters in words. • Writing pattern s • Writing Y, a, for Tuesday 11.1 (TG). • Writing and sentences.	• Writing Patterns • Writing b, o, y, r, e for Wednesday 11.1 (TG) • Writing and sentences.	• Writing • Writing letters a, p, o, g, a for Thursday 11.1 (TG). • Writing words sentences	• Writing patterns • Writing y, g, o, t for Friday 11.1 (TG) • Writing and sentences. • Coping sentences.
English	**Vocabulary** burn, fire, grass **Structure** • What are doing? • They are • Reading sentences.	**Vocabulary** tree, cut, axe **Structure** • What doing? • He/she is ... • What are / those? • These/those are ...	**Vocabulary** Plastic bag, pit, waste bin. **Structure** • Where do we keep rubbish? • We keep it in • 1 can use a ... for ..?	**Vocabulary** Fire, graze, animal, **Structure** • What is the . . . ding? • The . . .is - What is she / doing? She / he is ...	Revise and structure for of this week • Reading
Creative Performing Arts	• Creative • Playing percussion instruments	• Singing / signing a song related to environment • Playing percussion instruments	• Free Activity	• Singing / songs • Reciting a	• Drawing • Painting / colouring / shading

Sub-theme 11.3: Conservation of Our Environment

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news in relation to things they saw on the way to school. • Drawing • labelling	• Telling / signing news in relation to planting grass cutting and watering	• Telling / signing news in relation to planting trees	• Telling / news in relation to proper waste disposal • Saying • Asking and answering questions	• Telling / signing news in relation to how they use water at school and home. • Singing lullabies.
Mathematics	• Saying days of the week • Counting number of days in a week. • Adding up to 99 no earning	• Saying of the year • Counting months in a year.	• Subtracting to 99 without borrowing • Singing / signing a counting song.	• Counting up 99. • Subtracting to 99. • Reciting a known rhyme	• Subtracting to 99 no borrowing • Counting up to 99 and recording in picture form
literacy 1	• Reciting a rhyme • Talking about different ways of conserving the environment. • Reading words and sentences. • Matching to pictures.	• Reading plant, grass, water. • Planting grass • Watering plants • Singing /signing songs related to conservation	• Saying a rhyme • Talking about ways of conserving the environment • Reading the related to ways of conserving the environment • Wanting flowers • Planting	• Reciting a rhyme • Reading and sentences • Talking proper waste disposal • Matching pictures to words / sentences	• Talking water harvesting. • Reading related to harvesting water.
Literacy 2	• Writing patterns • Writing letters 'w' for Monday 11.3 (TG). • Writing words and sentences	• Reading plant, grass, water. • Planting grass • Watering plants • Singing /signing songs related to conservation • Practicing activities in Literacy I	• Practising activities in literacy 1	• Writing • Writing o, w, t, i for Thursday 11.3 (TG) • Writing and sentences • Drawing labelling pictures	• Writing patterns • Writing h, w, a for Friday 11.3 (TG). • Writing and sentences
English	Vocabulary: Weed, water (v), Plant Structures • What are they doing? • They are ..ing. • When do we / they ..? • We/they ... • Reading words and	Vocabulary Water, plant Structures • What is ..ing • When does she/he ... • Reading	Practising • You have no • There is no. . • Reading	Miming farm actions • What are doing? • They are . . . • When do we (weed) ... • We . . .in . . . • What is she / doing? • She /he is	• Revising vocabulary and structures for the whole week. • Practicing dialogue • Reading
Creative Performing Arts	• Singing • Listening • Dancing	• Singing • Listening • Dancing	• Free Activity	• Singing • Playing percussion instruments	• Modelling

Sub-theme 11.1: Components and Importance of Things in our Environment

Materials

A wall chart showing different animals, plants and birds
Pre-reading cards with missing parts
A wall chart with number symbols
A wall chart with number names
Number name cards
Picture cards
Counters
Real objects e.g. clay, water etc.

Preparation

- Prepare number name cards and picture cards
- Collect real objects
- Prepare songs and rhymes related to the environment

News

- Learners tell news about what they hear, and see on the way to school and back home.
- They ask and answer questions about the news.

Literacy I

- Identifying animals from the chart
- Learners name different animals
- Learners talk about animals that live in homes and in the bush from the chart
- Learners read names of animals and sentences related to animals.

Literacy 2

- Learners write patterns and letters **(v, w).**
- Learners draw the pictures of animals, and label them.

Mathematics

- Counting up to 99.
- Learners identify and name animals from the chart
- Learners classify sets of different animals.
- Sing a counting song

English

- Learners make sentences using the vocabulary 'cow', 'sheep', 'hen', 'sheep' with the following Structures:
  - Show me a ...
  - This is a ...
  - That is a...
- Learners read words

PE

Imitational movements *(Refer to Curriculum)*

RE

CRE: What each member of the family contributes to the home *(Refer to Curriculum)*
IRE: Physical purity *(Refer to Curriculum)*

Creative Performing Art (Music)

- Learners sing / sign a known song.
- They listen to the new song.
- They sing a new song related to things in the environment.
- Learners move to the rhythm of the song.

11.1: Components and Importance of Things in our Environment

Materials

A wall chart showing things in the environment
Word cards
Picture cards with missing parts
Materials for role play
Real objects

Preparation

- Prepare real objects for role play
- Prepare musical instruments to accompany the song
- Prepare the picture and word cards

PE

Imitational movements *(Refer to Curriculum)*

Literacy I

- Learners name different birds they can see their school environment and those they keep
- Learners read words and sentences.
- Learners build sentences using words.

Literacy 2

- They write patterns and letters **w, v, a (va va va).**
- Learners write words related to the environment.
- They write sentences
- Learners match and complete pictures with missing parts.

Mathematics

- Counting up to 99.
- They write number symbols 0 — 99.

English

- Learners learn the new words e.g. trees, bird, dove, plant.
- Learners practise the structures (use pictures)
  - Show me a… These are ... / Those are…
  - That is the /a ... How many...are there?
- They read simple words.

News

- Learners tell news about what they see in relation to the school environment.
- Learners draw their news.
- Learners display and talk about it.

