**THEMATIC SCHEME TERM ONE.**

**THEME:** TRANSPORT AND COMMUNICATION

**SUB THEME:** Types and means of transport

**EXPECTED LEARNING OUTCOME**: The child is able to identify types and means of transport, appreciate the use and compare transport in terms of

capacity, speed and fare.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | DAY | Theme | Subtheme | LEARNING AREA | CONTENT | COMPETENCE | METHODS | ACTIVITIES | LIFE SKILLS | INSTRUCTIONAL MATERIALS | REF |
|  |  |  |  | LIT II | Definition of transport  types of transport  road  water  railway  air | drawing and naming the types of transport | brain storming  discussion  question and answer | drawing and naming the types of transport | creative thinking]  decision making | a chart showing types of transport |  |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  | MON |  |  | ART AND CRAFTS | Types of transport | * Naming the different types of transport * Drawing the different types of transport | * Whole class discussion * Brain storming * Photographs * Small group * Explanation |  |  |  |  |
|  |  |  |  | Lit II | 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. |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS  (mass) | What is weight?, | * Things we weigh. * Comparing weight * Different things we use to weigh | * Whole class discussion * Brain storming * Photographs * Grouping * Interviews * Explanation * Drawing | * Compare different objects | * Grouping * Counting * Comparing * Naming | Books tops counters exercise books, text books, prepared work on papers  -Real objects | Mk bk.2 pg 76-77 |
|  | MON |  |  | ENGLISH | Vocabulary  Road, railway, air, water,  Structures  What is this/that  This/that is ….  Conjunctions using and in relation to | * Pronouncing * Spelling * Describing conjunctions * Using some of the examples of conjunction * Constructing sentences using some of the learnt conjunctions | * Look and say * Phonetic * Reading * Oral method * Whole class * Discussion * Explanation * Brain storming | * Pronouncing * Spelling * Describing * Listening * Constructing sentences | * Effective communication * Critical thinking * Creative thinking * Appreciate * Articulation * Awareness | A chart showing how to use the conjunctions and some of the examples of conjunctions | Essential work bk pg 56 |
|  |  |  |  | MATHS | Addition of weight  Word statements  Subtraction of weight | * Adding * Interpreting * Subtracting | * Whole class discussion * Brain storming * Explanation * Drawing | * Reading * Adding * Interpreting * Subtracting | * Problem solving * Word interpretation * Effective communication | -Chalk board illustration  -A chart showing some of the word problems in addition of weight | Mk. Prim mtc bk.2 pg 77 |
|  |  |  |  | ENGLISH | Vocabulary  Car, bus, train, aeroplane, ship, boat  Structures  What are these?  These/those are ….  Joining sentences related and using “and” | * Reading * Spelling * Forming sentences * Joining sentences using and constructing perfect sentences | * Listen , say and use * phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing * Confidence * Responsibility * Constructing perfect sentences * Joining sentences | * Creative thinking * Critical thinking * Effective communication | -Chalk board illustrates  - A chart showing use of and. | Eng Aid bk2 pg 31  Oxford bk1 pg 20-21 |
|  | TUES |  |  | LIT 1 | Sound “ght” words and sentences using the given sound | * Making words with sound “ght” * Constructing sentences using the words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound “ght” | * Creative thinking * Critical thinking * Effective communication | - Jig saws  - A chart showing sound ght | Teacher’s collection  Learning reading eng pg 134 |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS | Thread pulling | * Making different designs using the thread * Handling the three in a proper way | * Whole class discussion * Drawing * Brain storming * Grouping * Observation |  |  | Papers  Water paint | Teacher’s collection |
|  | WED |  |  | Lit II | 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 |  |
|  | THUR |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | What is capacity?  Things we measure  Containers used  Comparing capacity of containers | * Comparing capacity of different containers |  |  | * Co-operation * Care * Sharing * Responsibility * Creative thinking * Problem solving * Appreciate | Real materials used to compare capacity  A chart showing some of the things used to compare capacity and how to do it. | Mk bk.1 prim math pg 102  Bk.2 mk 148 |
|  |  |  |  | ENGLISH | Vocabulary  Heavy, light, big, small  Structures  The ……is  Bigger than …….  Similes…………  As…..as e.g. as green as grass. As cold as ice | * Reading * Spelling * Answering questions * Describing similes * Constructing sentences using the mentioned similes | * Look and say * Guided discovery * Whole class discussion * Debate * Interview * Brain storming | * Articulation * Describing similes * Constructing sentences using the mentioned similes | * Creative thinking * Critical thinking * Effective communication |  |  |
|  |  |  |  | LIT I | How I spent my holiday | * Describing how they spent their holidays | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral question | * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Teacher’s collection |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Measuring capacity using non standard units | * Describing the term measuring * Describing non standard units * Measuring capacity | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing the term measuring * Describing non standard units * Measure capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects used to measure capacity | Prim mtc bk. 1 pg 101  Prim mtc bk.2 |
|  |  |  |  | ENGLISH | Group names e.g. a bar of soap, furniture, fruit, birds, animals, collective nouns e.g. a herd of cattle  Tray of eggs,  Flock of sheep  A team of players  A school of fish | * Identify different group names * Constructing sentences using group names | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Identify different group names. * Constructing sentences using group names | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing use of group names  A chart showing collective nouns | Junior Eng bk.2 pg 37  Eng Aid bk.2 pg 49  Read and write bk.2 |
|  | FRID |  |  | LIT I | Letter practice Mm Mm Mm Mm  Words and sentences | * Practicing letter Mm Mm Mm Mm * Writing words with letter m * Make sentence with sound m | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Mm Mm Mm Mm * Writing words with letter m. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Wall charts | Tr’s collection |
|  |  |  |  | Lit II | Things we make at home and at school using local materials are called crafts  Example of things we make mats, drums, winnowers , pots etc. | Describing objects we make at home,  Matching | role play  discussion | Identifying things we make at home and school | Appreciation  Critical thinking | Real objects |  |
|  |  |  |  | MATHS | Standard units of measuring capacity | * Describing standard units * Measuring capacity | * Whole class discussion * Brain storming * Small group | * Describing standard units * Measuring capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects for measuring capacity e.g. glasses, jerrycans, basins, plates, mugs, cups, bottles | Prim Mtc bk 2 pg 69  Mk bk.2 pg 150 |
|  |  |  |  | ENGLISH | Commas use of comas i.e. to separate items in a list to show a pause | * Describing a coma * List the uses of a coma. * Use of a comma correctly | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing a coma * Listing the uses of a coma | * Negotiation * Creative thinking * Critical thinking * Effective communication | A chart showing use of commas | Pri eng bk 2  Pg 16 |
|  | MON |  |  | LIT I | Picture interpretation related to transport | * Interpreting given pictures * Constructing appropriate sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Constructing appropriate sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing picture interpretation related to transport | Mon Eng. Course pg. 44-46, thematic lit I pg 100-102  Tr’s collection |
|  |  |  |  | ART AND CRAFTS | Means of transport | * Drawing the different means of transport * Describing the different means of transport | * Whole class discussion * Drawing * Model * Brain storming * Grouping * Observation | * Drawing different means of transport * Describing the different means of transport | * Drawing * Appreciation * Creative thinking * Critical thinking * Effective communication | Text books  A chart showing the means of transport | Teacher’s collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Adding in litres | * Describing what litres are * Adding in litres | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing what litres are * Adding in letters | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing addition of litres | Mk. Bk.2  Pg 151 |
|  | TUES |  |  | ENGLISH | Past tense of irregular verbs e.g. – went  Go –went  See-saw | * Describing what past tense is. * Listing some of the examples of irregular verbs * Using some of the learnt examples of irregular verbs in sentences | * Discussion * Brain storming * reading | * Describing what past tense is. * Listing some of the example of irregular verbs. * Using some of the learnt example of irregular verbs in sentences | * Interview * Whole class discussion * Brain storming * Guided discovery * Small group inquiry | A chart showing the use of irregular verbs | Junior Eng bk.1 pg 49  Ess eng wk bk 3 pg 20 |
|  |  |  |  | LIT I | Cross word puzzles about transport dialogue | * Reading the words given. * Identifying words from the puzzle * Using the words from the puzzle to sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the words given * Identifying words from the puzzle * Using the words from the puzzle to construct sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers  Chalkboard illustration | Teacher’s Resource bk. |
|  | TUES |  |  | ART AND CRAFTS | Banana & stalk printing | * Making different designs using banana stalks | * Drawing * Models * Observation * Whole class discussion * Grouping * Brain storming | * Making different designs using banana stalks | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Papers  Pencils  Banana stalks  Water paints | Teacher’s collection |
|  | WED |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Word statement involving addition in litres |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem with understanding * Solving the given problem | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the prepared work about addition in word problems | Teacher’s collection |
|  |  |  |  | ENGLISH | Conjunction using because | * Join the sentences using because | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Constructing sentences * Listening | * Effective communication | Chalk board illustration | Standard eng aid bk 2 pg 32  Lets learn eng pp’s wk bk pg 87-88 |
|  | WED |  |  | LIT I | Comprehension passage about means of transport and where they are found e.g.  Bus – bus park  Ships – port  Taxi – taxi park  Hanger – aircraft  Garage – cars |  | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering and question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers | Teacher’s collection |
|  | |  | **THEME 10:** **THINGS WE MAKE**  **Expected learning outcome:** The child is able to identify, appreciate and express oneself aesthetically and imaginatively.  **SUB THEME:** Things we make at home and at school | | | | | | | | |
|  |  |  |  | Lit II | Ways of making crafts | Modeling, knitting, weaving | * Identifying ways of making crafts | * Guided discovery | * Identifying ways of making crafts | * Responsibility |  |
|  |  |  |  | MATHS | Subtraction in litres | * Subtracting given numbers * Counting | * Whole class discussion * Explanation * Grouping * Interviews * Drawing * Brain storming | * Subtracting in litres * Doing written exercise | * Problem solving * Appreciation * Counting * Co-operation | A chart showing how to subtract litres  Chalkboard illustration | Mk. Bk2 Prim Mtc pg….. |
|  |  |  |  | ENGLISH | Vocabulary  Ropes, doll, mat, port, ball, basket  Structure  Where is the ….  It is ……..  Double words (compound words) sentences using “but”  Milk+man=milkman  Flower+girl=flowergirl | * Reading * Spelling * Using the words * Describing compound words * Making sentences using the given compound words. | * Look and say * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Spelling * Using the words * Describing compound words. * Making sentences using the given compound words | * Articulation * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing compound words | Read and write pg 74-75  Std aid eng bk 2 g 23 |
|  | THUR |  |  | LIT I | Sound “oo” words and sentences using the given sound | * Making words with sound oo. * Reading the formed words * Making sentences using the formed words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound wh * Reading the formed words * Making sentences using the formed words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words with sound oo |  |
|  |  |  |  | Lit II | What is environment  Environment is things around us.  Components of the environment people lakes stones land, rivers, sail, animals, roads. | 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 |  |
|  |  |  |  | MATHS | Word problems involving subtraction in litres | * Reading the given word problems * Solving the given word problems | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem * Solving the given word problem | * Solving problems * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Text books  A chart showing some of the problems involving subtraction in litres |  |
|  | FRID |  |  | ENGLISH | Vocabulary  Banana fibre , string, paper etc  Structures  What do you use to make …...?  I use …..to make.  Other plurals e.g. tooth – teeth  Mouse – mice  Goose – geese | * Pronouncing * Spelling * Answering questions * Identifying other plurals * Reading and writing given plurals * Changing given plurals | * Listen and, say and use * Question and answer * Whole class discussion * Brain storming * Interview | * Articulation * Identifying other plurals * Reading and writing given plurals * Changing given plural | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing other plurals | Eng. Aid pg 32–33  Pri eng bk 2 pg 18 |
|  |  |  |  | LIT I | Comprehension passage about the things we make school and at home | * Reading the given comprehension passage. * Identifying things we need at home | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on sheets of paper  Chalkboard illustration | Tr’s own collection |
|  |  |  |  | Lit II | Nonliving things  Nonliving things are things which do not have life.  Example of nonliving things  Tables  Blackboard  Pens  Chairs  Stones  Boxes  Beds  Pencils  Books | Defining nonliving things  Mentoring examples of nonliving things | guided discovery  discussion  question and answer | defining nonliving things  identifying examples of nonliving things | decision making | real objects. |  |
|  |  |  |  | MATHS | Mixed exercise addition and subtraction in litres | * Adding in litres * Subtracting in litres | * Whole class * Discussion * Brain storming * Explanation * Interview * Drawing | * Adding in litres * Subtracting in litres | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the mixed exercise | Teacher’s collection |
|  | MON |  |  | ENGLISH | different words but same meaning e.g. weep – cry  Commence – start  Synonyms | * Identifying different words with same meaning * Writing the words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Doing a written exercise * Answering oral question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing synonyms | Junior Eng. Bk.1 pg 63  Ess eng bk 3  Pg 54  Lets learn eng bk 1 pg 73 |
| 3 |  |  |  | LIT I | Guided composition about things we make and their uses | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Guided composition on sheets of paper | Teacher’s collection |
|  | MON |  |  | ART AND CRAFTS | Things we make | * Making thing we use at home e.g. mats, dolls, balls, ropes etc | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation |  |  |  |  |
|  |  |  |  | Lit II | 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. |  |
|  | TUES |  |  | MATHS | Topic questions on capacity | * Reading topical questions * Answering topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Prepared work on sheets of papers | Teachers collection |
|  |  |  |  | LIT I | Spelling and dictation words and sentences | * Reading the given words * Talking dictation | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the given words * Talking dictation | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words | Teachers collection |
|  |  |  |  | ART AND CRAFTS | Leaf printing | * Pasting different shapes of leaves | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation | * Pasting different shapes of leaves |  | Leaves  Water paint  Papers  pencils | Teacher’s collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Addition with regrouping Addition of digit one number to 2 digit number | * Counting * Adding given tasks with carrying | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answer oral and written question | * Problem solving * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing addition with carrying | Mk bk.2 pg 108 primary Mtc for ug. Bk.2 pg 29-30 |
|  | WED |  |  | ENGLISH | Analogue e.g. cat is to kitten as calf is to cow  Teacher is to pupils as doctor is to patient | * Describing analogies * Listing down some of the analogies | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing analogies * Listing down some of the analogies | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the analogies | Junior Eng. Bk.2 pg 67 |
|  |  |  |  | LIT I | Letter practice Rr  Words and sentences | * Practicing letter Rr * Practicing to write words with letter Rr. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Rr * Practicing to write words with letter Rr | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Prepared work on sheets of papers (tracing prepared work) | Teacher’s own collection  Learners’ reading eng pg68 |
|  | WED |  |  | ART AND CRAFTS | Modeling things we use at home | * Modeling things like pots, plates, cups | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Modeling things like pots, plates, cups | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Clay models like pots, plates, cups i.e. real materials | Teacher’s collection |
|  | THUR |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Adding two digit numbers to digit numbers with regrouping | * Adding two digit numbers to two digits numbers with regrouping | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Adding two digit numbers to two digits numbers with regrouping | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Text books  Chalkboard illustration | Mk.prim mtc bk.2 pg 29  Prim sch mtc bk2 pg 29 |
