Primary One Literacy IA And IB Scheme of Work

Wk	DAY	SUB-THEME	L/AREA	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LLIFE SKILLSAND VALUES	INSTRUCTIONAL MATERIAL	REF
1	-	-	-	ORIENTATION	-	-	-			
2	MON	- PEOPLE IN OUR SCHOOL	-	- What is a school? - How I come to school.	- Defining a s school describing how I come to school.	- Guided discovery - Whole class discussion - Brain storming	- Defining - Describing	- Effective communication - Critical thinking - Creative thinking - Appreciation confidence.	A chart with pictures showing a school a and how people go to school.	
	TUE	-	-	- Things on the way to school and from school e.g. vehicles, roads, plants etc.	- Identifying, naming and drawing things on the way to school.	- Whole class discussion. - Guided discovery - Brian storming - Excursion	- Identifying - Naming - drawing	- Creative thinking - Logical thinking - Effective communication - Drawing - Sharing - appreciation	- A chart showing things on our way to school.	
	WED	-	-	- Dangers on the way to and from school. E.g. car knocks, snake bites, insect bites, thieves, kidnappers, drowning etc.	- Identifying and naming dangers on the way and from school.	- Guided discovery - Brain storming - Whole class discussion	- Identifying - Naming - Drawing	- Creative thinking - Effective communication - Appreciation - Confidence	A chart showing dangers on the way to school.	Monitor sst bk 1
	THUR	-	-	- Peoples and things in my classroom	- Naming teachers and children in the classroom - Identifying, naming and drawing things in the class room	- Whole class discussion - Guided discovery - Brain storming	- Naming - Identifying - Drawing	- Critical thinking - Creative thinking - Effective communication - Appreciation s - Sharing	Realia	
	FRI	-	-	- Uses of things in our class room e.g. - Pencils for writing with - Books for writing	- Naming the uses of things in our class room. - Drawing the uses of things identified. -	- Role play - Reading - Whole class discussion - Recitation - Guided discovery	Naming the uses of things in our class room. - Drawing the uses of things in our class room.	- Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective	A chart showing some of the uses of things in our classroom.	

				in - Chairs for sitting on.		- Demonstration		communication - Appreciation		
3	MON	- PEOPLE IN OUR SCHOOL	**LIT II**	- Naming people found in our school e.g. teachers, cooks, guards, cleaners, nurse etc.	- Naming people in our school - Drawing people in our school	- Guided discovery - Brain storming - Whole class discussion - Reading	- Naming And drawing people in our school - Reading	- Critical thinking - Creative thinking - Effective communication - Appreciation - Fluency.	Word cards Picture cards.	
	TUE	-		- Work of people in our school e.g. - Teachers teach pupils a - Cooks prepare and serve food. - Cleaners clean the school.	- Naming the people n our school and their work - Drawing the work of people at school.	- Role play - Reading - Guided discovery - Demonstration - Whole class discussion.	- Naming and drawing people in our school and their work.	- Critical thinking - Creative thinking - Effective communication - Appreciation - Sharing.	A chart showing people in our school and their work.	
	WED	-		- Work places of people in our school e.g. - Teachers – class room - Cooks – Kitchen - Librarian – Library - Nurse – sick bay - Bursar - office	- Naming and identifying work places for the people in our school - Drawing the work places	- Guided discovery - Brain storming - Whole class discussion - Reading - Excursion	- Naming and drawing work places of people in our school	- Creative thinking - Critical thinking - Effective communication - Appreciation - Confidence	A chart showing work places of people in our school	
	THUR	- Things found in our school	**LIT II**	- School needs What are school needs? e.g., food, books, furniture, chalk, pencils, classrooms, toilets electricity, water, charts, security etc. -	- Defining school needs - Identifying and drawing school needs -	- Guided discovery - Brain storming - Whole class discussion - Reading	- Defining school needs - Identifying and drawing school needs. -	- Critical thinking - Creative thinking - Effective communication - Appreciation.	Word cards Picture cards A chart showing school needs.	Mk SST Bk 2
	FRI	-		- Uses of school needs - We need pencils	- Identifying uses of school needs - Drawing uses of	- Whole class discussion - Brain storming	- Identifying uses of school needs - Identifying	- Effective communication - Creative thinking	A hart showing school needs	