RE

CRE: What each member of the family contributes to the home *(Refer to Curriculum)*
IRE: Physical unity *(Refer to Curriculum)*

Creative Performing Arts

- Learners sing a known song
- Learners imitate sounds and movements of different birds and animals in the environment

11.1: Components and Importance of Things in our Environment

Materials

A wall chart showing things in the environment
A number chart of symbols 1-99
Number cards
Number name cards
Sentence strip cards
Picture cards

Preparation

- Collect real objects for free activity
- Prepare sentences on strip cards.
- Prepare picture cards and number cards

News

- Learners tell news about what they see in their home environment.
- They draw their news and talk about it.

Literacy I

- Learners tell stories related to plants
- Learners go out and identify plants in the school.
- Learners name plants found in the environment.
- Learners read simple words and sentences.
- Learners match pictures to words.

Literacy 2

- Learners write patterns and letters e, v, a, t (eve ave van vat)
- Learners write simple words and sentences.
- Learners draw at least one component of the environment and label it.

Mathematics

- Learners count 1-99.
- They read number names.
- They match number symbols to number names.
- Learners play a counting game.

English

- Learners use vocabulary e.g. pawpaw, mango, orange with the following structures:
  - Shoe me a/an …
  - This / that is a / an . . .
  - What re these/those ...
  - These/those are
  - How many ... are there?
  - There are ...
- Learners read simple words.

Lesson 6 PE

Imitational games *(Refer to Curriculum)*

Lesson 7 and 8 Free Activity

Prepare a variety of materials for learners to use.

11.1: Components and Importance of Things in our Environment

Materials

A wall chart of physical features e.g. rivers and lakes show activities
Number chart, Sentence strip cards/boards.

Preparation

- Make a chart showing rivers and lakes and activities
- Collect things e.g. shells from rivers, lakes (only where applicable)
- Prepare sentences on strip boards/cards

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Sing a counting song.
- Learners write number symbols 91-99
- Learners write number names 61-99.
- They match number symbols to number names.

Literacy I

- Learners talk about physical features and their importance to us.
- They name animals and their young.
- Learners read simple words and sentences.
- They match animals to their young.

Literacy 2

- Learners write pattern and letters **1, o**.
- Learners copy the words.
- They write sentences
- Learners match pictures to words.

English

- Teach the new vocabulary, lake, river, monkey, lion, zebra using the following structures:
  - Show me a / the ... How many ... are there?
  - These / those are ... There are…
  - Is this a…
    Yes, it is…
    No, it is not.
- Learners read words.

News

- Learners tell news about rivers/lakes
- Learners draw people doing different activities in the lakes and rivers
- Learners sing a known traditional folk song

RE

CRE: The importance of having mutual trust in a family *(Refer to Curriculum)*
IRE: Physical purity *(Prefer to Curriculum)*

Creative Performing Arts

- Learners perform a creative dance related to the environment
- Sing /sign to accompany where possible.

11.1: Components and Importance of Things in our Environment

Materials

Real harmless plants
A wall chart of animals and plants
Number name cards
Multiplication table of 2
Sentence cards
Word cards
Incomplete picture cards
Clay/plasticine/paper boxes/used clothes

Preparation

- Make picture cards, word/sentence cards
- Collect some harmless plants from the environment

News

- Tell news about plants and animals
- Learners ask and answering questions about the news
- Learners say selected proverbs

Literacy I

- Learners talk about the importance of things in the environment
- Learners read simple words and sentences about the environment.
- Learners fill in the missing letters in words and missing words in sentences.

Literacy 2

- Learners complete pictures of plants and animals with missing parts and then label them.
- They write pattern and letter **vota, viva, vitu (v, o, t, j, u)**
- They write words and sentences.

Mathematics

- Learners move out, identify things in the environment and record them in pictorial forms, in groups
- Learners talk about their recordings.

English

- Revise the vocabulary and structure of the week.
- Learners read words learnt during the week.

PE

Imitational movements

Creative Performing Arts (Art and Crafts)

- Learners make models of items / objects identified from the environment
- Learners talk about models made by friends / peers after display
- Tidying up and storing equipment

OR

- Learners observe pictures drawn
- Learners draw their own pictures, paint or colour them.
- Learners display and talk about them
- Tidying up and storing equipment

11.2. Factors that Damage our Environment

Materials

Counters
Word cards
Picture cards
Drawing materials
Real objects

Preparation

Decide on the materials to collect and use in advance.

News

- Let learners tell their news in relation to what they see around them.
- Learners draw their news.
- They display and talk about it.

Literacy I

- Let learners talk about environment damage in the school.
- Learners identify factors that damage our environment from the chart.
- Learners talk about what they have seen in the pictures
- Learners read words related to factors that damage our environment (refer to your locality)
- Learners match words to pictures.

Literacy 2

- Learners write pattern and letters 'y'.
- Learners write words and sentences about the environment.

Mathematics

- Learners add to 99 without carrying
- Learners add to show commutative property of addition without e.g. 2 + 3 = 3 +2; 13 +24 = 24 + 13.
- Learners recite a known counting rhyme

English

- Teach the new words, cut, burn, rubbish, fire, grass, using the following structures:
  What are they doing?
  They are ...
  Why are you ... ?
  I .. to …
- Learners practise using the structure.
- Learners read simple words.

PE

Imitational movements *(Refer to Curriculum)*

RE

CRE: The importance of having mutual trust in a family *(Refer to Curriculum)*
IRE: Physical purity *(Refer to Curriculum)*

Creative Performing Arts (music)

- Learners perform a creative dance to depict environmental damage and conservation
- Learners play simple percussion instruments

11.2. Factors that Damage our Environment

Materials

Counters
Reading cards
Sentence cards
Real objects
Coloured pencils and crayons

Preparation

Decide on what materials to use and prepare them in advance

PE

Imitational movements *(Refer to Curriculum)*

Mathematics

- Counting up to 99
- Multiplying the table of 2
- Filling in the missing numbers for multiplication of 2.

Literacy I

- Tell a story in relation to cutting down trees and burning grass.
- Learners ask and answer questions
- Using a chart, learners to talk about dangers of cutting trees and burning grass.
- Learners read simple words and sentences about dangers of destroying our environment.

Literacy 2

- Learners write patterns and letters **ya ya ya.**
- Learners write letters, words and sentences.

English

- Teach the new words tree, axe, cut using the following structures with the help of the chart
  - What is she/he/doing?
  - He/she is…
  - What are these /those?
  - These/those are...
- Learners practice using the structures
- They read simple words.

News

- Learners tell their own news in relation to burning grass
- The teacher uses pictures to talk about burning grass.
- Learners draw their news.