|  |  |  |  | ENGLISH | Homophones same sound different meaning e.g.  See-sea  Pool-pull  Here-hear | * Describing homophones * Identifying examples of homophones | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing homophones * Identifying example of homophones * Doing a written and oral activity | * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  A chart showing some of the examples of homophones | Eng Aid 3 pg 66  Jun. Eng 2 pg 21, 51, 79 |
|  | THUR |  |  | LIT I | Substitution table related to things we make | * Making sentences from the substation table | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making sentences from the substitution table (orally or in written form) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real objects | Teacher’s own collection |
|  | FRID |  |  | Lit II | 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 |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | MON |  |  | Lit II | Uses of things we make  Decoration e.g. table mats, table clothes for teaching and learning | * Identifying things we use for decoration | * Role play * Reading * Whole class discussion * Recitation * Debate * Interview * Mapping | * Identifying things we use for decoration | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Real objects | Teacher’s own collection |
|  |  |  |  | MATHS | Uganda shillings money denominations coins and notes | * Describing the Uganda shillings money. * Identifying and observing the features on Ugandan money. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Observing Uganda shillings | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real objects coins and notes | Mk.bk2 pg 122  Understanding Mtc bk1 74-76  Mk bk1 pg.94 |
|  | MON |  |  | LIT I | Descriptive composition about things we make, the materials used and their uses | * Reading the given descriptive composition * Answering written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on papers | Teacher’s own collection |
|  |  |  |  | English | Use of a question mark | * Describe a question mark * use of question mark | * whole class discussion * brain storming | * use of a question mark * describe a question mark | * negotiation * creative thinking | Chalkboard  Illustration | Ess eng wk bk 3  Pg 5  Pri eng bk 2 pg16 |
|  |  |  |  | ART AND CRAFTS | Making table mats | * Making mats |  |  | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Manilla papers  Pair of scissors | Teacher’s own collection |
|  | TUES |  |  | Lit II | Parts a flowering plants (flowers, stem, branch, roots, fruits, leaves) | Naming parts of flowering plant | * Guided discovery * Discussion | * Drawing and naming a flowering plants | * Critical thinking | * A chart showing parts of a flowering plant |  |
|  |  |  |  | MATHS | Features on money | * Identifying and observing the features on money * Answering oral and written questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Identifying and observing the features on money. * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money (coins and notes) | Mk. Bk2 pg. 122-123  Mk. Bk.1 pg 94 |
|  |  |  |  | ENGLISH | **Vocabulary**  Animals, plants, building, birds  Structures  What are they?  They are …..? | * Reading * Spelling * Answering questions | * Look and say * Question and answer | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | Word cards | MK thematic English bk 2 pg 47 |
|  |  |  |  | LIT I | Spellings and dictation  Words sentences related to the theme (environment) | * Reading and studying the learnt words * Taking dictation of the learn words * Making sentences using the learnt words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading and studying the learnt words. * Taking dictation of the learnt words * Making sentences using the learnt words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words related to the environment |  |
|  | TUES |  |  | ART AND CRAFTS | Our environment | * Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills……. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills….. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Papers  Colour  Pencils  Environment | Teacher’s own collection |
|  | WED |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Comparing different money denominations | * Comparing different money denominations * Observing the features on different money denominations | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Comparing different money denominations * Observing the features on different money denominations | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money | Mk prim Mtc pg 95  Mk bk2 pg 123 |
|  |  |  |  | ENGLISH | **Vocabulary**  Cow, sheep, rabbit, pig, monkey, lion, zebra, snake  Structure  It is a ……?  Yes, no, it is not | * Forming * Reading * Spelling | Look and say  Guided discovery | * Articulation * Decision making | * Word cards * Sentences | Thematic  Bk 2  Pg 47 |  |
|  |  |  |  |  | **Vocabulary**  **Things we make eg mats** | * Name * Drawing | Observation  Brain storming | * Drawing * Naming * Matching | * Care * Responsibility | Real things we make | Eng [practice bk 2 pg 42 |
|  | WED |  |  | LIT I | Sound “tr” words and sentences using the given sound | * Forming words using sound tr * Reading words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming words using sound tr * Reading words formed | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – tr | Learning reading eng pg |
|  |  |  |  | English | Gender  Feminine (female  Masculine (male | * Give the male for the female | * Discussion * Brain storming | * Naming * Describing * Reading | * Appreciation * Care * Responsibility | A chart showing gender | Jr. eng bk 2 pg 40 |
|  |  |  |  | Lit II | Sources of water  Lakes wells, springs, streams, swamps,  Uses of water   * for washing * for bathing * for drinking * for cooking | Identifying and naming sources of water | * discussion * question and answer | * drawing and naming water sources | * self awareness * critical thinking | * A charat showing sources of water. |  |
|  |  |  |  | MATHS | Adding money | * Counting * Adding given * Reading | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Adding given * Reading | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real money | Prim mtc 2000  bk1  pg.96-98  prim mtc 2000 bk2 pg 124 |
|  | THUR |  |  | LIT I | Comprehension passage related to the theme (environment) | * Reading comprehension passage related to the theme. * Answering oral and written questions about the theme. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper | Teacher’s own collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Word problems involving addition of money | * Reading word problems about addition of money. * Answering oral and written questions about addition of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Mk prim Mtc bk2  pg 124  Mk bk1 pg 96-98 |
|  |  |  |  | ENGLISH | **Adjectives**  **Comparing adjectives** | * Compare * Adjectives * Use of adjective | * Discussion * Group method * Role play | * Comparing * Answering * Writing | * Critical thinking * Effective communication | * Comparing   Adjective | Std eng aid pg 53 |
|  | FRID |  |  | LIT I | Fill in composition related to the theme (environment) | * Reading the composition about the theme (environment) | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of papers  Chalkboard illustration | Teacher’s own collection |
|  |  |  |  | ART AND CRAFTS | Importance of things in our environment | * Drawing, shelter, food, medicine, decoration (flowers), protection (fence) | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing shelter, food, medicine, decoration (flowers). Protection (fence) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Pencils  Paper  Colours  Text books | Teacher’s own collection |
|  |  |  |  | Lit II | 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 |  |
|  | MON |  |  | MATHS | Subtraction of money | * Counting * Reading and answer the given exercise * Regrouping * Observing money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Reading and answering the given exercise * Regrouping * Observing money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper  Chalkboard illustration | Mk bk2 pg 127 |
|  |  |  |  | LIT I | Picture plant  Naming the parts of the plant and giving their uses | * Observing a plant identifying different parts of a plant. * Mentioning some of the uses of plants parts. * Drawing | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A real plant  A chart showing a picture of a plant | Inter scie bk. Pg 28-31  Rs thematic lit pg 11 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **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 |
|  | TUES |  |  | MATHS | Word problems involving subtraction of money | * Doing written and oral questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the word problems * Doing a written exercise | * Problem solving * Brain storming * Grouping * Interview * Whole class discussion | Chalkboard illustration  Text books  Prepared work on sheets of paper | Mk bk.2 pg 128 |
|  |  |  |  | ENGLISH | Past tense verbs that don’t change e.g hurt, shut, burst, read | * Reading and writing * Using verbs | * Brain storming * Discussion | * Reading * Writing | * Brian storming * Critical thinking | A chart showing verbs that do not change in past tense |  |
|  |  |  |  | LIT I I | **PEACE AND SECURITY**  **Peace**  Peace is living in harmony without fighting or quarrelling with one another  **Security**  Security is living with protection and freedom | Defining peace  Defining security | * Guided discovery * Discussion * Question and answer | * Defining peace and security * Drawing naming and colouring [pictures about peace and security | * Critical thinking * Self awareness * Reasonability | * Flash cards |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | WED |  |  | Lit II | Uses of different parts of a plant | * Identifying uses of different parts on a plant | * Role play * Reading * Oral method * Whole class * Recitation * Debate * Interview * Mapping | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Fountain bk1 pg 5 |
|  |  |  |  | MATHS | Mixed exercise in addition and subtraction of money | * Addition of money * Subtraction of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Addition of money * Subtraction of money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Text books | Tr’s own collection |
|  |  |  |  | ENGLISH | REVISION |  |  |  |  |  |  |
|  |  |  |  | LIT I | Sound – th | * Pronouncing sound ‘th’ * Making words using sound ‘th’ * Fill in words with sound th * Underline words with sound th | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing sound ‘th’ * Making words using sound ‘th’ | * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – th | Tr’s own collection  Learning reading eng pg |
|  | WED |  |  | ART AND CRAFTS | Modeling things in our environment | * Modeling * Mixing clay | * Guided discovery * Demonstration * Brain storming | * Modeling * Mixing clay | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Clay  Water | Tr’s own collection |
|  |  |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Shopping | * Describing shopping * Carrying out shopping * Counting money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing shopping * Counting money | * Creative thinking * Critical thinking * Effective communication * Problem solving * Cooperation * Negotiation | Class shop | Mk. Bk1 pg 97-98 bk pg 126 |
|  |  |  |  | ENGLISH | **Vocabulary**  **Lakes, river, well, tap,**  **Structures**  **Is it a ……….?**  **Yes,/ no it is …..** | * Reading * Spelling * Answering questions | * Look and say | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | A chart | Tr’s guide bk 1 pg 97 |
|  |  |  |  | LIT I | REVISION |  |  |  |  |  |  |
|  | THUR |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | 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 |  |
|  | FRID |  |  | MATHS | Topical questions | * Reading and answering the topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading and answering the topical questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Tr’s own collection |
|  |  |  |  | ENGLISH | **Vocabulary**  Burns , fire, grass, cut, axe, tree  Structures  What is he/she doing?  He/she is ….. | * Pronouncing * Spelling * Answering questions | * Listen, say and use | * Reading * Spelling * Answering questions | * Articulation * Fluency | Word cards | Tr’s guide nk 1 pg 97 |
|  |  |  |  | LIT I | Sentences arrangement about peace and security | * Re-arranging sentences related to peace and security | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Re-arranging sentences related to peace security | * Creative thinking * Critical thinking * Effective communication | Prepared paper work | Tr’s collection |
|  |  |  |  | Lit II | How to prevent insecurity  Helping others  Listening to elders etc | * Identifying * Preventing | * Question and answer * Discovery * Discussion | * Critical thinking * Self awareness * Expression | * Role playing * Reading * Writing | Chalkboard illustrations |  |
|  |  |  |  | MATHS | Mathematical statements on addition  Words used; plus, add, altogether.  More sum, total | * Reading the mathematical statements. * Recognition of the vocabulary used | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Recognition of the vocabulary used | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Chalkboard illustration | Prim sch mtc bk1 pg 30-32  Mk bk2 pg 35 |
|  | MON |  |  | LIT I | Sound “oa” | * Practicing sound oa * Forming words with sound oa | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter oa * Forming words with sound oa | * Appreciation * Creative thinking * Critical thinking * Responsibility * Care | Chalkboard illustration  Real objects (coat, goat) | Learning reading eng pg 65-66 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | People who keep peace and security in our community   * elders * guards * parents * teachers * army * police * LC * LDU * religious leaders | 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 |  |
|  | TUES |  |  | MATHS | Subtraction of words | * Subtracting given numbers | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Subtracting * Counting | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Counters | Mk bk1 pg 72  Mk bk2 pg 61 |
|  |  |  |  | MATHS | Mathematical statements multiplication | * Reading given statements * Working out mathematical multiplication statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading given statements * Working out mathematical multiplication statements | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Chalkboard illustration | Mk bk2 pg 44, 47, 48, 51, 52, 55  Pr sach Mtc bk2 pg49 |
|  |  |  |  | LIT I | Re-arranging word to form meaningful sentences | * Forming meaningful sentences by re-arranging words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming meaningful sentences by re-arranging words | * Appreciation * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Tr’s own collection |
|  | WED |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **Insecurity**  Causes of insecurity at home   * stealing * fighting * violence * diseases * poverty | 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 |  |
|  |  |  |  | English | Vocabulary  Fire. Fight, play, pray,. Like hate  Structures  What do you like?  I like /hate….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Mk thematic eng bk 2 95 |  |
|  |  |  |  | MATHS | Mathematical statements involving division | * Interpreting mathematical statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given mathematical statements * Doing a written exercise | * Sharing * Creative thinking * Critical thinking * Responsibility * Care | Text books  A chart showing some mathematical statements in division | Prim sch Mtc bk2 pg 6.  Mk bk2 pg 74-83 |
|  | THUR |  |  | LIT I | Picture composition | * Interpreting given pictures | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Doing an oral and written exercise | * Appreciation * Creative thinking * Critical thinking * Effective communication | A chart showing the picture.  Prepared work on sheets of paper (picture composition) |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | English | Vocabulary  Guns, spear, knife, needle, stone, sticks  Structures  Do you have a ……?  Yes/no…….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Creative thinking | Mk thematic eng bk 2 85 |  |
|  |  |  |  | MATHS | Mixed exercise in addition to multiplication and division |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  |  |  | Tr’s own collection |
|  | THUR |  |  | LIT I | Sound “tion” | * Whole class discussion * Making words with “tion” | * Phonetic * Reading * Oral method * Brain storming | * Making words with sound “tion” | * Creative thinking * Critical thinking * Effective communication | Jigsaws  A chart showing “tion” |  |
|  | MON |  |  | MATHS | Number families less than 10 | * Numbers less than 10 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  | * Creative thinking * Critical thinking * Problem solving | A chart showing the basic of number families |  |
|  |  |  |  | English | Vocabulary  Peace, love, safe, share, work, pray  Structures  What are they doing?  They are ……? | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Tr’s guide bk 1 pg 97 |  |
|  | TUES |  |  | MATHS | Multiplication by 3  Division by 3 | * Multiplying by 3 * Division by 3 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Doing a written exercise | * Creative thinking * Critical thinking * Problem solving | A chart showing the basics of number families |  |
|  |  |  |  | LIT I | Comprehension about people in our community | * Reading the given passage * Describing different people in our discussion community | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Creative thinking * Critical thinking | Prepared work on papers | Tr’s own collection |
|  |  |  |  | Lit II | 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 |  |  |
|  |  |  |  | English | Vocabulary  Policeman /woman  Soldier, teacher  Structure  What can you see?  I can see a | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Tr’s guide bk 1 pg 97  Mk thematic eng practice bk 2 pg 91 |
|  | Wed |  |  | LIT I | Guided composition about peace and security | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing | * Appreciation * Sharing * Creative thinking * Critical thinking * Self esteem | Chalkboard illustration and guided composition on sheets of papers | Tr’s collection |
|  |  |  |  | Lit II | * 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 |  |  |
|  |  |  |  | English | Vocabulary  Fighting  Sharing  Playing  Structure  What are they doing?  They are ……? | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Mk thematic eng bk 2 95 |
|  |  |  |  | Lit II | **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 |  |
|  |  |  |  | Lit II | * **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 |  |