				for writing with - We need books for writing in.	school needs.	- Guided discovery - Reading - Recitation	buildings at school and their uses.	- Appreciation - Sharing - Critical thinking		
4	MON	- Things found in our school		- Symbols of a school - What are school symbols? - Examples like School uniform, school badge, School flag, school name etc.	- Defining school symbols - Identifying examples of school symbols - Drawing the school symbols	- Guided discovery - Brain storming - Whole class discussion - Reading excursion.	- Defining school symbols - Identifying and drawing examples of school symbols	- Critical thinking - Creative thinking - Effective communication - Responsibility.	A chart showing school symbols.	
	TUE	- Things in our school		- Uses of school symbols e.g. Uniforms make us look smart School flag shows the colour of the school etc.	- Identify and name uses of school symbols	- Guided discovery - Brain storing - Whole class discussion - Reading - Lecture.	- Identifying uses of school symbols	- Critical thinking - Creative thinking - Effective communication - Appreciation	Realia like uniforms, flag etc.	
	WED	-	-	- School rules like do not fight, do not shout in class - Do not steal etc.	- Identifying and naming school rules	- Guided discovery - Brain storming - Whole class discussion - Reading	- Identifying and naming school rules	- Critical thinking - Creative thinking - Effective communication - appreciation	A chart showing school rules.	
	THUR	-	-	- Different activities done at school e.g. writing, reading etc.	- Identifying and drawing different school activities	- Guided discovery - Brain storming - Whole class discussion	- Identifying and drawing different school activities	- Effective communication - Sharing - Appreciation - Critical thinking	A chart showing different school activities.	
	FRI	-	-	- Keeping the school clean. - Slashing the compound - Burning rubbish - Weeding flower gardens	- Identifying ways of keeping the school clean - drawing	- guided discovery - whole class discussion - role play - reading - Debate.	- Identifying and drawing ways of keeping our school clean.	- Logical thinking e - Effective communication - Appreciation - Drawing	A chart showing school activities.	
5	MON	- Things in our school	- **LIT II**	- Things we use t keep our school clean e.g. brooms, slashes, hoes,	- Naming identifying and drawing things used to clan our school	- guided discovery - whole class discussion	- Naming and drawing thins used to clan our school.	- Effective communication - Logical thinking	A chart showing things used to clean our school.	

				brushes, water etc.		- role play - reading - Debate. - Reading		- Appreciation - Sharing ideas - Fluency.		
	TUE	- THEME 2 OUR HOME	-	- Definition f a home - Things which make up a home.	- Defining a home identifying and drawing things which make up a home.	- Guided discovery - Brain storming - Whole class discussion - Debate - Reading	- Defining a home - Naming and drawing things which make up a home.	- Logical thinking - Effective communication - Appreciation - Drawing - Fluency	A chart showing a home and things found there.	
	WED	-	-	- Uses of things found in a home	- Identifying the uses of things in a home. - Drawing the uses of things in a home.	- Whole class discussion - Brain storming - Debate - Reading - Guided discovery	- Identifying the uses of things in a home - Drawing uses of things in a home. (Action pictures showing uses of things at home)	- Effective communication - Logical thinking - Appreciation - Fluency - Sharing	A chart showing uses of things in a home.	
	THU R	-	-	- Definition of a family - Types of families - Members of each type of family.	- Defining a family - Naming and defining type of families - Naming members of each family.	- Guided discovery - Debate - Brain storming - Whole class discussion - Reading	- Defining a family - Naming and defining types of families. - Naming members of each family	- Critical thinking - Appreciation - Effective communication - Fluency - Sharing	A chart showing the two types of families.	
	FRI	- NEEDS OF A FAMILY	-	- Definition of family needs - Examples of family needs and their uses.	- Defining family needs - Naming family needs - Identifying uses of the family needs.	- Whole class discussion - Brain storming - Debate - Think pair share	- Defining family needs - Naming family needs - Identifying uses of the family needs - Drawing family needs.	- Effective communication - Logical thinking - Fluency - Sharing - Appreciation - Drawing.	A chart showing family needs.	
6	MON	-	-	- Ways of getting family needs	- Identifying and describing ways of getting family needs	- Guided discovery - Brain storming - Whole class discussion - Debate - Role play - Reading	- Identifying and describing ways of getting family needs	- Logical thinking - Confidence - Appreciation - Effective communication - Sharing	Chalk board illustration.	