RE

CRE: The importance of having mutual trust *(Refer to the Curriculum)*
IRE: Physical purity *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Let learners sing a known rhyme
- Let them play percussion instruments to accompany the song

11.2: Factors that Damage our Environment

Materials

Counters
Reading cards
Paint and brushes
Number wall charts
Sentence cards
Real flowers
Picture cards
Real plants
Real objects

Preparation

Involve the learners to collect and making various materials needed in advance

News

- Learners tell their news related to waste management in the school
- They learners draw some of the news told.

Literacy 1

- Learners talk about poor waste management from the rhyme.
- They recite a rhyme related to the poor waste management.
- Learners read words and sentences.
- Then they spell words learnt.
- They say simple riddles.

Literacy 2

- Learners write the pattern and letters b a, y, o, r.
- They write words and sentences.
- Learners draw / colour themselves cleaning the compound

Mathematics

- Learners count up to 99
- They multiply the table of 3.
- Learners multiply to show commutative property e.g. 3x4 = 4x3
- Learners sing a counting song

English

- Teach the new words plastic bags, rubbish pit, waste bin, old containers using the following structures:
  - Where can I put the rubbish? I can put it in the rubbish bin/
  - What can you use a plastic bag for? I can use a plastic bag for ...
  - What are these/those ...? These/those are ...
  - What can you do with containers? I can use old containers for
- Learners read words

PE

Imitational movements *(Refer to the Curriculum)*

Free Activity

Prepare enough materials and activities for learners to use and engage in during this period, work.

11.2. Factors that Damage our Environment

Materials

Counters
Reading cards
Number chart
Music instruments
Word cards
Picture cards
Sentence cards/strip cards

Preparation

Prepare all the materials above in advance

PE

Imitational movements *(Refer to the Curriculum)*

Mathematics

- Revise fractions ½ , ¼ using drawings and shading them.
- Learners talk about their cutting fractions of objects
- Learners cut real objects into halves and quarters

Literacy 1

- Learners talk about over grazing using a wallchart.
- Learners match pictures to pictures and words to pictures.
- Learners read simple words and sentences e.g. cattle, grass, graze.
- They say tongue twisters

Literacy 2

- Learners write the pattern: **yapo paya goya** and letters y, p, o, a, g.
- Learners copy the words and sentences.

English

- Revise the already learnt words and structures
- Teach the new vocabulary e.g. graze, cow, animals using the given structures.
  - What is the . . . doing?
  - What is she / he doing?
  - The ... is ...
  - She / he is...
- Learners practise using the structures.
- Learners read simple words.

News

- Learners listen to a short story.
- Learners ask and answer questions about the story.
- Learners listen to a folk tale.
- Learners tell their own stories.

RE

CRE: Ways to make our thoughts, feelings and ideas known honestly to others *(Refer to the Curriculum)*
IRE: Physical Purity *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing a known song
- Learners recite a rhyme related to environment.

11.2 Factors that Damage our Environment

Materials

Counters
Number charts
Picture cards
Sentence cards
Word cards
Materials for Art (paint and brushes)

Preparation

Prepare all the materials above in advance and use learners to collect some of the materials

News

- Learners tell news in relation to grazing.
- Learners recite rhymes.
- Learners ask and answer questions.

Literacy I

- Learners listen to a story about good methods of farming.
- Learners talk about the good methods of farming.
- Learners talk about the dangers of poor farming methods.
- Learners ask and answer questions.
- They read simple words and sentences

Literacy 2

- Learners write patterns and letters g, y, i, o, t, a.
- They write words
- They copy sentences.

Mathematics

- Learners draw, shade and write fractions
- Learners sing a counting song from 51-60

English

- Learners revise the already learnt words and structures.
- They read words learnt during the week.

PE

Imitational movements *(Refer to the Curriculum)*

Creative Performing Arts (Art and Crafts)

- Provide learners with materials
- Learners draw any of 2 things that damage our environment
- Learners paint / colour / shade their work.
- Learners display their work and talk about it
- Tidy up the activity area.

11.3. Conservation of our Environment

Materials

Number charts
Word cards
Picture cards
Real objects
Colours
Sentence cards
Letter cards

Preparation

Decide and prepare what materials to use in advance

News

- Learners tell their own news in relation to things they saw on their way to school.
- Learners draw and label their news.

Literacy I

- Learners recite a rhyme about the environment
- Learners talk about different ways of conserving the environment
- Learners match words to pictures.
- They read short sentences

Literacy 2

- Learners write the given pattern.
- Learners write letter **'w',** words and sentences related to conservation of our environment.

Mathematics

- Recite and tell days of the week.
- They count the number of days in a week.
- Learners order the days of the week e.g. Sunday 1st day.
- Sing a song related to the days of the week.

English

- Teach the vocabulary: 'weed', 'water', 'plant' using the following structures
  - What are they doing?
  - They are ...
  - What is she/he doing?
  - She/he is ...
  - When do we / they ... ?
  - We / they ...
- Learners practise using the structures
- Learners read simple words and sentences

PE

Imitational movements *(Refer to the Curriculum)*

RE

CRE: Occasions when we need to ask for forgiveness *(Refer to the Curriculum)*
IRE: Physical purity *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing a known song
- Listen to a new song.
- Learners learn a new song
- Learners dance to the rhythm

11.3. Conservation of our Environment

Materials

Paper
Writing materials
Word cards
Clay
Picture cards,
Letter cards
Musical instruments

Preparation

Involve the learners in collecting some of the needed materials to supplement what you collect

PE

Imitational movements *(Refer to the Curriculum)*

Mathematics

- Learners tell the number of months of the year.
- Learners match the months to number symbols e.g. 1st month January, 8th month August.
- Recite a rhyme on months of the year.

Literacy I

- Learners talk about ways of conserving the environment.
- Learners plant grass.
- Learners water plants.
- Learners sing / sign a song about conservation.

Literacy 2

- They continue with activities in Literacy I

English

- Teach the vocabulary; trees, water and plant using following structures:
  - What is she/he doing? She/he is ...ing.
  - When do we/they/... ? We /they...
- Learners practise using the vocabulary
- Learners read simple words

News

- Learners tell their own news related to planting and watering.

RE

CRE: Occasions when we need to ask for forgiveness *(Refer to the Curriculum)*
IRE: Physical purity *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing a known song related to the environment.
- They learn a dance
- Learners dance

11.3. Conservation of our Environment

Materials

Picture cards
Letter cards
Clay
Wall chart
Word and sentence cards
Flowers
Real objects

Preparation

Involve the learners to collect and make various materials needed in advance

News

Learners tell news in relation to cutting and planting trees.