**THEMATIC**

**SCHEME TERM TWO.**

**THEME: WEATHER**

**Expected learning outcome**: The child is able to know, appreciate and manage weather to improve production and the economy.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **THEME** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 1 | MONDAY | Lit II |  | **ELEMENTS AND TYPES 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. |  |
| MATH |  | Shapes i.e. circle, triangle, rectangle, square, oval, diamond | -identifying shapes, drawing and naming shapes, shading shapes  - identifies the number of sides of other shapes | Brain storming, guided  discovery | identifying shapes, drawing and naming shapes, shading shapes | Critical thinking  Creative thinking  appreciation | Modals of plain figures, objects in the classroom w/ chart | MK Bk 1pg 89-91,MK Bk 2 pg 70-72,Pr.Mtc for Ug. Pg 78 |
| ENGLISH |  | Vocabulary  Sun, rain, clouds, wind  Structures  It is …..(raining)  Yes, it is | Reading the words  Spelling  Forming words and sentences | Look  Say | Reading  Spelling  Forming sentences | Articulation  Creative thinking | Word cards | Tr’s guide bk 1 pg 97  Comprehension SST Bk pg 55 |
| LITERACY I |  | Sound “ea” i.e. words and sentences | Reading, spelling and writing words, forming and writing sentences | Class discussion  Inquiry, guided discovery, imitation | Reading, spelling and writing words, forming and writing sentence | Self expression critical thinking creative thinking logical thinking | Strip cards and wall cards | Word perfect spelling Bk 1 pg 30 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 1 | TUESDAY | Lit ii | **ELEMENTS AND TYPES OF WEATHER** | 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 |  |
| MATH | **Length**  What is length?  Comparing length using long  Standard units for length | Describing length  Comparing length | Brain storming guided discovery | Describing length  Comparing length | Appreciation confidence, effective communication ation | Objects in the classroom | Mk Bk 1 pg 99-100, |
| ENGLISH | Vocabulary  Windy , rainy., cloudy, sunny  Structures  What is the weather like?  It is ….  Is it …..?  Yes it is  Not , it is not | Reading word  Spelling words  Forming sentences | Listen  Say  Use  Guided discovery | Reading  \spelling  Forming sentences | Pronunciation  Critical thinking | A chart showing the words and structures | Tr’s guide bk 1 pg 97  Comprehensive SST Bk pg 56-57 |
| LITERACY I | Letter practice : (**Ii**)  Words and sentences | Writing letters, words and sentences.  Reading letters, words and sentences. | Class discussion, inquiry, guided discovery, imitation, demonstration | Writing letters, words and sentences.  Reading letters, words/sentences | confidence, effective communication, self appreciation | Strip cards, wall charts | Mk Eng. Bk1 and 2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 1 | WEDNESDAY | Lit II | **ELEMENTS AND TYPES OF WEATHER** | uses of clouds e.g nimbus clouds give us rain  types of weather  sunny  cloudy  rainy  windy | 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 naming four types of weather | critical thinking  appreciation  manipulation  confidence | A chart showing types of weather |  |
| MATH | **Length**  Comparing length using **longer, shorter, taller** and **higher** | Describe and compare length  Identifies the length of objects | Brain storming guided discovery  Class discussion | Drawing  Describing length Comparing | Manipulative confidence, critical thinking appreciation | Objects in class, chart showing comparison |  |
| ENGLISH | Vocabulary  Water, axe, knife, panga, hoe etc  Structures  What is this?  It is ……  This/that is a …… | Pronouncing  Reading words  Forming words and sentences | Look  Say  Guided discovery | Pronouncing  Reading  Forming sentences | Articulation  Fluency | Word cards  Sentence strips | Tr’s guide pg 97 |
| LITERACY I | Comprehension exercise about weather makers | Interpret weather chart and the elements  Answer questions about weather | Brain storming guided discovery | Interpreting the weather chart  Answering oral and written exercises | Critical thinking, logical thinking, appreciation | Strip cards and wall cards, weather chart | Tr’s own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| \_T  1 | THURSDAY | **Lit II** | Uses of different types of weather: windy, cloudy, sunny, rainy | Managing different weather changes  Rainy  Sunny  Windy | Describing  Managing | Story telling  Discussion | Drawing  Naming | Appreciation  Critical thinking | Real objects eg umbrella , sweaters  Gumboots | | |
| | | MATH | **Non standard units ( measures):** using parts of the body to determine distance**.** | Describe non standard units used to determine distance.  Measure distance using non standard units. | Brain storming guided discovery  Demonstration | Describing non standard units used to determine distance.  Measuring distance using non standard units | Manipulative appreciation, critical thinking, estimation, recording | Objects in the classroom e.g. c/board, tables, chairs, door, windows etc. | Mk Bk 2 pg |
| ENGLISH | Vocabulary  Seed, plant  Structures  S he/she / is ….(weeding  Yes, he/she is | Reading word  Spelling words  Forming sentences | Look and  Say  Guided discovery | Reading  Spelling  Forming sentences | Articulation  Respect  Confidence | Word cards  Sentence strips | Understanding integrated science bk 2 pg 45 |
| LITERACY | Guided composition about types and elements of weather | Read and fill the gaps correctly | Class discussion, inquiry, guided discovery, imitation, demonstration | Reading and filling the gaps correctly | Expression, critical thinking, logical thinking | Prepared work on paper, weather chart |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **L/SKILL** | **INST MAT** | **REF** |
| 2 | FRIDAY | Lit ii | **ACTIVITIES FOR DIFFERENT SEASONS** | Things we use e.g. umbrella , rain coat, gum boots,  Jackets, evst , hat. Sunglasses | Naming different things uses on rainy day , sunny, and cloudy, and windy day |  |  |  |  |  |
| MATH | **Standard units**  - Standard unit for measuring distance.  -Measure distance in metres | Describe the standard units for measuring distance.  Measure distance in metres. | Brain storming guided discovery  Demonstration | Describing non standard units used to determine distance.  Measuring distance using non standard units | Manipulative appreciation, critical thinking, estimation, recording | 1- metre rulers c/board, tables, chairs, door, windows etc. | Pr. Sch. Mtc. Bk 2 pg 56, MK bk2 pg 137-139. |
| ENGLISH | Vocabulary  Shirt, dress, sweater, hat, jacket , socks  Structures  What is this/that…  This /that is a …..  It is a ….. | Pronouncing  Reading  Forming sentences | Listen  Say and use | Pronouncing  Reading  Forming sentences | Pronunciation  Fluency  Cooperation | Word cards  Sentences strips |  |
| LITERACY | Sound ‘**ee**’  Words and sentences | Read, spell and write words.  Construct correct sentences. | Class discussion, inquiry, guided discovery, imitation, demonstration | Reading, spelling and writing words.  Constructing sentences | Expression, critical thinking, reading and writing | Strip and wall cards |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 2 | MONDAY | LIT II | **ACTIVITIES FOR DIFFERENT SEASONS** | Activities done in different types of weather | Identifying the different activities done on different types of weather | Discussion  Explanation  Story telling  Role play | Drawing  Naming  Shading | Responsibility  Decision making  Critical thinking |  |  |
| MATH | **Addition in metres (horizontally and vertically)**  a) 2m + 4m =\_\_\_ m  b) 3 1 m  + 4 8 m  Word statements in addition of distance | Measure distance in metres  Add in metres  Read the units | Brain storming guided discovery  Problem solving | Measuring distance in metres.  Adding in metres.  Reading the units | manipulative, confidence, recording appreciation, critical thinking | 1- metre rulers, c/board illustrations | MK bk 2 pg. 140 |
| ENGLISH | Vocabulary  Pin, knife, thorn, stone, broken glass, needle  Structures  Show me a …..  This is a…..  That is a….. | Pronouncing  Reading words  Forming sentences with correct responses | Look and use  Substitution methods | Pronouncing  Reading  Forming sentence | Articulation  Responsibility | Word cards  Sentence strips |  |
| LITERACY | Letter practice : **‘Jj’** words and sentences | Write letters, words and sentences.  Read letters, words and sentences | Class discussion, inquiry, guided discovery, imitation, demonstration | Writing letters, words and sentences.  Reading letters, words and sentences | Expression, critical thinking, reading and writing | c/board illustrations, strip and wall cards | MK. Bks 1/2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | TUESDAY | LIT II | **ACTIVITIES FOR DIFFERENT SEASONS** | Garden tools and their uses e.g hoe, panga etc | Identify the garden tools  Naming the uses of the garden tools | Question and answer  Explanation | Drawing  Naming | Appreciation  Critical thinking | A drawn chart showing garden tools |  |
| MATH | **Subtraction in metres**  **(horizontally and vertically)**  6m – 3m = \_\_ m   1. 8m   - 4m  Word statements | Measure distance in metres.  Subtract in metres. | Brain storming  Inquiry  Problem solving  discovery | Measuring distance in metres.  Subtracting in metres.  counting | Manipulative, appreciation, critical thinking, logical thinking, recording | 1-metre rulers, classroom floor, doors, etc. | MK bk2 pg 32 |
| ENGLISH | Vocabulary  Hurts. Cuts, burns, poison, fall  Structures A…..cuts  The tree is falling | Pronouncing  Reading words  Using the structures with the given words | Look and way  Guided discovery | Pronouncing  Reading  Using the structures | Articulation  Responsibility | Word cards | English practice bk pg 56-57 |
| LITERACY | Compr. Exercise  Jumbled sentences related to weather | Read, match and write /re-arrange sentences. | Class discussion, guided discovery, imitation, demonstration | Reading, matching and writing /re-arranging sentences | Expression, critical thinking, reading and writing | Strip cards, prepared work on paper, c/board illustr. | Eng. Work bk. 1 pg. 20-21 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 2 | WEDNESDAY | LIT II | **ACTIVITIES FOR DIFFERENT SEASONS** | Seasons  Types of seasons  Activities done in different seasons | Naming  Identifying activities done in each season | Explanation  Question and answer | Naming | Critical thinking  Appreciation | A chart showing activities done in each season |  |
| MATH | **Picture interpretation –**  **qns:**  What is the distance from \_\_\_ to \_\_\_\_? | -Interpret pictures related to distance  - Determine distance between two points. | Story telling, inquiry, guided discovery | Interpreting pictures related to distance  Determining distance between two points. | problem solving, appreciation, critical thinking, creative thinking, recording | Chart showing distance between two points | Mtc. Practice Bk1 pg 17 Pr. Mtc. Bk.2 pg 32 |
| ENGLISH | Vocabulary  Ill, well, sharp, prick, drown, knock fracture  Structures  Are you ill?  Is he hurt?  Playing situation / games | Reading words  Spelling words  Forming sentences using given words | Listen , say and use  Responsibility | Reading  Spelling  Forming sentences | Pronouncing  Concern  Responsibility | A chart showing the words and structures |  |
| LITERACY I | composition  -descriptive composition about weather | Describe elements and types of weather.  Read, form and write words | Class discussion, guided discovery, demonstration | Describing elements and types of weather.  Reading, forming and writing words | Creative thinking/writing, expression, critical thinking | Strip/wall cards, c/board illustrations | Teacher’ collection |