	TUE	-	-	- Roles and responsibilities of family members.	- Identifying roles of parents and children in a family	- Brain storming - Effective communication - Whole class discussion - Role play - Recitation	- Identifying roles of family members - Drawing the roles of the family members.	- Confidence - Self esteem - Effective communication - Sharing - Critical thinking	A chart showing roles of people n family.	
	WED	- A HOUSE	-	- Definition of a house - Parts and rooms of a house.	- Defining a house - Naming parts of a house - Identifying rooms in a house.	- Guided discovery - Brain storming - Effective communication - Reading	- Defining a house - Naming and drawing parts of a house - Identifying rooms in a house.	- Effective communication - Accuracy - Critical thinking - Self esteem	A chart showing a house.	
	THUR	-	-	- Things found in a sitting room - Things found in a dinning room - Things found in the bed room.	- Naming and drawing things found in the a) Sitting room b) dining room c) bed room	- Whole class discussion - Guided discovery - Brain storming - Debate - Reading - Recitation	- Naming and drawing things found in the a) Sitting room b) Dining room c) Bed room	- Logical thinking - Effective communication - Appreciation - Confidence - Fluency.	A hart showing things found in the bed room, sitting room and dining room Realia	
	FRI	-	-	- Things found in the kitchen - Things found in the bathroom.	- Naming and drawing things found in the a) Kitchen b) Bathroom	- Guided discovery - Brain storming - Whole class discussion - Debate - Reading	- Naming and drawing things found in the a) kitchen b) bathroom	- Effective communication - Appreciation - Self esteem - Fluency - Creative thinking	A chart showing things found in the bath room ad kitchen Realia	
7	MON	-	-	- Uses of a house	- Identifying and describing the uses of a house.	- Whole class discussion - Debate - Brain storming - Reading - Recitation -	- Identifying and describing the uses of a house	- Logical thinking effective communication - Appreciation - Creative thinking	A chart showing the sues of a house.	
	TUE	-	-	- Types of a houses and examples of each type of house.	- Identifying types of houses - Defining and describing each type of house - Naming examples for	- Guided discovery - Whole class discussion - Brian storming - Reading - Recitation	- Identifying types of houses - Defining and describing each type - Naming the	- Effective communication - Appreciation - Creative thinking - Accuracy.	A hart showing types of houses.	

					each type.		examples and drawing for each type.			
	WED	-	-	- Definition of building materials - Examples of strong and weak building materials.	- Defining building materials - Identifying examples of strong and weak building materials - Drawing the building materials.	- Brain storming - Whole class discussion - Debate - Guided discovery - Reading	- Defining building materials - Identifying and drawing examples and weak building materials	- Self esteem - Critical thinking - Effective communication - Appreciation.	Realia e.g. sand, reeds, mud.	
	THU R	-	-	- Sources of building materials	- Identifying and describing sources of building materials.	- Guided discovery - Whole class discussion - Brain storming	- Identifying and describing sources of building materials.	- Confidence communication - Appreciation	Chalk board illustration.	
	FRI	- ANIMALS	-	- Definition of types of animals - Examples of animals in each type.	- Defining types of animals - Naming and drawing animals in each type	- Brain storming whole class discussion - Reading	- Defining types of animals - Naming and drawing animals	- Effective communication - Appreciation accuracy - Confidence	Chart showing animals	
8	MON	- LIT II	-	- Uses of domestic animals	- Naming the uses of domestic animals - Drawing the uses of domestic animals.	- Whole class discussion - Brain storming - Reading - Guided discovery	- Naming the sues of domestic animals - Drawing the uses of domestic animals	- Confidence logical thinking - Appreciation - Effective communication	A chart showing the sues of domestic animals.	
	TUE	-	-	- Places where wild animals live - <u>Animals' meat</u> (meat got from animals)	- Naming places where wild animals live - Identifying meat got from different animals.	- Guided discovery - Whole class discussion - Brain storming	- Naming where wild animals live - Identifying meat got from animals	- Effective communication - Logical thinking - Appreciation	A chart showing places where wild animals live and animal meat.	
	WED	-	-	- Animal homes	- Identifying animals and their homes	- Brain storming - Whole class discussion - Guided discovery - Think pair share	- Identifying animals and their homes	- Logical thinking - Effective communication - Appreciation - Sharing	A chart showing some of the animal homes	
	THU R	-	-	- Animal young ones	- Identifying animals and their young ones	- Whole class discussion - Reading - Brain storming	- Identifying animals and their young ones.	- Effective communication - Appreciation - Creative thinking	A chart showing animals and their young ones. Chalk board illustration.	

						- Guided discovery.				
	FRI	-	-	- Animal sounds and animal movements	- Identifying animals and their sounds - Naming animals and their movements.	- Brian storming - Whole class discussion - Guided discovery - Reading - Demonstration	- Identifying animals and their sounds - Naming animals and their movements.	- Logical thinking - Effective communication - Appreciation.	Chalk board illustration.	
9	MON	OUR COMMUNITY	-	- Definition of a community - Types of communities - Examples of people in our community.	- Defining a community - Naming types of communities - Naming and drawing people in our community.	- Whole class discussion - Brain storming - Guided discovery - Reading	- Defining a community - Naming types of communities - Naming and drawing people in our community.	- Logical thinking - Effective communication - Confidence f - fluency	A chart showing people in our community.	
	TUE	-	-	- Activities done by people in our community	- Identifying and describing activities done in our community.	- Brain storming - Guided discovery - Whole class discovery - Demonstration	- Identifying and describing activities done in our community.	- Appreciation - Effective communication - Critical thinking	A chart showing places of work of people in our community.	
	WED	-	-	- People in our community and their places of work.	- Identifying people nada their places of work in our community.	- Whole class discussion - Brain storming - Guided discovery	- Identifying people and their places of work in our community.	- Appreciation - Effective communication - Critical thinking	A chart showing places of work of people in or community.	
	THUR	-	-	- Needs of people in our community - Important features in our community	- Naming and drawing needs of people in the community - Naming and drawing important features in the community.	- Brain storming - Whole class discussion - Guided discovery	- Naming and drawing needs of people in the community - Naming and drawing important features in the community	- Effective communication - Confidence - Creative thinking - Appreciation	A chart showing peoples' needs A chart showing important features in the community.	
	FRI	THEME IV THE HUMAN BODY	-	- Parts of the body	- Naming parts of the body - Drawing parts of the body.	- Brian storming - Whole class discussion - Drawing - Think pair share	- Naming parts of the body - Drawing parts of the body	- Effective communication - Creative thinking - Appreciation - Sharing	A chart showing body parts.	
10	MON	- HEALTH (PARTS OF THE BODY)	-	- Uses of body parts senses and sense organs	- Identifying uses of body parts - Naming the senses	- Demonstration - Brain storming - Whole class	- Identifying uses of body parts - Naming the	- Critical thinking - Effective communication	Chalk board illustration	