Literacy I

- Learners say a rhyme related to conservation
- Learners talk about ways of conservation and its importance.
- Learners plant flowers
- Learners plant grass / trees
- Learners read words related to conserving the environment, flower, tree.

Literacy 2

- Learners continue with Literacy I activities.

Mathematics

- Subtracting vertically without borrowing up to 99.
- Sing counting song
- Counting up to 99.

Lesson 5 English

- Learners learn the structures: "You have no ...", "There is no ..." (through a dialogue)
- Learners practice this dialogue
  - A. Good morning my friend. How are you today
  - B. Very well thank you. What are you doing here?
  - A. I am digging in my farm
  - B. It is very dry. Your soil is very poor
  - A. I know. There is no rain.
  - B. And you have no tree and no bushes
  - A. I used them for fire wood

PE

Imitational movements *(Refer to the Curriculum)*

Free Activity

Guide the learners to use a variety of materials for play in different groups.

11.3. Conservation of our Environment

Materials

Concrete objects related to the theme e.g. waste bin, rubbish, polythene paper, leaves, broken bottles/glasses
Counters
Picture cards
Wall chart
Letter cards
Word cards and sentence cards
Clay

Preparation

Have a variety of materials that can be used according to the Sub-theme *"Conservation of our environment"*

PE

Imitational movements *(Refer to the Curriculum)*

Mathematics

- Learners count up to 99.
- Learners subtract up to 99. no borrowing
- Learners recite a known rhyme.

Literacy I

- Learners recite a known rhyme.
- Learners talk about proper waste disposal and its importance.
- Learners read words related to conservation.
- Learners match picture to words and sentences.

Literacy 2

- Learners write the patterns and letters o, w, t, e, i.
- Learners draw and label pictures.

English

- Learners revise the dialogue from the previous day.
- Learners mime a variety of farming actions. Then practise the following exchanges.
  - "What are they doing?" "They are... (weeding)"
  - "When do we ... (weed)?" In ... (May)...
  - We ... in ... (May)
  - "What is she/he doing?" "She/he is...ing.

News

- Learners tell their news in relation to how they dispose of waste at home.
- Learners say selected proverbs.
- Learners ask and answer questions.

RE

CRE: How forgiveness leads to acceptance and trust *(Refer to the Curriculum)*
IRE: Physical purity *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing a new song related to environmental conservation.
- Learners accompany the song with simple percussion instruments

11.3. Conservation of our Environment

Materials

Counters
Real objects related to the theme
Wall chart
Word, letter and sentence cards

Preparation

- Decide on the materials to be used and make them in advance
- Involve learners to collect and make some of the needed materials

News

- Learners tell news about water use at school and at home.
- Learners sing lullabies
- Learners ask and answer questions.

Literacy I

- Learners will sing / sign known song on conservation.
- Learners talk about water harvesting.
- Demonstrates how to harvest water e.g. from trees
- Learners read words related to conservation.
- Learners play a reading game.

Literacy 2

- Learners write the patterns and letters h, a, w.
- They write words and sentences.

Mathematics

- Learners count up to 99.
- Learners subtract numbers up to 99 no borrowing.
- Sing a counting song.

English

- Learners revise the learnt words and structures for the week.
- Learners practice the dialogue previously learnt

*

PE

Imitational movement *(Refer to the Curriculum)*

Creative Performing Arts

- Learners model items related to methods of conserving our environment
- Display the work and talk about it.
- They store materials.
- Then tidy up the place.

THEME 12: PEACE AND SECURITY

Sub-theme 12.1: Peace and Security in our Homes

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	News • Telling /signing related to peace in a home.	News • Telling / signing related to things people lack in a home	News • Telling /signing related to peace and security at home.	• Telling /signing news. • listening to a story being read.	• Telling / signing news related to good relationship in a home. • Saying selected similes.
Mathematics	• Matching pictures to number symbols • Counting up to 99. • Writing number names	• Writing number symbols and number names up to 99 • Matching number symbols to number names. • Playing matching game e.g. (Lotto, Domino)	• Counting in 2's. • Reciting multiplica tion table of 2.	• Counting up to 99. • Adding sums up to 99 no carrying.	• Counting up to 99. • Subtracting up to 99 no borrowing
Literacy 1	• Telling /signing stories • Asking questions • Answering questions • Discussing issues related to peace at home.	• Reciting a rhyme related to peace and security. • Reading words related to peace and security. • Praying for peace and security • Discussing causes of insecurity at home. • Reading words related to causes of insecurity at home.	• Discussing issues that bring about. peace and security in a home e.g. love, food etc. • Reading pictures • Praying for peace and security	• Observing pictures related to peace and security. • Discussing pictures • Reading words • Drawing and labelling pictures • Colouring	• Talking about things which are harmful e.g. gun, spear etc. • Reading words • Matching words to pictures • Talking about ways of resolving conflicts.

Literacy 2	• Writing letters 'z' for Monday 12.1 • Drawing pictures related to the story in Literacy II • Labelling pictures	• Writing patterns • Writing letters •/„ o, for Tuesday 12.1 • Writing words and sentences	• Writing patterns and letters z, 1, y, a, for Wednesday 12.1 • Writing words and sentences	• Writing patterns • Writing letters arid words a, p, o, z, i, e, for Thursday 12.1.	• Writing patterns • Writing words and sentences. • Writing letters z, k, p, p, n for Friday 12.1
English	**Vocabulary** fire, fight, like, hate **Structure** • What do you like/hate? • I like/hate ... • What don't you like? • I don't like	**Vocabulary** Play, pray, share. **Structure** • What do you like doing? • Who likes..? • Who doesn't like . .? • I like /I don't like... • What is he/she doing?	**Vocabulary (2)** Gun, spear **Structure** • Do you have a ... • Yes, I have . . / No, I don't have • Do we like..? • No, we don't.	**Vocabulary (2)** Knife, needle **Structure** • What is this / that? • This / that is a • I use a . .for ...	**Vocabulary (2)** Stone, stick Revise all the structures • What is this / that? • This / that is ... • It is ... • It's...
Creative Performing Arts	• Singing • listening	• Singing • Dancing	• Free Activity	• Signing /singing • Instrumental work (making)	• Drawing • Colouring