**THEME: ACCIDENTS AND SAFETY**

**EXPECTED LEARNING OUTCOME:** ***The child is able to identify and know the common accidents, understand the effects and the importance.***

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **THEME** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | MONDAY | LIT II | **ACCIDENTS AND SAFETY** | **ACCIDENTS AND SAFETY AT HOME** | Definition of accidents  Common accidents at home e.g cuts, burns etc | Defining  Naming common accidents | Story telling  Discussion  Role play | Drawing  Naming | Critical thinking  Manipulative  Confidence |  |  |
| MATH | **Ordinal numbers ( 1st – 20th )**  no. Word  1st first  2nd second  3rd third  4th fourth  5th five | Identifying  Recognizing numbers  Counting using ordinal numbers | Brain storming  Guided discovery | Identifying numbers  Recognizing numbers  Counting  Writing | Manipulative, appreciation, critical thinking, problem solving | A chart showing ordinal numbers | MK bk1 pg 74 |
| ENGLISH | Vocabulary  Mother, sister, brother, father, baby, uncle, aunt, daughter, son , grandfather etc  Structures  His/her name is ….. | Reading words  Spelling words  Using the structures using the words given | Look and say  Fluency  Respect | Reading  Spelling  Using the structures | Awareness  Togetherness  Cooperation | A chart showing the words | Comprehensive SST bk pg 16 |
| LITERACY | **Sound ‘th’**  Words and sentences | Read, spell and write words.  Construct sentences | Class discussion, inquiry, discovery, demonstration, imitation | Reading, spelling and writing words.  Constructing sentences | Pronunciation, critical thinking, reading/writing | Strip/wall cards, c/board illustrations | Tr.’ collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | DAY | L/AREA | SUB THEME | CONTENT | COMPETENCES | MTHDS | ACTVT | LIFE/SK | INST MAT | REF |
|  | TUESDAY | LIT II | **EFFECTS AND MANAGEMENT OF WEATHER** | **Objects which cause accidents at home e.g. razorblade, knife etc** | Identifying cause of accidents at home | Discussion  Story telling | Drawing and naming objects that cause accidents | Critical thinking  Manipulative  Confidence | Razorbalde , knfe |  |
| MATH | **Counting numbers 5-100** | Counting numbers 50 -100  Writing numbers names 50-100 | Brain storming  Discovery, question and answer | Counting  Writing numbers and number names  Matching | Appreciation, manipulative, critical thinking, problem solving | Chart showing numbers and their number names | Mk pri mtc bk1 pg 42 |
| ENGLISH | Vocabulary  Potatoes, fish, banana, beans , millet, peas, eggs, etc  Structures  What are they?  What are these? | Reading words  Spelling words  Forming sentences | Look and say  Guided discovery | Reading  Spelling  Forming sentences | Pronunciation  Fluency | Word cards | Understanding integrated science bk 2 pg 61 |
| LITERACY | **Picture** composition  Activities done on different types of weather | Interpret pictures  Form, read and write words/ sentences.  Answer oral and written questions | Class discussion, inquiry, guided discovery, imitation, demonstration | Interpreting pictures.  Answering oral and written questions | Expression, articulation, pronunciation | Strip and wall cards, prepared pictures on paper | Tr.’ collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 3 | WEDNESDAY | NEWS | **EFFECTS AND MANAGEMENT OF WEATHER** | Causes of accidents at home e.g playing with fire etc | Monitoring the different ways how we get accidents at home | Discussion \story telling | Writing  Naming accidents at home | Critical thinking, manipulative, confidence ,appreciation | Chart showing |  |
| MATH | **Missing addends:**  **Numbers less than 10.**  + 5 = 7  6 + = 9 | Find missing addends | Brain storming  Question and answer,  Inquiry, discovery | Finding missing addends, drawing and counting | Manipulative, appreciation, critical thinking, problem solving | Chart showing number families, c/board illustrations | MK 2000 Bk 2 pg 98-99 Pr, Sch. Mtc Bk 2 pg 5 |
| ENGLISH | **Vocabulary**  **Sheep, market, garden, farm, lakes, animals, plants**  **Structures**  **Where do you get eggs?**  **Do you like fish?** | Pronouncing words  Reading words  Answering questions  Form sentences | Listen  Say and use  Question and answer | Pronouncing  Reading  Answering question | Articulation  Confidence | A chart showing the words | Understanding integrated science bk2 pg 54 |
| LITERACY | Comprehension: activities done on different weather | Read and write words /sentences  Answer oral and written questions | Guided discovery, imitation, demonstration, class discussion | Reading and writing words/ sentences  Answering oral and written questions | Expression, critical thinking, creative thinking, articulation | Strip/wall cards, c/board illustrations, prepared work | Tr.’ collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 3 | THURSDAY | NEWS | **EFFECTS AND MANAGEMENT OF WEATHER** | Common accidents on the way to school e.g dog bites , car knock etc | Identifying accidents on the way to school | Discussion  Story telling  Explanation | Drawing  Naming different accident on the way to school | Self awareness  Responsibility critical thinking | Boots, raincoat, umbrellas, sweater, spelling lists, text bks. |  |
| MATH | Grouping in twos  Multiplication table 2 | Grouping in twos  Counting in twos | Brain storming  Question and answer,  Inquiry, discovery | Reading  Writing  Grouping  Counting | Manipulative, appreciation, critical thinking, problem solving | Chart showing multiplication table 2 | Pri mtc bk 1 pg 35-37, mk bk 2 pg 44 |
| ENGLISH | The alphabet i.e. arranging letters in a, b, c order | Arranging letters in order of the alphabet  Read the letters | Imitation, demonstration, class discussion | Arranging letters in order of the alphabet | Logical thinking, self  Expression ,reading and writing | The alphabet chart | Read and write std 2 pg 7-8, Eng Aid bk 3 pg 26 |
| LITERACY | composition  **Guided** comp. about dangers and managing weather. | Read and write words / sentences. | Guided discovery, demonstration, class discussion | Reading and filling the composition correctly. | Critical thinking, problem solving, confidence, appreciation | Prepared work on paper | Tr.’ collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WEEK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVTTY** | **LIFE/SK** | **INST MAT** | **REF** |
| 4 | MONDAY | NEWS | **ACCIDENTS AND SAFETY AT HOME** | Causes of accidents on way to school e.g. over speeding, over loading , playing on the road | Naming causes of accidents on the way to school |  | Drwing and naming cause of the accidents on the way to school |  |  |  |
| MATH | **Multiplying by 2**  2 x 2  4 x 2  6x2  Word statements by 2 | Grouping in twos  Count in groups of two  Multiply by 2 | Brain storming  Guided discovery | Grouping in twos  Counting in twos  Multiplying by two | Manipulative  Appreciation  Critical thinking | A chart showing groups of two | MK pr. Mtc 2000 bk 1 pg 35-38 |
| ENGLISH | The Alphabet i.e. arranging words in a,b,c order | Reading and writing words in a,b,c order | Imitation  demonstration, class discussion | Reading and writing words in a,b,c order | Appreciation, self expression , confidence , effective communti | The alphabet chart | Pr. Eng bk 2 pg 2  Read and write std 2 pg -7-8pg, eng aid bk3 pg 26 |
| LITERACY | **Sound ‘ch’**  Words and sentences | Read, spell and write words.  Construct sentences. | Class discussion, inquiry, guided discovery, imitation, demonstration | Reading, spelling and writing words.  Constructing sentences | Expression, critical thinking, pronunciation, articulation | Strip/wall cards, c/board illustration | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 4 | TUESDAY | NEWS | **ACCIDENTS AND SAFETY AT HOME** | Safety on the road (road signs)  e.g humps, zebra crossing | Identifying different road signs | Discussion  Story telling | Drawing and naming | Creative thinking, critical thinking, manipulative | Chart showing common accidents, text books | Fount. Pr. Scie.bk2 pg 103, bk1 p29-34 |
| MATH | **Dividing by**. e.g.  2 ÷ 2=  4 ÷ 2=  6 ÷ 2=  Word statements | Read word statements  Interpret word statements  Solve word statements | Brain storming  Guided discovery | Reading  Interpreting  Solving | Manipulative, Appreciation, Critical thinking, problem solving, confidence | Chart showing sharing by two  Real objects, Counters e.g books, pencils,. Etc . | MK. Bk2 pg 74-75, Sch. Mtc. bk2 pg 33 |
| ENGLISH | Prepositions **(showing position)** in, on,under,over, near, next to… | Construct sentences  Read words and sentences  Draw pictures  Fill in the correct preposition | Imitation  demonstration, class discussion | Constructing sentences  Reading words and sentences  Drawing pictures | Logical thinking, self expression, creative thinking | Chart showing prepositions, class objects, text books | MK Eng. Bk1 and 2, eng Aid bk 3 pg 47-48 |
| LITERACY | **Letter practice: Kk Kk Kk**  Words and sentences with letter Kk | Write letter **Kk** correctly.  Identify words with letter **Kk**  Read and write letters, words/ sentences. | Class discussion, imitation, demonstration | Identifying words with letter Kk  Reading / writing letters, words/ sentences | Critical thinking, expression, reading and writing | Strip/wall cards, c/board illustrations | MK Eng. bks 1 and 2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **S/ THM** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 4 | WEDNESDAY | NEWS | **ACCIDENTS AND SAFETY AT HOME** | Prevention of accidents on the road . | Identify ways of preventing accidents | Discussion  Explanation  Observation | Writing  Reading  Role playing | Self awareness  Caring  Careative | Chart showing common accidents, | Fount. Pr. Scie.bk2 pg 103, bk1 p29-34 |
| MATH | **Fraction**  Making and shading wholes | Make  Name and shade wholes | Guided discovery,  Brain storming | Making  Naming  Shading wholes  Cutting and folding | Appreciation, critical thinking | A chart showing wholes | Pri mtc 2000 bk 1 pg 80-84 |
| ENGLISH | Prepositions to, at , by , against, on | Construct sentences  Read words and sentences  Draw pictures | Imitation  demonstration, class discussion | Constructing sentences  Reading words and sentences  Drawing pictures | Logical thinking, self expression, creative thinking | Chart showing prepositions, class objects, text books | Essential Eng wk bk 3 pg 27 |
| LITERACY | Comprehension sentence re- arrangement related to accidents at home | Read sentences and re- arrange sentences. | Class discussion  Inquiry  Guided discovery  imitation | Reading sentences and re- arranging sentences. | Expression, critical thinking, reading and writin, pronunciation | Strip /wall cards, prepared on computer | Tr’. Own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 4 | THURSDAY | Lit ii | **ACCIDENTS AND SAFETY AT HOME** | Common accidents at school | Naming common accidents at school | Role play  Discussion  Question and answer | Drawing  Naming | Self awareness  Caring | Chart showing accidents, text bks | Tr’s own collection |