					and sense organs	discussion	senses and sense organs.	- Fluency - Appreciation		
	TUE	- HEALTH	-	- Definition of personal hygiene - Things we use to carry out personal hygiene. -	- Defining personal hygiene - Naming and drawing things we use to carry out personal hygiene.	- Guided discovery - Brain storming - Whole class discussion - Debate	- Defining personal hygiene - Naming and drawing things we use to carry out personal hygiene.	- Effective communication - Logical thinking - Appreciation - Drawing	Realia Chalk board illustration.	
	WED	-	-	- Importance and ways of keeping the body clean	- Identifying the importance of keeping the body clean - Naming the ways of keeping the body clean.	- Whole class discussion - Guided discovery - Brain storming - Demonstration	- Identifying the importance of keeping the body clean - Naming the ways of keeping the body clean	- Appreciation - Effective communication - Creative thinking	A chart showing ways of keeping our bodies clean.	
	THUR	-	-	- Common diseases at home and school - Causes of common diseases and spread.	- Identifying common diseases at home and at school. - Describing the causes of common diseases and spread	- Guided discovery - Whole class discussion - Brain storming - Demonstration	- Identifying common diseases at home and school - Describing their causes and spread.	- Effective communication - Creative thinking	Text books Pictures Cards	
	FRI	- CHILD HOOD DISEASES	-	- Definition of immunisation - Examples of immunisable diseases.	- Defining immunisation - Identifying examples of immunisable diseases	- Brian storming - Guided discovery - Whole class discussion - Demonstration	- Defining immunisation - Identifying examples of immunisable diseases.	- Appreciation - Critical thinking - Effective communication	Text books Picture cards	
11	MON	-	-	- Signs and symptoms of immunisable diseases	- Identifying and describing signs and symptoms of immunisable diseases.	- Guided discovery - Brain storming - Whole class discussion	- Identifying and describing signs and symptoms of immunisable diseases. -	- Effective communication - Critical thinking - Confidence	Text books Picture cards Chalk board illustration.	
	TUE	-	-	- Other immunisable dieses - Importance of immunisation	- Naming other immunisable diseases - Identifying the importance of immunisation	- Brain storming - Whole class discussion - Debate	- Naming other immunisable diseases - Identifying the importance of immunisation.	- Creative thinking - Effective communication - Appreciation	Chalk board illustration	

TERM II

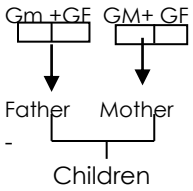
Wk	DAY	SUB-THEME	L/AREA	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LLIFE SKILLSAND VALUES	INSTRUCTIONAL MATERIAL	REF
			-	-	-	-	-	-		
	MON	**WEATHER** Elements of weather	-	- Definition of weather - Weather makers/ - Elements of weather e.g. - Shun shine - Rainfall - Wind - Cloud cover	- Describing - Naming elements of weather	- Story telling - Discussion - Role play	- Describing weather - naming elements of weather	- critical thinking - confidence - appreciation	Weather chart Text books c/board illustration.	
	TUE		-	- uses and dangers of sunshine	- naming uses of sun shine - identifying dangers of too much sun shine	- story telling - role play - discussion	- naming different dangers of too much sun shine	- critical thinking - confidence - appreciation	A chart Text books	
	WED		-	- definition of wind - uses and - dangers of wind	- definition of wind - naming different uses of wind - identifying dangers of wind	- discussion - question and answer	- drawing and naming uses and dangers of wind	- appreciation - critical thinking - confidence		
	THUR		-	- uses and dangers of rain fall	- identifying uses of rain - naming dangers of rain	- story telling - discussion questions and answer	- drawing and naming different uses and dangers of too much rain	- critical thinking - appreciation	Text books Chalkboard illustration	
	FRI		-	- uses of clouds e.g nimbus clouds give us rain - types of	- identifying the clouds which gives us rain - naming different types of weather	- discussion - story telling - explanation	- naming the types of clouds which give us rain - drawing and	- critical thinking - appreciation - manipulation - confidence	A chart showing types of weather	