Sub-theme 12.2: Peace and Security in our School

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Telling / signing news in relation to keeping peace at school	• Telling / signing news in relation to discipline at school	• Telling / signing news in relation to violence at home • Drawing pictures of news.	• Telling / signing news in relation to care for one another • Singing a folk song.	• Singing songs related to peace and security. • Saying proverbs • Asking and answering questions.
Mathematics	• Grouping different objects. • Counting up to 99. • Subtracting up to 99 no borrowing.	• Counting up to 99. • Matching number names / number symbols	• Multiplying table of 3 • Counting in three's.	• Measuring length using non standard units. • Comparing lengths and weights of different objects.	• Haying shopping game. • Interpreting information on pictographs.
Literacy 1	• Telling stories related to peace and security at school. • Recognising word cards. • Matching word to word.	• Talking about ways of keeping peace at school • Reading words and sentences • Matching words and sentences to pictures	• Identifying factors affecting peace and security • Reading pictures, words and sentences. • Identifying aspects of violence e.g. bullying.	• Reading commands related to peace and security e.g. don't fight, don't steal. • Reading simple stories	• Reciting a rhyme related to peace and security at school. • Reading words and sentences.
Literacy 2	• Writing patterns • Writing letters S, for Monday 12.2. • Drawing pictures related to the story • Labelling the pictures	• Drawing and labelling pictures • Matching pictures to sentences	• Writing patterns, letters, words and sentences related to peace and security	• Copying pictures • labelling • Matching word to word and word to picture.	• Writing patterns, letters, words and sentences about future threats
English	**Vocabulary (3)** Peace, love, safe • Dialogue	**Vocabulary (3)** Share, play, work **Structure** • What are they doing? • They arc ... • Are the)' ..? • Yes, they are • No, they	**Vocabulary (3)** Pray, talk, sing **Structure** • What is he/she doing • He/she is ...	**Vocabulary (3)** Pray, talk, sing **Structure** • What arc they doing? • They arc . . . • Are they ..? • Ye, they are ... • No, they aren't.	Vocabulary Revising all the vocabulary and structures **Structures** e.g. • I/We like... • I/We don't • They can't ...
Creative Performing Arts	• Singing/ signing • Having percussion instruments	• Singing / signing • Dancing	• Free Activity	• Dramatising keeping peace and security at school	• Drawing • Colouring

Sub-theme 12.3: Peace and Security in our Community

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	• Signing / telling news in related to sharing.	• Signing / telling news related to living in harmony.	• Signing / telling news on living in harmony • Drawing themselves with their friends.	• Signing / telling news related to reconciliation. • Children reading stories. • Asking and answering stories.	• Signing / telling news in relationship to rights and obligations • Listening to story being read.
Mathematics	• Comparing capacity of different containers • Playing a shopping game • Counting up to 99.	• Identifying ½'s, • Reading fractions ½ • Shading fractions ½ • Writing fractions ½	• Identifying ¼ • Reading fractions ½ • Shading fractions ¼ • Writing fractions ½	• Multiplying by 10.	• Identifying people who provide and maintain security. • Categorising people who maintain security • Counting numbers of people who provide security.
literacy 1	• listening to story about rights and responsibilities • Reading simple stories • Answering questions	• Matching pictures with words (using the reading tree) • Reading words and sentences	• Discussing ways of keeping peace • Reading words related to peace • Identifying people who keep peace. • Reading short stories related to keeping peace and security	• Naming people who provide security • Reading words and sentences. • listening to a story • Answering questions • Talking about ways of resolving conflicts	• Reciting a rhyme related to keeping peace • listening to story about reconciliation.
Literacy 2	• Drawing pictures • Labelling pictures • Colouring • Writing letter 'x'	• Completing pictures • Labelling pictures • Writing letters, Patterns and words.	• Writing patterns, letters, words and sentences	• Writing patterns, letters, words and sentences	• Drawing pictures • Labelling pictures

English	**Vocabulary (2)** Policeman / woman, teacher, boy **Structure** • What can you see? • I /We can see	**Vocabulary (3)** lighting, sharing, playing **Structur e** • What are they doing? • They are . . . • Reading	**Vocabulary (2)** Older, soldier, boy, girl **Structure** • What is she/lie? • She /he is ..a/an ...	**Vocabulary (2)** Teacher, policeman **Structure** • What is he/she? • He/she is a ... • Who is he/she? • He/she is ...	**Vocabulary** • Revising all vocabulary for the week and structures • Reading words
Creative Performing Arts	• Telling a story • Answering questions • Singing	• Singing • Playing percussion instrument s	• Free Activity	• Singing • Dancing • Playing percussion instrumen ts	• Drawing • Colouring

12.1: Factors Affecting Peace and Security

Materials

Picture cards
Number cards and chart
Word cards
Sentence cards
Musical instruments (percussion)

Preparation

News

- Tell news about a peaceful home.
- They draw their news.

Literacy 1

- Learners tell stories related to peace and security in a home
- Learners answer questions related to the stories.
- Learners talk about issues related to peace at home and its importance.
- Learners read words related to peace in the home e.g. love, sharing, caring.
- Learners play reading games / situational game on peace in the home.

Literacy 2

- Learners practice letter pattern of **z, o**.
- Learners draw and colour pictures related to thek stories e.g. an argument with their sister etc.
- Learners label the pictures with words already learnt.

Mathematics

- Learners count 1 - 99.
- Learners match number symbols to number names
- Learners write number names up to 99.

English

- Learners learn the vocabulary following the given structures: fire, fight, hate.
  - 'What do you like?'
- Learners practise the structures as a class in groups and as individuals.
- They read simple words.

PE

Simple games *(Refer to the Curriculum)*

RE

CRE: Revision of God's gifts *(Refer to the Curriculum)*
IRE: Muhammad's trip to Syria. *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing / sign a song related to peace and security.
- Learners ask and answer questions.

12.1. Factors Affecting Peace and Security

Materials

Picture cards
Slates
Word cards
Sentence cards
Number cards/chart

Preparation

Prepare all the materials above before the lessons

News

- Ask learners to talk about things people lack in a home.
- Learners talk about how they can get what they lack at home.
- They tell news related to disagreements in their homes.

Mathematics

- Learners recite counting rhyme.
- Learners write number symbols and number names up to 99.
- Learners match number symbols to number names
- Learners play matching game e.g. Loto, Domino.

Literacy 1

- Learners recite a rhyme related to peace and security.
- Learners discuss causes of insecurity in a home.
- Learners read words related to peace and security
- Learners pray for peace and security e.g. in a home, school, community.