| MATH | **Fractions**  Making and shading haves  ½ | Make, name and shade halves | Brain storming  Guided discovery  demonstration | Making, naming and shading halves  Cutting and folding | Critical thinking, manipulative, appreciation | Fruits like oranges, pawpaw, pineapples , a chart showing halves | MK Bk 1 pg 108-113, Pr. Sch. Mtc. Bk 1pg 76, bk2 pg 57 |
| ENGLISH | Plurals changing **‘y’** to **‘i’** before adding ‘**es**’ | Read words  Form plurals  Write words in plural form  Chaning ‘y’ to ‘ies’ | Imitation, demonstration, class discussion | Reading words  Forming plurals  Writing words in plural form | Logical thinking, self-expression | Chart showing plural forms | Read and write bk 2 pg 27-30, Essential wk bk pg 9 |
| LITERACY | composition  Guided composition related to accidents at home. | Read and write words/sentences correctly. | Class discussion, inquiry  Guided discovery, imitation | Reading and writing words/sentences. | Expression, critical thinking, articulation | Prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 5 | MONDAY | NEWS | ACCIDENTS AND SAFETY ON THE WAY | Causes of accidents at school | Identifying causes of the accidents  Mention ways of preventing accidents |  |  |  |  |  |
| MATH | **Fractions**  Making and shading quarters 1  **4** | Make shade and name quarters | Brian storming  Guided discussion  Discovery | Making shading and naming quarters  Cutting and folding | Manipulative, appreciation, critical thinking, , | Fruits like oranges, pawpaw, pineapples , a chart showing, knives etc halves | Pr. Sch. Mtc. Bk 1pg 62 , MK bk 2 pg 93 |
| ENGLISH | Plurals-continue  -Changing **‘y’** to **‘i’** beforeadding **‘es’** | Read words  Form plurals  Write words in plural form | Imitation, demonstration, class discussion | Reading words  Forming plurals  Writing words in plural form | Logical thinking, self expression | Strip cards , chart showing plural forms | Junior Eng bk1pg 27,Eng Aid2 pg 35 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 5 | TUESDAY | NEWS | ACCIDENTS AND SAFETY ON THE WAY | Ways of preventing accidents at school | Mentioning ways of preventing accidents | Role play  Question and answer  Discussion | Identifying causes of accidents on the way.  Drawing and naming | Confidence, appreciation, manipulative, critical thinking, creative thinking, problem solving | Chart showing common accidents, text books | Comprehensive SSt. Bk 2pg 50, bk1 pg 7-9 |
| MATH | **Fractions**  Making and shading other fractions  1 , 1, 2  **3, 8, 3** | Make, shade and make other fraction | Brain storming  Guided discovery | Making, shading and naming other fractions  Cutting and folding | Manipulative, appreciation, critical thinking, t | Chart showing other fraction o eg. ranges, pawpaws, bananas, knives papers | MK Bk 2 pg 89-97 , Pr. Sch. Mtc. Bk, bk2 pg 57, Pr. |
| ENGLISH | **Plurals**:  Changing ‘**f**’ to ‘**v’** before adding ‘**es**’ | -Read words  -Form plurals  -Write words in plurals  Change ‘f’ to ‘ves’ | Imitation, demonstration, class discussion | -Reading words  -Forming plurals  -Writing words in plurals | Logical thinking, self expression, reading and writing | A chart showing nouns in the plural form | Ess.Eng. wk bk2 pg35,  Junior Eng.1 pg 28 |
| LITERACY | Picture composition  Accidents on the way to school.  **(falling off a tree)** | Interpret pictures.  Read words and sentences.  Write words and sentences.  Answer questions. | Class discussion, inquiry  Guided discovery, imitation, demonstration | Interpreting pictures.  .Writing words and sentences.  Answering oral and written questions | Expression, critical thinking, logical thinking, confidence | Different pictures showing accidents on the way, text books | Comprehensive SSt. Bk 2pg 50, bk1 pg 7-9 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 5 | WEDNESDAY | NEWS | ACCIDENTS AND SAFETY ON THE WAY | How to prevent accidents on the way. | Describe ways of preventing accidents on the way | Story telling  Class discussion, role play  demonstration | Describing ways of preventing accidents on the way | Critical thinking, manipulative, confidence, appreciation | Chart showing how to prevent accidents | Compreh. SSt bk 2 pg 50, bk1 pg 7 -9 |
| MATH | **Addition of fractions** | Add fractions . | Brain storming Guided discovery | Counting fraction  Adding  Reading . | critical thinking, problem solving, | Chart showing unity fractions. | MK bk2 pg 96 |
| ENGLISH | **Plurals**- continued: changing ‘**f**’ to ‘**v**’ before adding ‘**es**’ | Read and write words and sentences. | Imitation, demonstration, class discussion | Reading and writing words and sentences | Logical thinking, self expression, reading/writing | Chart showing plurals | Ess.Eng wk bk 2 pg. 3, Jr. 1pg 28 |
| LITERACY | Picture interpretation **(a motor accident)** | Interpret pictures.  Read words and sentences.  Write words and sentences.  Answer questions. | Class discussion, inquiry  Guided discovery, imitation, demonstration | Interpreting pictures.  .Writing words and sentences.  Answering oral and written questions | Expression, critical thinking, logical thinking, confidence | Different pictures showing accidents on the way, text books | Comprehensive SSt. Bk 2pg 50, bk1 pg 7-9 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 5 | THURSDAY | NEWS | ACCIDENTS AND SAFETY ON THE WAY | Road signs | Identify, name and colour road signs.  Describe uses and meaning of road signs. | Story telling  Class discussion  Role play | Identifying, naming and colouring road signs. | Critical thinking, manipulative, confdence | Models of road signs. Txt bks, chart | MK bks 1,2,3 and 4 |
| MATH | **Subtracting fractions** | Counting  Writing  Reading. | Guided discovery,  Brain storming | Reading  Counting fractions | , appreciation, creative thinking, problem solving, | A chart showing fractions | MK bk2 pg 96/ pri mtc bk 1 pg 61 |
| ENGLISH | **Doing words**: Doubling the last letter before adding ‘**ing**’ | Read words  Spell words  Add ‘ **ing**’ to doing words | Imitation, demonstration, class discussion | Reading and spelling words.  Adding ‘ing’ to doing words. | Logical thinking, confidence, reading/writing | A chart showing doing words | Jr. Eng. Bk2 pg 15, Bk 1 pg 13 |
| LITERACY | Comprehension exercise about road signs. | Read and comprehend the text and answer questions. | Class discussion, inquiry  Guided discovery, imitation, demonstration | Reading the text and answer questions | Expression, critical thinking, logical thinking, confidence | Expression, critical thinking, reading and writing | Tr’s own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 6 | MONDAY | NEWS | ACCIDENTS AND SAFETY AT SCHOOL |  |  |  |  |  |  |  |
| MATH | **Time** | Identify the hands  Telling time in full hours | Brain storming  Guided discovery | Identifying the hands  Counting time  Reading time  Writing time | appreciation, critical thinking, solving, awareness | Clock face | Mk bk 1 pg 109, understanding mtc bk 2 pg 72-73 |
| ENGLISH | **Doing words**: **(continued)**Doubling the last letter before adding ‘**ing**’ | Read words  Spell words  Add ‘ **ing**’ to doing words | Imitation, demonstration, class discussion | Reading and spelling words.  Adding ‘ing’ to doing words. | Logical thinking, confidence, reading/writing atticulation | A chart showing doing words | Jr. Eng. Bk2 pg 15, Bk 1 pg 13, Std 3 pg 14-16 |
| LITERACY | Sound **‘wh’**  Words and sentences | Read, spell and write words.  Form and write sentences | Class discussion, inquiry  Demonstration, guided discovery, imitation | Reading, spelling and writing words.  Forming and writing sentences | Expression, critical thinking, logical thinking, confidence | Strips/wall cards, chalk board illustrations | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | TUESDAY | NEWS | ACCIDENTS AND SAFETY AT SCHOOL |  |  |  |  |  |  |  |
| MATH | **Time**  Showing time | Drawing  Writing  Reading | Brain storming  Guided discovery | Drawing  Reading  Writing | Appreciation, critical thinking , awareness | Clock faces | Understanding mtc bk 2 pg 74-75 |
| ENGLISH | **Doing words:** Doubling the last letter before adding ‘**ed**’ | Read and write words in the past tense correctly. | Imitation, demonstration, class discussion | Reading and writing words in the past tense.  Adding ‘ed’ on doing words | Logical thinking, self expression, reading and writing | Chart showing the kind of verbs in past tense | Jr. Eng. Bk 1 pg 13, bk2 pg 15 |
| LITERACY | **Letter practice: ‘Ll’**  Words and sentences | Write words and sentences.  Read words and sentences. | Class discussion, inquiry  Guided discovery, | Writing words and sentences.  Reading words and sentences | Expression, confidence pronunciation, articulation | Strip/wall cards, c/board illustrations | MK Eng bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | WEDNESDAY | NEWS | ACCIDENTS AND SAFETY AT SCHOOL |  |  |  |  |  |  |  |
| MATH | **Addition of time in full hours** | Counting  Writing  Reading | Brain storming  Guided  Discovery | Counting  Reading  Writing | Appreciation , logical thinking , problem solving, critical thinking | Counters  Straws | Tr’ collection |
| ENGLISH | **Doing words: (continued)**Doubling the last letter before adding ‘**ed**’ | Read and write words in the past tense correctly. | Imitation, demonstration, class discussion | Reading and writing words in the past tense.  Adding ‘ed’ on doing words | Logical thinking, self expression, reading and writing | Chart showing the kind of verbs in past tense | Jr. Eng. Bk 1 pg 13, bk2 pg 15 |
| LITERACY | Comprehension passage about accidents at school | Read the text, comprehend and answer questions. | Demonstration  Imitation  Role play  Question and answer | Reading the text and answering oral and written questions. | Logical thinking, confidence, articulation | Prepared work on paper | Tr’s own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 6 | THURSDAY | NEWS | ACCIDENTS AND SAFETY AT SCHOOL |  |  |  |  |  |  |  |
| MATH | **Subtraction of time full hours** | Counting  Reading  Writing | Guided discovery  Explanation | Counting  Reading  Writing | Appreciation , critical thinking , | Counters, straws | Tr’s collection |
| ENGLISH | **Punctuation**  **Comma (,)**  She bout eggs, onions , tomatoes | Use of the comma correctly  Read the sentences | Class discussion observation  Explanation | Reading and writing sentences | Logical thinking, self-expression, reading, writng | Chalkboard illustration | Jr. eng bk 2 pg 15, bk 13 |
| LITERACY | Picture composition about accidents at school. | Describe the picture  Form and write sentences. | Imitation, demonstration,  Class discussion  discovery | Describing the picture  Forming and writing sentences | Expression, critical thinking, reading and writing | Prepared work on paper | Tr’s own collection |