				weather - sunny - cloudy - rainy - windy			naming four types of weather			
2	MON		-	- Managing different weather changes - Rainy weather - Sunny weather - Windy weather	- describing ways of managing different weather changes	- story telling - discussion	- drawing - naming	- appreciation - critical thinking	Real objects Umbrella Sweater Gumboots	
	TUE		-	- things we use e.g. umbrella, rain coat, gum boots, sweaters etc	- Naming different things we use on a rainy day, sunny day, cloudy day and windy day.	-	-	-	Real objects Umbrella Sweater Gumboots	
	WED		-	- Jackets, sunglasses, Vest, sandals, hat	- Naming different things we use on a rainy day, sunny day, cloudy day and windy day.	-	-	-		
	THUR		-	- Activities done in different types of weather Sunny weather - Harvesting, watering plants etc Rain weather - Planting seeds, weeding,	- Identifying activiite4is done in different types of weather	- Discussion - Explanation - Story telling - Role play	- drawing - naming - shading	- appreciation - critical thinking - responsibilities - decision making		

				pruning etc Windy weather - Winnowing						
	FRI		-	- garden tools and their uses e.g hoes, panga, rake, digging, Cutting, small trees, collecting rubbish	- identifying the garden tools - naming uses of garden tools	- question and answer - explanation	- drawing and naming uses of garden tools	- appreciation - critical; thinking	A drawn chart showing examples of garden tools	
3	MON		-	- seasons - types of seasons - activities done in different seasons	- defining the word season - identifying the types of seasons - naming activities done in different seasons	- discussion - story telling - explanation	- drawing and naming activities done in different seasons	- appreciation on - critical thinking	A chart showing activities done in different seasons.	
	TUE	**ACCIDENTS AND SAFETY**	-	- Definition of accidents - common accidents at home e.g. burns, cuts, fall, poisoning etc	- defining the word accident - naming common accidents at home	- story telling - discussion - role play	- drawing and naming common accidents at home	- critical thinking - manipulative - confidence	Charts showing common accidents at home	
	WED		-	- objects which cause accidents e.g. razor blade, knife, electricity, broken bottles	- identifying different objects which cause accidents	- discussion - story telling	- drawing and naming objects which cause accidents	- critical thinking - manipulative - confidence		
	THUR		-	- causes of accidents	- monitoring the different ways	- discussion - story telling	- writing and naming	-		

				- playing with fire - playing with sharp objects - climbing walls and trees	how we get accidents at home		causes of accidents at home			
	FRI	Common accidents and safety on the way to school	-	- Common accidents on the way to school e.g. dog bites, car knock, robbery, kidnappers, fall, lightening etc	- Identifying accidents on the way to school	- Discussion - Story telling - Explanation	- Drawing and naming different accidents on the way to school	- Self awareness - Responsibility - Critical thinking		
4	MON		-	- Causes of accidents on the way to school Over speeding Playing on the road Over loading	- Naming causes of accident on the way to school	- Story telling - Discussion - Explanation	- Drawing and naming causes of accidents on the way to school	- Self awareness - Responsibility - Critical thinking		
	TUE WED		-	- Safety on the road (road signs) - Road signs are things which guide us on the road. e.g. zebra crossing, humps ahead, school ahead etc	- Identifying different road signs	- Discussion - Observation - Question and answer	- Drawing and naming different road signs	- Self awareness - Critical thinking - Responsibility		
	THUR		-	- How to prevent	- Identifying ways of preventing	- Discussion - Explanation	- writing - reading	- self awareness		

				accidents on the road. - Avoid playing on the road - Use a zebra crossing on a busy road.	accidents on the road	- observation	- role playing	- caring - creative thinking		
	FRI	Common accidents and safety on the way.	-	- accidents at school e.g. falls, cuts, burns, drowning, bites etc	- naming common accidents at school	- role play - discussion - roleplay - discussion - question and answer	- drawing and naming common accidents at school	- self awareness - caring		
5	MON		-	- Causes of accidents at school and ways of preventing them. Causes - Bad playing - Climbing walls and trees	- Identifying causes of accidents at school. - Mention ways of preventing accidents -	- Explanation - Discussion - Role play - Question and answer	- Writing \reading	- Self awareness - Caring		
	TUE		-	**Prevention (ways of preventing accidents)** - Don't climb trees and walls - Don't play with sharp objects **Effects of accidents** - Death, lameness	- Name the effects of accidents	-	-	-		
	WED	**LIVING TOGETHER** Living at	-	- Definition of a family - Types of families i.e.	- Definition different - Naming members in	- Discussion - Role play	- Describing people in the family - Role playing	- Describing people in the family - Role playing	- Critical thinking - Appreciation	