Literacy 2

- Learners write patterns **zo zo zo** and letters z, o.
- Learners write words and sentences.

English

- Teach the vocabulary following the given structures; play, pray, share.
  - What are they doing?
  - They are...
  - What do you like doing?
  - What is he/she/Tom doing?
  - He/she/Tom is...
- Learners read some words

PE

Simple games *(Refer to the Curriculum)*

RE

CRE: Revision of God's gifts *(Refer to the Curriculum)*
IRE: Muhammad's trip to Syria. *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Teach a dance from the local area (Traditional dance)
- Let learners sing a known song

12.1: Factors Affecting Peace and Security

Materials

Number cards/chart
Picture cards
Drawing materials
Word cards
Free activity materials
Wall chart

Preparation

News

- Learners tell news of what took place in their homes the day before (related to peace and security)
- Learners draw their news.

Literacy 1

- Learners talk about issues that bring about peace and security at home e.g. love, working together, sharing.
- Learners talk about pictures related to peace and security.
- Learners pray for peace and security

Literacy 2

- Learners write the following patterns **zizo yozo zize** and letters, z, i, o, y, e.
- They write words and sentences.

Mathematics

- Learners count in 2's.
- They recite the multiplication table of 2.

English

- Learners learn the new vocabulary, gun, spare, using the given structures
  - Who has ... (gun)?
  - He/she/Tom has a...
- They read simple words

PE

Simple games *(Refer to the Curriculum)*

Free Activity

- Prepare enough play materials and activities for learners to use.
- Display the work done and talk about it.
- Tidy up the activity area and store materials / equipment.

12.1: Factors Affecting Peace and Security

Materials

Number cards
Real objects e.g. knife, needle
Picture cards
Sentence cards
Wall chart
Music Instruments

Preparation

Have all the materials above ready before the lessons

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners count up to 99.
- Learners add sums up to 99 no carrying

Literacy 1

- Learners observe pictures related to peace and security
- Learners talk about the pictures related to peace and security
- Learners read the learnt words
- Learners draw and colour pictures related to peace and security
- Learners label the drawn pictures.

Literacy 2

- Learners do finger exercises
- Learners practise patterns **apoza ioze ezore** and letter a, p, o, z, i, e, r.
- Learners write words and sentences.

English

- Learners learn the new vocabulary — knife, needle using the given structures
  What is this / that? This / that is a ... I use a ... for ...
- Learners read simple words

News

- Learners tell / sign news related to peace in the homes
- Learners ask / and answer questions about peaceful situations at home
- Learners listen to a story read to them.
- They ask and answer questions.

RE

CRE: Revision of God's gifts *(Refer to the Curriculum)*
IRE: Muhammad's trip to Syria. *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sing / sign a known song
- Learners make simple percussion instruments

12.1. Factors Affecting Peace and Security

Materials

Number chart
Real objects/models
Writing materials e.g. slates
Crayons, brushes, coloured pencils, paint.

Preparation

Prepare all the above materials before the lessons.

News

- They tell news related to resolving conflicts.
- Learners sing a song related to peace and security.
- Learners say selected similes.

Literacy 1

- Learners talk about things which are harmful and their effects.
- Learners read words e.g. gun, spear.
- Learners match words to pictures on the wall chart.
- Learners play a reading game.

Literacy 2

- Learners write of patterns **ziko zina zipo**
- They write letters, z, k, i, o.
- Learners write words and sentences
- Fill in missing words

Mathematics

- Learners count up to 99.
- Learners subtract sumps up to 99 no borrowing

English

- Learners learn the new vocabulary — stone, stick using the given structure
  - What is this / that? It is a...
- Learners practise using the vocabulary and structures learnt during the week

PE

Simple games *(Refer to the Curriculum)*

Creative Performing Arts (art and Crafts)

- Learners draw pictures related to peace and security
- Learners colour or paint their pictures
- Learners display and discuss their work
- Learners tidy up the place of work.

12.2. Factors that Promote Peace and Security

Materials

Word cards
Letter cards
Sentences cards
Wall chart
Simple percussion instruments

Preparation

- Prepare a song for the music lesson
- Prepare instruments for the creative dance
- Prepare materials for drawing, colouring and modelling
- Prepare materials for role playing

News

- Learners listen to news about how to keep peace at school.
- Learners tell their news.
- Learners draw their news.

Literacy 1

- They listen to a story about peace and security at school.
- They ask and answer questions about the story
- Read words and simple sentences related to peace and security.

Literacy 2

- Learners then practise patterns **Se Se Se**.
- Let learners practise letters S, e.
- Learners draw pictures related to the story.
- Learners label their pictures

Mathematics

- Learners count up to 99.
- Learners subtract up to 99 no borrowing

English

- Teach vocabulary peace, safe, love following the given structures
- Use a dialogue to teach the vocabulary

PE

Simple games *(Refer to the Curriculum)*

Lesson 7 RE

CRE: Love and care for babies in a family *(Refer to the Curriculum)*
IRE: Muhammad meeting a Christian monk *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners sign / sing a known song
- Learners accompany the song with simple percussion instruments

12.2: Factors that Promote Peace and Security

Materials

Picture cards
Props for singing
Letter cards
Word cards
Wall chart

Preparation

- Prepare all materials above before time

News

- Learners tell news related to discipline at school.
- Learners observe and differentiate behaviours in picture cards or wall chart.
- Learners ask and answer questions about good discipline and its rewards.

Mathematics

- Learners count up to 99.
- They match number symbols to number names.

Literacy 1

- Learners talk about ways of keeping peace at school.
- They talk about the importance of keeping peace and security.
- They read words and sentences of keeping peace at school.
- Learners match words and sentences to pictures.

Literacy 2

- Learners write letter patterns **So So So**
- Learners draw pictures of living in harmony
- Learners label their pictures
- Learners match pictures to sentences

English

- Learners learn new vocabulary — share, play, work following the given structures:
  - What are they doing? They are ... They are ... Are they ... ?
  - Yes, they are …
  - No, they are not...
- Learners read simple words

PE

Simple games *(Refer to the Curriculum)*

RE

CRE: Love and care for babies in a family *(Refer to the Curriculum)*
IRE: Muhammad meeting a Christian monk *(Refer to the Curriculum)*

Creative Performing Art (Music)

- Learners sing and sign a known song about peace at school
- Learners add gestures to the song
- Learners dance to the rhythm

12.2: Factors that Promote Peace and Security

Materials

Word cards
Letter cards
Picture cards
Wall chart
Sentence cards

Preparation

- Prepare the necessary materials for the lesson
- Prepare various materials for Free Activity

News

- Learners tell news in relation to violence at school.
- Learners ask and answer questions about their news.
- Tell them the results of violence.