THEME: ***LIVING TOGETHER***

***EXPECTED LEARNING OUT COME: The child is able to identify people relate and appreciate ways of living with them harmoniously.***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |trbrdrv|tblind0\*|brdrw10 |brdrw10 |brdrs|clshdrawnil \*|cltxbtlr|brdrs**WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 10 | MONDAY | NEWS | LIVING TOGETHER IN A FAMILY, SCHOOL AND COMMUNITY | Definition of a family  Type of family | Defining family  Naming different types of families | Discussion  Role play | Describing people in the family | Critical thinking  Apprecition  Confidence | Chart showing family members | Sharing our world bks 1/2 |
| MATH | **Revision** | Geometry | Explanation  Question and answer | Reading  Writing | Problem solving , creative thinking | Chalkboard illustration |  |
| ENGLISH | **Punctuation**  **Capital letters** | Put capital letters where necessary  Read the sentences | Class discussion  Explanation | Reading writing sentences | Logical thinking, self expression , reading, writing | Chart showing capital letters | Jr. Eng. Bk1 pg 51. bk2 pg 29 |
| LITERACY | **Sound ‘cr’** words and sentences. | Read, spell and write words.  Form and write sentences. | Inquiry, class discussion  Guided discovery | Reading, spelling and writing words.  Forming and writing sentences. | Expression, critical thinking, pronunciation, reading and writing | Strip and wall cards, chalkboard illustrations | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | TUESDAY | NEWS | LIVING TOGETHER IN A FAMILY, SCHOOL AND COMMUNITY | Family relationship  Examples of relatives i.e. uncles, aunt, niece etc | Naming  Identifying | Discussion  Role play | Describing people in the family | Critical thinking  Apprecition  Confidence | Chart showing family members | Sharing our world bks 1/2 |
| MATH | Revision | Graphs | Explanation  Question and answer | Reading  Writing | Problem solving , creative thinking | Chalkboard illustration |  |
| ENGLISH | **Punctuation**  **Capital letters** | Put capital letters where necessary  Read the sentences | Class discussion  Explanation | Reading writing sentences | Logical thinking, self expression , reading, writing | Chart showing capital letters | Jr. Eng. Bk1 pg 51. bk2 pg 29 |
| LITERACY | composition related to family **(free writing)** | Describe the family, people and their roles. | Class discussion  Inquiry  Guided discovery  Imitation | Describing the family, people and their roles. | Expression, creative thinking and writing, critical thinking | prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
|  | WEDNESDAY | NEWS | LIVING TOGETHER IN A FAMILY, SCHOOL AND COMMUNITY | Family tree | Drawing  Naming  Identifying | Discussion  Role play | Describing people in the family | Critical thinking  Apprecition  Confidence | Chart showing family members | Sharing our world bks 1/2 |
| MATH | Revision | Sets | Explanation  Question and answer | Reading  Writing | Problem solving , creative thinking | Chalkboard illustration |  |
| ENGLISH | **Short forms The apostrophe**  Using it to join not words pronouns. E.g. He is not  Is not . | Read and write words.  Join not to a given word | Imitation  Demonstration, class discussion | Reading and writing words.  Joining other words to pronouns using the apostrophe | Logical thinking, self expression, reading and writing | Chart showing use of the apostrophe. | Jr. Eng. Bk1 pg 51. bk2 pg 29 eng aid bk 3 pg 55 |
| LITERACY | composition related to school **(free writing)** | Describe a school, people and their roles. | Class discussion  Inquiry  Guided discovery  Imitation | Describing a school, people and their roles. | Expression, creative thinking and writing, critical thinking | prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 10 |  | NEWS | LIVING TOGETHER IN A FAMILY, SCHOOL AND COMMUNITY | How different members in the family, school and community help one another. E.g. participating in weddings, church ceremonies etc… | Describe ways members in the family, school and community help one another. | Story telling  Class discussion  Role play | Describing ways members in the family, school and community help one another. | Creative thinking, manipulative, confidence, appreciation, problem solving | Chart showing different people in the community. | Sharing our world bks ½, MK bks 1/2 |
| MATH | Revision | Word statements in addition, subtraction, division and multiplication | Explanation  Question and answer | Reading  Writing | Problem solving , creative thinking | Chalkboard illustration |  |
| ENGLISH | Short forms of the months of the year. | Read and write months of the year in short forms. | Demonstration, class discussion, inquiry, imitation | Reading and writing months of the year in short forms. | Logical thinking, self expression, reading and writing | Strips/ wall cards /a chart showing days of the week. | Ess. Wk bk 1 and2 |
| LITERACY | composition related to community **(free writing)** | Describe a community, people and their roles. | Class discussion  Inquiry  Guided discovery  Imitation | Describing a community, people and their roles. | Expression, creative thinking and writing, critical thinking | prepared work on paper | Tr’ own collection |

**THEME: *FOOD AND NUTRITION***

**EXPECTED LEARNING OUTCOME: *The child is able to tell the sources of food, appreciate the uses and demonstrate ways of keeping it safe.***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 7 | MONDAY | NEWS | NAMES AND SOURCES OF FOOD | What is food?  Names of food | Describe food  Name, draw and colour common foods. | Class discussion, discovery, story telling | Describing food  Naming, drawing and colouring common foods. | Critical thinking, manipulative, confidence, | Common foods  Text books | Monitor bk 1 pg 23, Comp. SSt bk pg 32 |
| MATH | **Days of the week** | Reading  Writing days of the week | Brain storming  Guided discovery | Reading and writing days f the week | Appreciation, critical thinking, problem solving | Calendar, | Pri mtc mk bk 1 pg 110 |
| ENGLISH | Describing words eg tall tree  A big box | Identifying opposites  Describing  Reading words  Writing words | Imitation  Demonstration  Class discussion | Identifying  Describing  Reading  Writing | Logical thinking, self expression, reading and writing | Strips/ wall cards /a chart showing days of the week. | Ess. Wk bk 1 pg 57-58 |
| LITERACY | Sound **‘bl’**  Words and sentences | Read, spell and write words.  Form and write sentences. | Class discussion, inquiry  Guided discovery  demonstration | Reading, spelling and writing words.  Form and write sentences. | Expression, critical thinking, logical thinking | Strip/wall cards, chalkboard illustrations | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 7 | TUESDAY | NEWS | NAMES AND SOURCES OF FOOD | **Sources of food**  Main sources of food i.e. plants and animals.  Food from plants and animals. | Identify main sources of food  Draw and name food from plants and animals. | Story telling  Class discussion  Role play | Identifying main sources of food  Drawing and naming food from plants and animals. | Critical thinking, manipulative, confidence, appreciation | Text books, pictures showing food from plants and animals | Monitor bk 1 pg 23, Comp. SSt bk pg 32, Fountain Scie bks1/2 |
| MATH | **Months of the year** | Reading  Naming  Writing the months of the year | Brain storming  Guided discovery  Explanation | Reading  Writing the months of the year | Appreciation, critical thinking and problem solving | Calendar | Mk bk 2 pg 133 |
| ENGLISH | Opposites  e.g long/tall-short  dry – wet | Read and write words  Form opposites of words | Imitation, demonstration  Class discussion | Reading  Writing  Words and sentences | Logical thinking, expression, pronunciation | Chart showing opposites | Pri. Eng bk1 pg 29 |
| LITERACY | School food time table  **Questions**  a) On which day do they eat eggs and watermelon | Read, comprehend and answer questions correctly. | Story telling, class discussion, demonstration  discovery | Reading, comprehending and answering questions. | Creative thinking, expression, articulation, reading/writing | Prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 7 | WEDNESDAY | NEWS | NAMES AND SOURCES OF FOOD | Places where we get food. E.g. lakes, rivers, garden, shop, markets etc. | Identify places where we can get food.  Draw and colour | Guided discovery  Class discussion, | Identifying places where we can get food.  Drawing and colouring | Problem solving, creative thinking, critical thinking, appreciation, confidence | Kinds of food, pictures showing the places. | Monitor bk 1 pg 23, Comp. SSt bk pg 32, Fountain Scie bks1/2 |
| MATH | **Months of the year** | Naming  Writing and  Ordering the months of the year | Brain storming  Guided discovery  Explanation | Reading  Writing and ordering the months of the year | Appreciation, critical thinking, problem solving, awareness | Calendar | Mk bk 2 pg 133 |
| ENGLISH | Comparing describing words adding ;er’ eg tall – taller | Read words and sentences  Write words add ‘er’ to describing words  Compare the adjectives | Imitation  Demonstration  Class discussion | Reading  Writing  Words and sentences  Adding ‘er to describing words | Logical thing, reading and writing | Chart showing comparing adjectives | Jr. eng bk pg , read nad write bk pg 72, eng aid bk 3 pg 53 |
| LITERACY | Substitution table related to food. | Read and construct sentences. | Class discussion, inquiry  Guided discovery  demonstration | Reading and constructing sentences. | Expression, critical thinking, logical thinking | Prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 7 | THURSDAY | NEWS | NAMES AND SOURCES OF FOOD | Animal and plant products. E.g. butter, cooking oil, ghee, yoghurt etc. | Name, draw and colour animal and plant products. | Guided discovery, story telling, class discussion | Naming, drawing and colouring animal and plant products | Critical thinking, confidence,appreciation | Text books, animal / plant products | Monitor bk 1 pg 23, Comp. SSt bk pg 32, Fountain Scie bks1/2 |
| MATH | **Picture graph** | Interpreting the graph  Drawing  Reading  Writing | Brain storming  Guided discovery  Explanation | Forming graphs  Reading the information  Writing | Manipulative, creative thinking, | Chart showing picture graphs, books, pencils, tins, etc… | MK bk 1pg 85- 86, MK bk 2 pg 65-69. Pr. Mtc for Ug2nd Ed pg 80-81 |
| ENGLISH | **Comparing describing words adding ‘er’ and ‘est’** fat-fatter-fattest | Read, write words and sentences  Add ‘er’ to describing words  Compare the adjectives | Imitation  Demonstration, | Reading and writing words adding e’r to describing words  . | Logical thinking, self expression, articulation, | Chart showing comparing adjectives | Jr.Eng.bk 1 pg 80 read and write bk 2 pg 72, eng aid bk 3 pg 53 |
| LITERACY | Guided composition  about names and sources of food. | Read the given text and complete it correctly. | Class discussion, inquiry, guided discovery, imitation | Reading the given text and completing it correctly. | Expression, critical thinking, reading and writing | Prepared work on paper | Tr’ own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 8 | MONDAY | NEWS | USES OF FOOD | Importance of food to the body.  **health, strength, growth** | Describe the importance of food to the body. | Story telling, class discussion, role play | Describing the importance of food to the body. | Critical thinking, manipulative confidence | Text books, real food | Compreh. SSt bk 1 pg 32, Undst. int.scie.bk2 pg 62. |
| MATH | **Block graph** | Interpreting  Counting  Reading | Guided discovery  Brain storming | Reading  Drawing  Writing | Manipulative, appreciation, critical thinking, | A chart showing block graph | Pri. Bkl pg 85 |
| ENGLISH | Present simple tense (adding s to the verb) eg play – plays | Identifying doing words that take ( s )  Forming oral and written sentences | Whole class discussion  Discovery | Adding ‘s’ to doing words  Spelling  Constructing and writing sentences | Critical thinking, self-expression, logical thinking , fluency , audibility | Strip cards, flash cards . wall charts | Eng aid std bk 2 pg 28 , word perfect spelling bk 1 pg |
| LITERACY | Sound **‘dr’** words and sentences | Read, spell and write words.  Form and write sentences. | Demonstration  Imitation  Inquiry  Class discussion | Reading, spelling and writing words.  Forming and writing sentences. | Logical thinking, self expression, reading, writing | Strip cards and wall cards, chalkboard illustrations | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 8 | TUESDAY | NEWS | USES OF FOOD | Health giving food(**glow foods)**  **Values**: vitamins and minerals  **Food**: fruits and vegetables | Describe health giving foods  Name, draw and colour health giving food. | Class discussion, guided discovery, | Describing health giving foods  Naming, drawing and colouring health giving food. | Manipulative, logical thinking, critical thinking, creative, confidednce | Text bks, fruits and vegetables | Comprehension SSt bk 1 pg32, under int. Scie. Bk2 pg 62 |
| MATH | Subtraction on a numberline | Drawing  Writing  Counting numbers | Brain storming  Guided discovery  inquiry | Drawing  Counting  Writing | Manipulative, critical thinking, problem solving, appreciation | A chart showing a numberline | Tr’s collection |
| ENGLISH | Present simple adding ‘es’ to the verb e.g catch-catches | Identifying doing words forming oral and written sentences | Whole class discussion  Discovery  Imitation | Adding ‘s’ to doing words | Self-expression , critical thinking, fluency logical reasoning | Strip cards, flash cards. wall charts | Eng aid std bk 2 pg 28 , word perfect spelling bk 1 pg |
| LITERACY | Letter practice: **‘Mm’** words and sentences | Write letters, words and sentences.  Read letters, words and sentences. | Class discussion, demonstration, imitation | Writing letters, words and sentences.  Reading letters, words and sentences. | Expression, critical thinking, pronunciation, reading and writing | Strip and wall cards, chalkboard illustrations | MK bks 1 and 2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 8 | THURSDAY | NEWS | USES OF FOOD | Body building foods **(grow foods)**  **Values:** proteins  **Food:** beans, milk, meat, chicken | Describe body building food.  Name, draw and colour body building food. | Story telling  Class discussion  Guided discovery | Describing body building food.  Naming, drawing and colouring body building food. | Critical thinking, manipulative, confidence, appreciation | Text books, real food | Compreh. SSt. Bk1 pg 32, uderst.Int. Scie. Bk 2 pg 62. |
| MATH | **Revision** | Fractions  Names and shading | Brain storming  Guided discovery | Naming  Shading  Counting | Appreciation , critical thinking |  | Mk bk 2 pg |
| ENGLISH | **Past tense**  **Adding ‘d’ to the verb**  **e.g move-moved** | Identifying doing words  Add ‘d’ to the verbs | Whole class discussion  Demonstration  Imitation | Adding ‘d’ to the verb n the past tense | Logical thinking, self-expression, reading and writing | Sheets of paper with prepared work | English Aid bk 3 pg 14 |
| LITERACY | Guided composition  About classes of food. | Read, comprehend and fill the gaps correctly. | Story telling  Demonstration  Class discussion | Reading and filling the gaps correctly. | Logical thinking, articulation, expression, reading and writing | Prepared work on paper | Tr’s own collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 9 | MONDAY | NEWS | KEEPING FOOD SAFE | **Ways of keeping food safe**  Covering,  Cooking,  Keeping in clean containers,  washing | Describe ways of keeping food safe. | Class discussion  Demonstration imitation | Describing ways of keeping food safe. | Creative thinking expression, appreciation | Food clean containers, chart | Underst. Int. Pr. Scie Bk 2 pg 91 |
| MATH | Revision | Place value; -  Expand | Class discussion  Brain storming  Explanation | Expanding | Critical thinking, problem solving, appreciation, expression | Counters  Bottle tops | Tr’ collection |
| ENGLISH | **Past tense**  **Adding ‘ed’ to the verb e.g jump-jumped** | Identifying words that take ‘ed’ | Whole class discussion  Demonstration  Imitation | Adding ‘ed’ to the verb in the past tense | Logical reasoning, self expression, critical thinking | Wall chart  Flash cards | Tr’ collection |
| LITERACY | **Sound ‘cl’**  Words and sentences | Read, spell and write words.  Form and write sentences. | Inquiry, class discussion  Guided discovery | Reading, spelling and writing words.  Forming and writing sentences. | Expression, critical thinking, pronunciation, reading and writing | Strip and wall cards, chalkboard illustrations | Word sounds bks 1 and2 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | MATH |  | **revision** | Operation on numbers | Explanation  Question and answer | Doing a written revision activity | , creative thinking, critical thinking |  |  |
| ENGLISH | **Past tense adding ‘ied’ to the verb ie. Cry-cried** | Reading and writing iei words in the past tense | Class discussion  Demonstration  Discovery | Adding ‘ied’ to the verb in the past tense | Logical thinking, self expression, reading and writing | Wall charts  Flash cards | Tr’ collection |
| LITERACY | Sentence re-arrangement. **Preparing tea.** | Read and re-arrange sentences correctly. | Class discussion  Discovery  Inquiry | Reading and re-arranging sentences correctly | Expression, critical thinking, creative thinking, appreciation | Prepared work on paper | Tr’ collection |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **WK** | **DAY** | **L/AREA** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **MTHDS** | **ACTVT** | **LIFE/SK** | **INST MAT** | **REF** |
| 9 | THURSDAY | NEWS | KEEPING FOOD SAFE | Good eating habits  Washing hands before eating food, eating quietly, etc. | Describe good eating habits. | Demonstration  Imitation  Guided discovery | Describe good eating habits.  Role playing | Critical thinking, manipulative, appreciation | Food, water, utensils | MK Int. Scie bk 4 pg 14 |
| MATH | Revision | Measures - capacity, time, length | Explanation  Question and answer | Reading  Writing | Problem solving , creative thinking | Chalkboard illustration |  |
| ENGLISH | **Pronouns** ie pronouns in singular and plural form  He,she, it , you, they, we. You | Identifying pronouns, constructing sentences using the given pronouns | Whole class discussion  Imitation  Interview  Discovery | Reading  Writing forming sentences | Self expressing  Critical thinking  Creative thinking | Wall charts  Strip cards |  |
| LITERACY | Guided composition related to food preservation | Read, comprehend and fill the gaps correctly. | Class discussion, inquiry, guided discovery, imitation | Reading, and filling the gaps correctly | Expression, articulation, critical thinking, reading and writing | Prepared work on paper | Tr’ own collection |