		home, school and community		nuclear, extended family	each family				- Confidence	
	THUR		-	- Examples of relatives i.e. uncle, aunt, niece etc - Family relationship - Family tree	- Naming people in the family (relatives)	- Role play - Discussion - Story telling	- Drawing a family tree.	- Confidence - Appreciation	-	
	FRI		-	**Family tree**  -	-	-	-	-	-	
6	MO N		-	- Ways of living together in a home.	- Describing ways how family members help one another.	- Story telling - Discussion - Role playing	- Mentioning ways how members help one another. - Role playing	- Critical thinking - Appreciation - Confidence	- A chart showing family members	
	TUE		-	- Ways of living together in a school e.g. helping friends - Sharing - Cleaning	- Describing ways how people live in a school	- Discussion - Story telling - Discussion - ROLE PLAY	- Identifying different ways people in a school help one another.	- Critical thinking - Confidence	-	
	WED		-	- Ways of living together in a community e.g. - Clearing roads - Cleaning wells - Markets	- Describing ways how people live together in a community	- Discussion - Story telling - Discussion	- Describing how people in the community help one another.	- Creativity - Confidence	- A chart showing people in a communal work.	

				- Helping others						
	THUR		-	- Ceremonies done in a community e.g. - Wedding - Parties - Confirmation - Graduation	- Identifying different ceremonies done in the community.	- Discussion - Story telling - Role play	- Naming and Drawing activities done in a community.	Appreciation Creativity	- A chart showing a wedding	
	FRI	**FOOD AND NUTRITION**	-	- Food and nutrition Food: what is food? Examples of food e.g. cassava, banana, doodo, milk etc.	- Describing food - Name - Draw and colour common foods	- Story telling - Discovery - Discussion - Observation	- Describing food - Naming - Drawing	- Critical thinking - Confidence - Appreciation	- Text books - Common foods too be seen in the text books - And real food	
7	MON			Source of food - Main sources food i.e. garden - Other sources of food e.g., plants, animals shops rivers etc	- Identifying main sources of food - Naming other sources of food.	- Observation - Critical thinking - Confidence	- Naming - Drawing - Colouring	- Critical thinking - Confidence - Appreciation	- A chart showing food from different sources	
	TUE			Food we get from plants e.g. beans, banana, tomatoes, cassava etc. eggs, mutton	- Name, draw and colour food we get from plants	- Discussion - Observation - Role play	- Naming - Drawing - Colouring	- Appreciation - Confidence - Critical thinking	- Food from plants to be shown to children as real food.	
	WED			Food we get from animals e.g. milk, chicken, pork, eggs, mutton	- Name, draw food we get from plants	- Name, draw food we get from animals	- Naming - Drawing - Colouring	- Appreciation - Confidence	- A chart showing food from animals.	

	THUR			Importance of food to the body - for strength - for growth - for health	- Describe the importance of food to the body.	- Story telling - Discussion - Role play	- Describing the importance of food to our body	- Critical thinking - Appreciation	- Chalk board illustration	
	FRI			**Keeping food safe** Ways of keeping food safe - covering - cooking - washing - salting - smoking - refrigerating etc	- describing ways of preserving food. - Identifying food - Preserved through different ways	- Discussion - Appreciation - Role play	- Describing the importance of preserving and keeping food safe	- Critical thinking - Appreciation - Self awareness	- A chart showing ways of preserving food	
8	MON			Importance of keeping food safe e.g. - to avoid bad smell - to avoid contamination - to avoid diseases - to avoid rotting	- describing the importance of preserving food and keeping food safe	- story telling - discussion - role play	- describing the importance of preserving and keeping food safe	- expression - critical thinking - reading - writing	-	

TERM III

wk	DAY	SUB-THEME	L/AREA	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LLIFE SKILLSAND VALUES	INSTRUCTIONAL MATERIAL	REF
1	**MON**	**OUR TRANSPORT**		Definition of transport - types of	- drawing and naming the types of	- brain storming - discussion	- drawing and naming the types of	- creative thinking] - decision	- a chart showing types of	

		Types and means of transport		transport - road - water - railway - air	transport	- question and answer	transport	making	transport	
	TUE			Means of road transport e.g. cars, bicycles, means of water transport e.g. ship, ferry, boat etc	- identifying means of road transport road and water transport	- discussion - question and answer	- Identifying means of transport	- critical thinking - decision making	- A chart showing types of transport.	
	WED			Places we find means of transport bus-bus park, aeroplane – airport, taxi – taxi park	- Identifying places where we find means of transport	- Brain storming - discussion	- drawing places where we find means of transport.	- critical thinking - decision making	- picture cards	
	THUR			Uses of transport For carrying people For carrying food For carrying animals For carrying water	Identifying uses of transport	- discussion explanation	- drawing things carried by different means of transport	- writing and reading uses of transport	- A chart showing means of transport	
	FRI			People who move different means of transport Pilot-aeroplane Captain-ship Bicycle-cyclist Drivers-cars, buses etc.	Describing different people who move different means of transport	- Guided discovery	- Describing people who move means of transport	- Decision making - Appreciation	- a chart showing people and means of transport	
2	MON			Examples of road users e.g. pedestrians. Passengers, cyclists, etc.	Identifying and describing road users	- brain storming	- identifying road users	- appreciation - care	- A chart showing road users	
	TUE	**THINGS WE MAKE**		Things we make at home and at	Describing objects we make at home,	- role play - discussion	- Identifying things we	- Appreciation - Critical	- Real objects	