Literacy 1

- Learners listen to a story about peace and security in the school.
- Learners talk about factors that affect peace and security at school.
- Learners talk about pictures related to peace and security at school.
- Learners read words and sentences about peace and security.

Make sure you give the future tense forms of the verbs for learners to read

Literacy 2

- Learners write patterns **Suna Susa Sise,** letters writing s, n, u, a, e, i, and words and sentences.
- Learners write a short simple story.

Mathematics

- Learners count in three's
- They recite the multiplication table of 3.

English

- Learners learn the vocabulary pray, talk, sing using the following structures, 'What is he/she doing?' 'He/she is ... What are they doing?' 'They are ...'
- Learners play a game using learned structures
- They read simple words.

PE

Simple games *(Refer to the Curriculum)*

Free Activity

Prepare enough play materials and activities for learners to use and engage in during this period.

12.2: Factors that Promote Peace and Security

Materials

Wall chart
Letter Cards
Word cards
Picture cards
Work cards
Number cards
Sentence strips / cards

Preparation

- Prepare materials for role play
- Prepare the necessary cards for the lessons

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners measure the length and weight of different objects in the classroom using non-standard units e.g. feet, arms, strides, hand spun, containers and weight e.g. light, heavy.
- Learners compare the objects in terms of length e.g. (longer, shorter).
- Learners compare length and weight of different objects/things.

Literacy 1

- Learners talk about things they should not do to keep peace.
- Instruct learners using simple commands e.g. don't fight, don't steal, don't abuse.
- Learners obey the commands.
- Learners read words about the commands.
- Learners talk about pictures related to peace and security at school.
- Learners then read simple stories related to peace and security.
- They fill in missing words.

Literacy 2

- Learners practise letter patterns **Sana Sisi Seni**
- Learners draw the pictures and label them.

English

- Demonstrate some activities and let learners say what they are.
- Teach the new vocabulary; pray, talk, sing, using the following structures: What are they doing? They are ... Are they ...?" Yes, they are ... No, they are not ...
- Learners practise the new structures and words in games.

News

- Learners sing /sign a known song about peace.
- Learners tell news how they can care for one another.
- Learners sing a folk song.
- Learners talk about their pictures.
- Learners ask and answer questions.

RE

CRE: Love and care for babies in a family *(Refer to the Curriculum)*
The story of Jesus' birth in Bethlehem
IRE: Muhammad's meeting a Christian monk *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners listen to a story on peace at school.
- Learners role play peace and security at school.
- Learners ask and answer questions about the play.

12.2. Factors that Promote Peace and Security

Materials

Word cards /letter cards
Picture cards
Wall chart
Classroom shop
A variety of real objects

Preparation

- Prepare the necessary cards for the lesson
- Prepare a rhyme related to peace and security

News

- Learners sing songs related to peace and security
- Learners say selected riddles

Literacy 1

- Teach the learners a rhyme related to peace and security at school.
- Learners recite the rhyme
- They read words and sentences

Literacy 2

- Learners write patterns **Sosa Sisa Siso**
- Learners write words and sentences on peace and security at school.

Mathematics

- Learners have variety of objects and pictures to study and talk about.
- Learners form record, what they observe in future
- Learners play a shopping game.
- Learners recite a rhyme related to shopping.

English

- Learners practice using all the structures learnt in the week using a dialogue
- Learners read simple words.

PE

Simple games *(Refer to the Curriculum page 82)*

Creative Performing Arts (Art and Crafts)

- Learners listen to a story about an exemplary person in school.
- Learners answer questions about the story.
- Learners draw any good person they know.
- Learners colour their pictures.
- Learners display and talk about their pictures / work.

12.3. Peace and Security in the Community

Materials

Wall chart
Picture cards
Word cards
Sentence cards
Reading tree
Simple percussion instruments
A variety of containers
Classroom shop
Water

Preparation

- Prepare a wall chart of people who keep peace and security
- Prepare picture/word/sentence cards
- Prepare a written story for reading

News

- Tell learners a story about sharing and why it is important to share.
- Give them materials to share
- Learners talk about what they can share and why it is good to share.

Literacy 1

- Learners listen to a story about rights and responsibilities.
- Learners narrate their experiences on rights of children.
- Learners read a simple story
- Learners and answer questions in the story
- Learners match word to word in the story.

Literacy 2

- Learners draw and colour pictures about the story in literacy I
- Learners label the pictures.
- Let learners practise letter 'x'.

Mathematics

- Learners count up to 99.
- Learners compare capacity of different containers through measuring
- Learners play a shopping game of selling liquids.

English

- Learners learn the vocabulary policeman/woman, teacher, boy using the following structures: through a conversation / dialogue
  - Who can you see?
  - I/We can see...

PE

Simple games *(Refer to the Curriculum)*

RE

CRE: Things to do to prepare for Christmas *(Refer to the Curriculum)*
IRE: Importance of Muhammad's trip to Syria *(Refer to the Curriculum)*

Creative Performing Arts (Music)

- Learners listen to a story about good morals and consequences of bad behaviour
- Learners answer questions
- Learners sing / sign a known song about good behaviour
- Learners move to the rhythm of the song

12.3. Peace and Security in the Community

Materials

Picture cards
Number cards
Wall charts
Reading tree
Word cards
Incomplete pictures

Preparation

- Have all the materials ready before the lesson
- Prepare songs on morals

News

- Learners draw their news.
- Learners tell their news about how people can live in harmony

Mathematics

- Learners identify fractions from different objects ½
- They draw and shade the fractions ½
- They read and write the fractions ½

Literacy I

- Learners talk about pictures of people living in harmony
- Learners read words / sentences
- Learners match pictures to words using a reading tree

Literacy 2

- Learners complete pictures by drawing the missing parts.
- Learners label the pictures drawn
- Learners write the patterns **box**
- They read words

English

- Learners learn the new vocabulary: fighting, sharing, playing using the following structures:
  - What are they doing?
  - They are...

(Use picture cards and demonstrations to reinforce the structures)

- Learners read words related to peace and security in the community.