**P1.THEMATIC**

**SCHEME TERM THREE.**

2018.

**THEME:** TRANSPORT AND COMMUNICATION

**SUB THEME:** Types and means of transport

**EXPECTED LEARNING OUTCOME**: The child is able to identify types and means of transport, appreciate the use and compare transport in terms of

capacity, speed and fare.

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WK | DAY | Theme | Subtheme | LEARNING AREA | CONTENT | COMPETENCE | METHODS | ACTIVITIES | LIFE SKILLS | INSTRUCTIONAL MATERIALS | REF |
|  |  |  |  | LIT II | Definition of transport  types of transport  road  water  railway  air | drawing and naming the types of transport | brain storming  discussion  question and answer | drawing and naming the types of transport | creative thinking]  decision making | a chart showing types of transport |  |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  | MON |  |  | ART AND CRAFTS | Types of transport | * Naming the different types of transport * Drawing the different types of transport | * Whole class discussion * Brain storming * Photographs * Small group * Explanation |  |  |  |  |
|  |  |  |  | Lit II | 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. |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS  (mass) | What is weight?, | * Things we weigh. * Comparing weight * Different things we use to weigh | * Whole class discussion * Brain storming * Photographs * Grouping * Interviews * Explanation * Drawing | * Compare different objects | * Grouping * Counting * Comparing * Naming | Books tops counters exercise books, text books, prepared work on papers  -Real objects | Mk bk.2 pg 76-77 |
|  | MON |  |  | ENGLISH | Vocabulary  Road, railway, air, water,  Structures  What is this/that  This/that is ….  Conjunctions using and in relation to | * Pronouncing * Spelling * Describing conjunctions * Using some of the examples of conjunction * Constructing sentences using some of the learnt conjunctions | * Look and say * Phonetic * Reading * Oral method * Whole class * Discussion * Explanation * Brain storming | * Pronouncing * Spelling * Describing * Listening * Constructing sentences | * Effective communication * Critical thinking * Creative thinking * Appreciate * Articulation * Awareness | A chart showing how to use the conjunctions and some of the examples of conjunctions | Essential work bk pg 56 |
|  |  |  |  | MATHS | Addition of weight  Word statements  Subtraction of weight | * Adding * Interpreting * Subtracting | * Whole class discussion * Brain storming * Explanation * Drawing | * Reading * Adding * Interpreting * Subtracting | * Problem solving * Word interpretation * Effective communication | -Chalk board illustration  -A chart showing some of the word problems in addition of weight | Mk. Prim mtc bk.2 pg 77 |
|  |  |  |  | ENGLISH | Vocabulary  Car, bus, train, aeroplane, ship, boat  Structures  What are these?  These/those are ….  Joining sentences related and using “and” | * Reading * Spelling * Forming sentences * Joining sentences using and constructing perfect sentences | * Listen , say and use * phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing * Confidence * Responsibility * Constructing perfect sentences * Joining sentences | * Creative thinking * Critical thinking * Effective communication | -Chalk board illustrates  - A chart showing use of and. | Eng Aid bk2 pg 31  Oxford bk1 pg 20-21 |
|  | TUES |  |  | LIT 1 | Sound “ght” words and sentences using the given sound | * Making words with sound “ght” * Constructing sentences using the words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound “ght” | * Creative thinking * Critical thinking * Effective communication | - Jig saws  - A chart showing sound ght | Teacher’s collection  Learning reading eng pg 134 |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS | Thread pulling | * Making different designs using the thread * Handling the three in a proper way | * Whole class discussion * Drawing * Brain storming * Grouping * Observation |  |  | Papers  Water paint | Teacher’s collection |
|  | WED |  |  | Lit II | 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 |  |
|  | THUR |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | What is capacity?  Things we measure  Containers used  Comparing capacity of containers | * Comparing capacity of different containers |  |  | * Co-operation * Care * Sharing * Responsibility * Creative thinking * Problem solving * Appreciate | Real materials used to compare capacity  A chart showing some of the things used to compare capacity and how to do it. | Mk bk.1 prim math pg 102  Bk.2 mk 148 |
|  |  |  |  | ENGLISH | Vocabulary  Heavy, light, big, small  Structures  The ……is  Bigger than …….  Similes…………  As…..as e.g. as green as grass. As cold as ice | * Reading * Spelling * Answering questions * Describing similes * Constructing sentences using the mentioned similes | * Look and say * Guided discovery * Whole class discussion * Debate * Interview * Brain storming | * Articulation * Describing similes * Constructing sentences using the mentioned similes | * Creative thinking * Critical thinking * Effective communication |  |  |
|  |  |  |  | LIT I | How I spent my holiday | * Describing how they spent their holidays | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral question | * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Teacher’s collection |
|  |  |  |  | MUSIC |  |  |  |  |  |  |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Measuring capacity using non standard units | * Describing the term measuring * Describing non standard units * Measuring capacity | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing the term measuring * Describing non standard units * Measure capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects used to measure capacity | Prim mtc bk. 1 pg 101  Prim mtc bk.2 |
|  |  |  |  | ENGLISH | Group names e.g. a bar of soap, furniture, fruit, birds, animals, collective nouns e.g. a herd of cattle  Tray of eggs,  Flock of sheep  A team of players  A school of fish | * Identify different group names * Constructing sentences using group names | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Identify different group names. * Constructing sentences using group names | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing use of group names  A chart showing collective nouns | Junior Eng bk.2 pg 37  Eng Aid bk.2 pg 49  Read and write bk.2 |
|  | FRID |  |  | LIT I | Letter practice Mm Mm Mm Mm  Words and sentences | * Practicing letter Mm Mm Mm Mm * Writing words with letter m * Make sentence with sound m | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Mm Mm Mm Mm * Writing words with letter m. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Wall charts | Tr’s collection |
|  |  |  |  | Lit II | Things we make at home and at school using local materials are called crafts  Example of things we make mats, drums, winnowers , pots etc. | Describing objects we make at home,  Matching | role play  discussion | Identifying things we make at home and school | Appreciation  Critical thinking | Real objects |  |
|  |  |  |  | MATHS | Standard units of measuring capacity | * Describing standard units * Measuring capacity | * Whole class discussion * Brain storming * Small group | * Describing standard units * Measuring capacity | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Real objects for measuring capacity e.g. glasses, jerrycans, basins, plates, mugs, cups, bottles | Prim Mtc bk 2 pg 69  Mk bk.2 pg 150 |
|  |  |  |  | ENGLISH | Commas use of comas i.e. to separate items in a list to show a pause | * Describing a coma * List the uses of a coma. * Use of a comma correctly | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing a coma * Listing the uses of a coma | * Negotiation * Creative thinking * Critical thinking * Effective communication | A chart showing use of commas | Pri eng bk 2  Pg 16 |
|  | MON |  |  | LIT I | Picture interpretation related to transport | * Interpreting given pictures * Constructing appropriate sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Constructing appropriate sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing picture interpretation related to transport | Mon Eng. Course pg. 44-46, thematic lit I pg 100-102  Tr’s collection |
|  |  |  |  | ART AND CRAFTS | Means of transport | * Drawing the different means of transport * Describing the different means of transport | * Whole class discussion * Drawing * Model * Brain storming * Grouping * Observation | * Drawing different means of transport * Describing the different means of transport | * Drawing * Appreciation * Creative thinking * Critical thinking * Effective communication | Text books  A chart showing the means of transport | Teacher’s collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Adding in litres | * Describing what litres are * Adding in litres | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing what litres are * Adding in letters | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing addition of litres | Mk. Bk.2  Pg 151 |
|  | TUES |  |  | ENGLISH | Past tense of irregular verbs e.g. – went  Go –went  See-saw | * Describing what past tense is. * Listing some of the examples of irregular verbs * Using some of the learnt examples of irregular verbs in sentences | * Discussion * Brain storming * reading | * Describing what past tense is. * Listing some of the example of irregular verbs. * Using some of the learnt example of irregular verbs in sentences | * Interview * Whole class discussion * Brain storming * Guided discovery * Small group inquiry | A chart showing the use of irregular verbs | Junior Eng bk.1 pg 49  Ess eng wk bk 3 pg 20 |
|  |  |  |  | LIT I | Cross word puzzles about transport dialogue | * Reading the words given. * Identifying words from the puzzle * Using the words from the puzzle to sentences | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the words given * Identifying words from the puzzle * Using the words from the puzzle to construct sentences | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers  Chalkboard illustration | Teacher’s Resource bk. |
|  | TUES |  |  | ART AND CRAFTS | Banana & stalk printing | * Making different designs using banana stalks | * Drawing * Models * Observation * Whole class discussion * Grouping * Brain storming | * Making different designs using banana stalks | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Papers  Pencils  Banana stalks  Water paints | Teacher’s collection |
|  | WED |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Word statement involving addition in litres |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem with understanding * Solving the given problem | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the prepared work about addition in word problems | Teacher’s collection |
|  |  |  |  | ENGLISH | Conjunction using because | * Join the sentences using because | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Constructing sentences * Listening | * Effective communication | Chalk board illustration | Standard eng aid bk 2 pg 32  Lets learn eng pp’s wk bk pg 87-88 |
|  | WED |  |  | LIT I | Comprehension passage about means of transport and where they are found e.g.  Bus – bus park  Ships – port  Taxi – taxi park  Hanger – aircraft  Garage – cars |  | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering and question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on papers | Teacher’s collection |
|  | |  | **THEME 10:** **THINGS WE MAKE**  **Expected learning outcome:** The child is able to identify, appreciate and express oneself aesthetically and imaginatively.  **SUB THEME:** Things we make at home and at school | | | | | | | | |
|  |  |  |  | Lit II | Ways of making crafts | Modeling, knitting, weaving | * Identifying ways of making crafts | * Guided discovery | * Identifying ways of making crafts | * Responsibility |  |
|  |  |  |  | MATHS | Subtraction in litres | * Subtracting given numbers * Counting | * Whole class discussion * Explanation * Grouping * Interviews * Drawing * Brain storming | * Subtracting in litres * Doing written exercise | * Problem solving * Appreciation * Counting * Co-operation | A chart showing how to subtract litres  Chalkboard illustration | Mk. Bk2 Prim Mtc pg….. |
|  |  |  |  | ENGLISH | Vocabulary  Ropes, doll, mat, port, ball, basket  Structure  Where is the ….  It is ……..  Double words (compound words) sentences using “but”  Milk+man=milkman  Flower+girl=flowergirl | * Reading * Spelling * Using the words * Describing compound words * Making sentences using the given compound words. | * Look and say * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Spelling * Using the words * Describing compound words. * Making sentences using the given compound words | * Articulation * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing compound words | Read and write pg 74-75  Std aid eng bk 2 g 23 |
|  | THUR |  |  | LIT I | Sound “oo” words and sentences using the given sound | * Making words with sound oo. * Reading the formed words * Making sentences using the formed words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making words with sound wh * Reading the formed words * Making sentences using the formed words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words with sound oo |  |
|  |  |  |  | Lit II | What is environment  Environment is things around us.  Components of the environment people lakes stones land, rivers, sail, animals, roads. | 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 |  |