		Things we make at home and school		school using local materials are called crafts Example of things we make mats, drums, winnowers, pots etc.	Matching		make at home and school	thinking		
	WED			Materials we use to make crafts and their sources Seeds – forest Papyrus – swamp Clay – swamp Palm leaves – palm trees	Identifying materials and their sources	- role playing - discussion	- identifying materials and their sources.	- Sharing - Appreciation	- real objects	
	THUR	Importance of things we make		Importance of things we make - for domestic use - for playing with - for selling and get money - for decoration - for wearing - for teaching and learning	- identifying uses of things in the environment	- guided discovery	- Drawing and naming uses of things we make.	- Responsibility decision making	- A chart showing uses of things we make.	
	FRI			Ways of making crafts	Modeling, knitting, weaving	- Identifying ways of making crafts	- Guided discovery	- Identifying ways of making crafts	- Responsibility	
3	MON	Our environment		What is environment Environment is things around us. Components of the environment people lakes	Defining environment Mentioning components of the environment	- guided discovery - discussion	- drawing and naming things in the environment	- critical thinking - decision making	- a chart showing components of the environment	

				stones land, rivers, sail, animals, roads.						
	TUE	importance of things in the environment		Non living things Non living things are things which do not have life. Example of non-living things Tables Blackboard Pens Chairs Stones Boxes Beds Pencils Books	Defining non living things Mentoring examples of non-living things	- guided discovery - discussion - question and answer	- defining non living things - identifying examples of non-living things	- decision making	- real objects.	
	WED			Characteristics of non-living things - they do not grow - they do not breath - they do not feed - they do not reproduce	Identifying characteristics of living things	- discussion - question and answer	- identifying things non living things do / not do	- critical thinking decision making	- real objects.	
	THUR			Living things Living things are things that have life. Examples of living things plants, insects, birds, animals.	Defining living things	- discussion - guided discovery	- Defining living things - Naming examples of living things	- Critical thinking - decision making	- a chart showing examples of living things	

	FRI			Main groups of living things plants and animals Examples of plants bean plant, banana plant, Maize pawpaw plant mango plant, orange plant pumpkin plants etc.	Naming groups of living things Identifying examples of plants	- Question and answer - Guided discovery	- Drawing and naming plants	- Critical thinking - Decision making	- Real plants - A chart showing plants.	
4	**MON**			Flowering plants Flowering plants are plants that bear flowers Examples Beans, pumpkins, maize, soya beans	Identifying examples of flowering plants	- Guided discovery - Discussion	- Defining flowering plants - Identifying examples of flowering plants	- Critical thinking - Discussion	- A chart showing flowering plant	
	TUE			Parts a flowering plant (flowers, stem, branch, roots, fruits, leaves)	Naming parts of flowering plant	- Guided discovery - Discussion	- Drawing and naming a flowering plant	- Critical thinking	- A chart showing parts of a flowering plant	
	WED			Uses of plants We get medicine. food, fire wood, building materials, how we care for plants	Identifying uses of plants Caring for plants Identifying ways of caring for plants	- Discussion - Explanation	- Identifying things we get from plants	- Decision making - Self awareness	- A chart showing real things got from plants	
	THUR			Sources of water Lakes wells, springs, streams, swamps, Uses of water - for washing	Identifying and naming sources of water	- discussion - question and answer	- drawing and naming water sources	- self awareness - critical thinking	- A chart showing sources of water.	