PE

Simple games *(Refer to the Curriculum)*

Lesson 7 RE

CRE: Things to do to prepare for Christmas *(Refer to the Curriculum)*
IRE: Importance of the trip to Syria

Creative Performing Arts (Music)

- Teach a new song about morals
- Learners play simple percussion instruments to accompany the song

12.3. Peace and Security in our Community

Materials

Picture cards
Multiplication table chart
Sentence cards
Number cards
Wall chart
Word cards
Work cards

Preparation

- Prepare all the materials above

News

- Learners tell / sign news related to living in harmony.
- Learners draw themselves with their friends e.g. play together, helping one another to cross the road.

Literacy 1

- Using a wall chart, learners talk about ways of keeping peace in the community.
- Learners identify people who keep peace.
- Learners read words related to keeping peace in the community.
- Learners read a short story related to keeping peace and security.

Literacy 2

- Learners practice writing patterns **(fox, fax** fix), letters, words and sentences
- Learners write words and sentences from the cards.
- They play reading games e.g. "pass the word".

Mathematics

- Learners identify ½ from different objects given
- Learners draw and shade the fractions ½
- Learners read and write ½

English

- Learners learn the new vocabulary: elder, soldier using the following structures:
  - What is he / she?
  - He / she is a (an)...
- Learners read some words

PE

Simple games *(Refer to the Curriculum)*

Free Activity

- Prepare enough play materials and activities for learners to use and engage in during this period respectively
- Learners display the work and talk about it.

12.3. Peace and Security in our Community

Materials

Wall chart
Word cards
Work cards
Letter cards
Picture cards
Number cards
Sentence strips / cards

Preparation:

- Prepare a story
- Prepare song and creative dance about peace and security
- Prepare all the materials above

PE

Simple games *(Refer to the Curriculum)*

Mathematics

- Learners count in 10's.
- They recite the multiplication table of 10.

Literacy 1

- Learners listen to a story about security.
- Learners answer questions about the story
- Learners name people who provide security (using the wall chart)
- Learners read words / sentences related to security

Literacy 2

- Learners write patterns **Six Mix Max**
- They write words and sentences

English

- Learners learn the new vocabulary teacher, policeman following the given structures:
  - What is she/he...? Who is he/she...?
  - She/he is a ... He/she is a...

News

- Learners listen to experiences/story on reconciliation.
- Learners tell news related to reconciliation.

RE

CRE: Things to do to prepare for Christmas *(Refer to the Curriculum)*
IRE: Importance of the trip to Syria *(Refer to the Curriculum)*

Lesson 8 Creative Performing Arts (Music)

- Learners perform a creative dance in relation to making peace
- Learners sing a song and play instruments

12.3. Peace and Security in our Community

Materials

Wall chart
Sentence cards
Pictographs
Crayons, pencils
Letter cards
Art paper
Word cards

Preparation
Prepare all the materials above.

News

- Tell your news related to rights and responsibilities.
- Learners listen to a story about rights and responsibilities.
- Learners ask and answer questions on children's rights and obligations.

Literacy 1

- Learners listen to a story about reconciliation.
- Learners answer questions about the story.
- They talk about the importance of reconciliation.
- Learners recite a rhyme related to reconciliation.

Literacy 2

- Learners practice letter patterns: **Alex, ox, pox, rex,** and letters
- Learners draw pictures related to reconciliation.
- Learners label the pictures

Mathematics

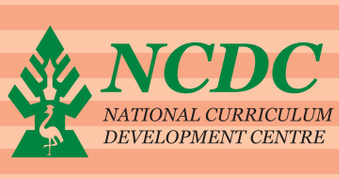
- Learners observe the wall chart and identify people who provide and maintain security.
- Learners categorise people who help maintain the security
- Learners count numbers of people that provide security from the chart.

English
Learners practise using all the vocabulary and structures of the week.

PE
Simple games *(Refer to the Curriculum)*

Creative Performing Arts (Art and Craft)

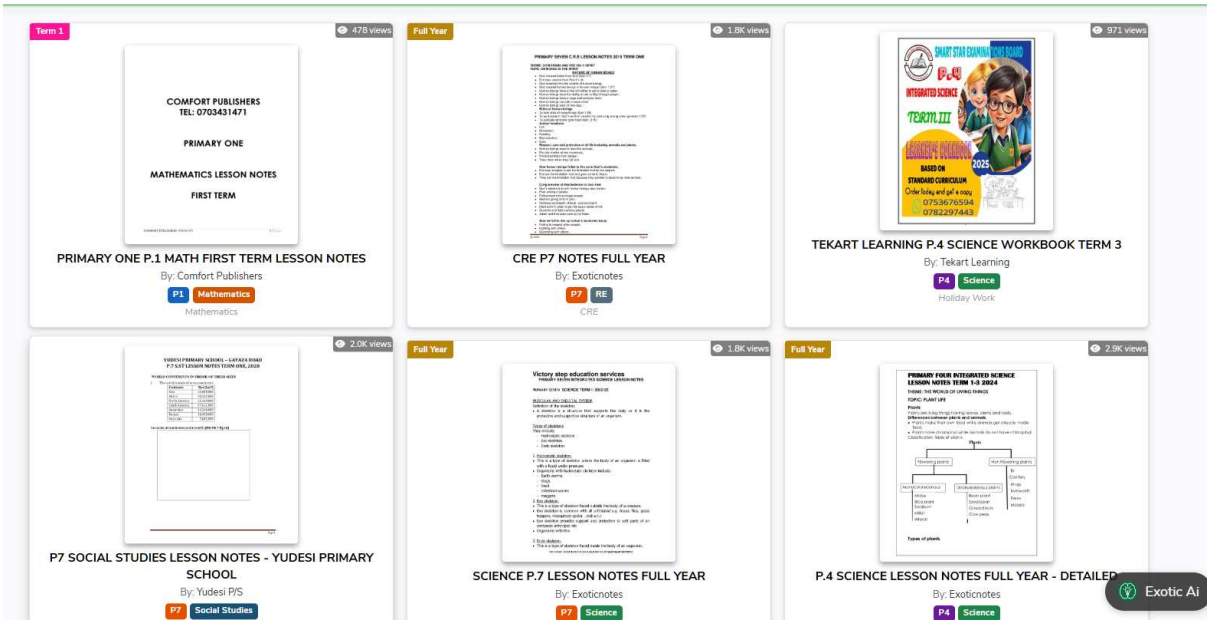
- Learners draw and shade / colour pictures about reconciliation
- They display the work and talk about it



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