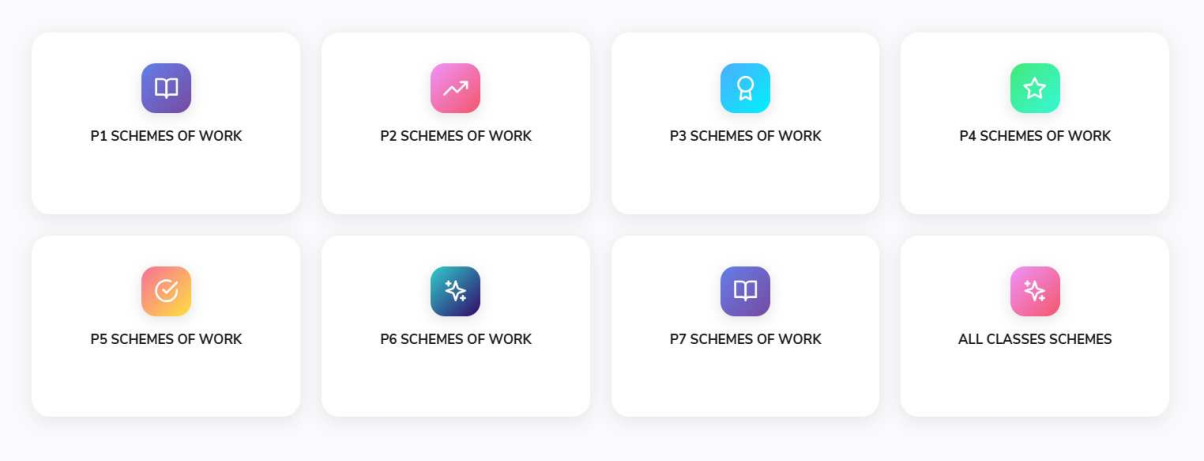
				- for bathing - for drinking - for cooking						
	FRI			Importance of things in our environment e.g. from plants we get food, timber, medicine etc From animals we get food, protection transport etc	Identifying uses of different things in the environment	- discussion - question and answer - brain storming	- appreciation - caring - responsibility	- writing and reading	- a chart showing tings got from plants - real objects	
5	**MON**			Activities which damage our environment - cutting trees - poor rubbish disposal - poor farming - brick making - burning bushes	Naming activities which damage our environment	- discussion - explanation - question and answer	- Drawing - Naming different activities that damage the environment.	- Effective communication - Responsibility - Sharing	- a chart showing people cutting trees, making bricks	
	TUE			**Factors that damage our environment** How to protect the environment e.g. - by mulching - by watering plants - by planting trees etc - proper waste disposal - avoid bush burning	Identifying activities that damage our environment	- discussion - question and answer - brain storming -	- Listing - Reading - Writing	- - Self awareness - assertiveness - Appreciation	- A chart showing activities that can spoil our environment	Mk integrated science bk 2 pg 37
	WED			**PEACE AND SECURITY**	Defining peace	- Guided discovery	- Defining peace and	- Critical thinking	- Flash cards	

				Peace Peace is living in harmony without fighting or quarrelling with one another **Security** Security is living with protection and freedom	Defining security	- Discussion - Question and answer	security - Drawing naming and colouring [pictures about peace and security -	- Self awareness - Reasonability		
	THUR			Factors that promote peace and security e.g. love, respect, protection, health	Identifying factors that promote peace and security	- Explanation - Guided Discovery	- Identifying and naming factors	- Self awareness	- A chart showing factors that promote peace and security.	
	FRI			Factors that promote peace and security at school - school rules - love one another - obedience - observation of children's rights - sharing - protection - listening to teachers -	Identifying school rules Identifying children's rights	- role play - discussion - creative things	- role play - doing oral and written exercises	- creative thinking - self awareness	- a chart showing class rules	
6	MON			People who keep peace and security in our community - elders - guards - parents - teachers - army	Naming people who keep peace and security in the community	- brain storming - discussion - question and answer	- critical thinking - responsibility - self expression	- drawing and naming	- a chart showing people who keep peace and security in the community	

				- police - LC - LDU - religious leaders						
	TUE			People who promote peace and security at school - teachers - prefects - guards - cleaners - nurses - friends	Identifying people who promote peace and security at school	- Explanation - Discussion - Question and answer	- critical thinking - self awareness - self expression	- drawing and naming	- a chart showing people who promote peace at school	
	WED			How to promote peace and security in our community - by solving problems - reporting bad people - providing security - loving and respecting others	Identifying ways of promoting peace and security	- brain storming - question and answer	- critical thinking - self awareness - self expression	- role playing - reading	-	
	THUR			- Importance of peace and security - To promote love - To be happy - To care for others	Mentioning importance of peace and security	- Brain storming	- Self awareness	- Reading and writing	-	
	FRI			**Insecurity** Causes of insecurity at home	Identifying factors that lead to insecurity in homes	- discussion - question and answer - discovery	- drawing people who promote peace and security	- self expression - self awareness	- a chart Showing causes of insecurity in a home	

				- stealing - fighting - violence - diseases - poverty						
7	**MON**			**Insecurity** - How to prevent insecurity - Helping others - Listening to elders - Following school rules - Loving one another - Not stealing	Identifying ways of preventing insecurity	- Question and answer - Discovery - discussion	- critical thinking - self awareness - Expression.	- role playing - reading - writing	- Chalkboard illustration	
	TUE			- **Causes of insecurity in our school** - Beating - Fighting - Teasing - Nor respecting - Stealing - Not listening -	Identifying causes of insecurity at school	- Discussion - role play - Brian storming - interview	- self awareness - responsibility	- role playing - naming	- well written school rules on a chart	

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