|  |  |  |  | MATHS | Word problems involving subtraction in litres | * Reading the given word problems * Solving the given word problems | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given word problem * Solving the given word problem | * Solving problems * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Text books  A chart showing some of the problems involving subtraction in litres |  |
|  | FRID |  |  | ENGLISH | Vocabulary  Banana fibre , string, paper etc  Structures  What do you use to make …..?  I use …..to make.  Other plurals e.g. tooth – teeth  Mouse – mice  Goose – geese | * Pronouncing * Spelling * Answering questions * Identifying other plurals * Reading and writing given plurals * Changing given plurals | * Listen and, say and use * Question and answer * Whole class discussion * Brain storming * Interview | * Articulation * Identifying other plurals * Reading and writing given plurals * Changing given plural | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | A chart showing other plurals | Eng. Aid pg 32–33  Pri eng bk 2 pg 18 |
|  |  |  |  | LIT I | Comprehension passage about the things we make school and at home | * Reading the given comprehension passage. * Identifying things we need at home | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Prepared work on sheets of paper  Chalkboard illustration | Tr’s own collection |
|  |  |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Mixed exercise addition and subtraction in litres | * Adding in litres * Subtracting in litres | * Whole class * Discussion * Brain storming * Explanation * Interview * Drawing | * Adding in litres * Subtracting in litres | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the mixed exercise | Teacher’s collection |
|  | MON |  |  | ENGLISH | different words but same meaning e.g. weep – cry  Commence – start  Synonyms | * Identifying different words with same meaning * Writing the words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Doing a written exercise * Answering oral question | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Chart showing synonyms | Junior Eng. Bk.1 pg 63  Ess eng bk 3  Pg 54  Lets learn eng bk 1 pg 73 |
| 3 |  |  |  | LIT I | Guided composition about things we make and their uses | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Guided composition on sheets of paper | Teacher’s collection |
|  | MON |  |  | ART AND CRAFTS | Things we make | * Making thing we use at home e.g. mats, dolls, balls, ropes etc | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation |  |  |  |  |
|  |  |  |  | Lit II | 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. |  |
|  | TUES |  |  | MATHS | Topic questions on capacity | * Reading topical questions * Answering topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering written question | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalk board illustration  Prepared work on sheets of papers | Teachers collection |
|  |  |  |  | LIT I | Spelling and dictation words and sentences | * Reading the given words * Talking dictation | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading the given words * Talking dictation | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | A chart showing some of the words | Teachers collection |
|  |  |  |  | ART AND CRAFTS | Leaf printing | * Pasting different shapes of leaves | * Whole class discussion * Drawing * Models * Brain storming * Grouping * Observation | * Pasting different shapes of leaves |  | Leaves  Water paint  Papers  pencils | Teacher’s collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Addition with regrouping Addition of digit one number to 2 digit number | * Counting * Adding given tasks with carrying | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answer oral and written question | * Problem solving * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing addition with carrying | Mk bk.2 pg 108 primary Mtc for ug. Bk.2 pg 29-30 |
|  | WED |  |  | ENGLISH | Analogue e.g. cat is to kitten as calf is to cow  Teacher is to pupils as doctor is to patient | * Describing analogies * Listing down some of the analogies | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing analogies * Listing down some of the analogies | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  A chart showing some of the analogies | Junior Eng. Bk.2 pg 67 |
|  |  |  |  | LIT I | Letter practice Rr  Words and sentences | * Practicing letter Rr * Practicing to write words with letter Rr. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter Rr * Practicing to write words with letter Rr | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Prepared work on sheets of papers (tracing prepared work) | Teacher’s own collection  Learners’ reading eng pg68 |
|  | WED |  |  | ART AND CRAFTS | Modeling things we use at home | * Modeling things like pots, plates, cups | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Modeling things like pots, plates, cups | * Appreciation * Sharing * Creative thinking * Critical thinking * Effective communication | Clay models like pots, plates, cups i.e. real materials | Teacher’s collection |
|  | THUR |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Adding two digit numbers to digit numbers with regrouping | * Adding two digit numbers to two digits numbers with regrouping | * Whole class discussion * Brain storming * Models * Grouping * Drawing | * Adding two digit numbers to two digits numbers with regrouping | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Text books  Chalkboard illustration | Mk.prim mtc bk.2 pg 29  Prim sch mtc bk2 pg 29 |
|  |  |  |  | ENGLISH | Homophones same sound different meaning e.g.  See-sea  Pool-pull  Here-hear | * Describing homophones * Identifying examples of homophones | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Describing homophones * Identifying example of homophones * Doing a written and oral activity | * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  A chart showing some of the examples of homophones | Eng Aid 3 pg 66  Jun. Eng 2 pg 21, 51, 79 |
|  | THUR |  |  | LIT I | Substitution table related to things we make | * Making sentences from the substation table | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Making sentences from the substitution table (orally or in written form) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real objects | Teacher’s own collection |
|  | FRID |  |  | Lit II | 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 |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | MON |  |  | Lit II | Uses of things we make  Decoration e.g. table mats, table clothes for teaching and learning | * Identifying things we use for decoration | * Role play * Reading * Whole class discussion * Recitation * Debate * Interview * Mapping | * Identifying things we use for decoration | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration  Real objects | Teacher’s own collection |
|  |  |  |  | MATHS | Uganda shillings money denominations coins and notes | * Describing the Uganda shillings money. * Identifying and observing the features on Ugandan money. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Observing Uganda shillings | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real objects coins and notes | Mk.bk2 pg 122  Understanding Mtc bk1 74-76  Mk bk1 pg.94 |
|  | MON |  |  | LIT I | Descriptive composition about things we make, the materials used and their uses | * Reading the given descriptive composition * Answering written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on papers | Teacher’s own collection |
|  |  |  |  | English | Use of a question mark | * Describe a question mark * use of question mark | * whole class discussion * brain storming | * use of a question mark * describe a question mark | * negotiation * creative thinking | Chalkboard  Illustration | Ess eng wk bk 3  Pg 5  Pri eng bk 2 pg16 |
|  |  |  |  | ART AND CRAFTS | Making table mats | * Making mats |  |  | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Manilla papers  Pair of scissors | Teacher’s own collection |
|  | TUES |  |  | Lit II | Parts a flowering plants (flowers, stem, branch, roots, fruits, leaves) | Naming parts of flowering plant | * Guided discovery * Discussion | * Drawing and naming a flowering plants | * Critical thinking | * A chart showing parts of a flowering plant |  |
|  |  |  |  | MATHS | Features on money | * Identifying and observing the features on money * Answering oral and written questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Identifying and observing the features on money. * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money (coins and notes) | Mk. Bk2 pg. 122-123  Mk. Bk.1 pg 94 |
|  |  |  |  | ENGLISH | **Vocabulary**  Animals, plants, building, birds  Structures  What are they?  They are …..? | * Reading * Spelling * Answering questions | * Look and say * Question and answer | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | Word cards | MK thematic English bk 2 pg 47 |
|  |  |  |  | LIT I | Spellings and dictation  Words sentences related to the theme (environment) | * Reading and studying the learnt words * Taking dictation of the learn words * Making sentences using the learnt words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading and studying the learnt words. * Taking dictation of the learnt words * Making sentences using the learnt words | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words related to the environment |  |
|  | TUES |  |  | ART AND CRAFTS | Our environment | * Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills……. | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills….. | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Papers  Colour  Pencils  Environment | Teacher’s own collection |
|  | WED |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Comparing different money denominations | * Comparing different money denominations * Observing the features on different money denominations | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Comparing different money denominations * Observing the features on different money denominations | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Real money | Mk prim Mtc pg 95  Mk bk2 pg 123 |
|  |  |  |  | ENGLISH | **Vocabulary**  Cow, sheep, rabbit, pig, monkey, lion, zebra, snake  Structure  It is a ……?  Yes, no, it is not | * Forming * Reading * Spelling | Look and say  Guided discovery | * Articulation * Decision making | * Word cards * Sentences | Thematic  Bk 2  Pg 47 |  |
|  |  |  |  |  | **Vocabulary**  **Things we make eg mats** | * Name * Drawing | Observation  Brain storming | * Drawing * Naming * Matching | * Care * Responsibility | Real things we make | Eng [practice bk 2 pg 42 |
|  | WED |  |  | LIT I | Sound “tr” words and sentences using the given sound | * Forming words using sound tr * Reading words formed | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming words using sound tr * Reading words formed | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – tr | Learning reading eng pg |
|  |  |  |  | English | Gender  Feminine (female  Masculine (male | * Give the male for the female | * Discussion * Brain storming | * Naming * Describing * Reading | * Appreciation * Care * Responsibility | A chart showing gender | Jr. eng bk 2 pg 40 |
|  |  |  |  | Lit II | Sources of water  Lakes wells, springs, streams, swamps,  Uses of water   * for washing * for bathing * for drinking * for cooking | Identifying and naming sources of water | * discussion * question and answer | * drawing and naming water sources | * self awareness * critical thinking | * A charat showing sources of water. |  |
|  |  |  |  | MATHS | Adding money | * Counting * Adding given * Reading | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Adding given * Reading | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration  Real money | Prim mtc 2000  bk1  pg.96-98  prim mtc 2000 bk2 pg 124 |
|  | THUR |  |  | LIT I | Comprehension passage related to the theme (environment) | * Reading comprehension passage related to the theme. * Answering oral and written questions about the theme. | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper | Teacher’s own collection |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | MATHS | Word problems involving addition of money | * Reading word problems about addition of money. * Answering oral and written questions about addition of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Mk prim Mtc bk2  pg 124  Mk bk1 pg 96-98 |
|  |  |  |  | ENGLISH | **Adjectives**  **Comparing adjectives** | * Compare * Adjectives * Use of adjective | * Discussion * Group method * Role play | * Comparing * Answering * Writing | * Critical thinking * Effective communication | * Comparing   Adjective | Std eng aid pg 53 |
|  | FRID |  |  | LIT I | Fill in composition related to the theme (environment) | * Reading the composition about the theme (environment) | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of papers  Chalkboard illustration | Teacher’s own collection |
|  |  |  |  | ART AND CRAFTS | Importance of things in our environment | * Drawing, shelter, food, medicine, decoration (flowers), protection (fence) | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Drawing shelter, food, medicine, decoration (flowers). Protection (fence) | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Pencils  Paper  Colours  Text books | Teacher’s own collection |
|  |  |  |  | Lit II | 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 |  |
|  | MON |  |  | MATHS | Subtraction of money | * Counting * Reading and answer the given exercise * Regrouping * Observing money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Counting * Reading and answering the given exercise * Regrouping * Observing money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Prepared work on sheets of paper  Chalkboard illustration | Mk bk2 pg 127 |
|  |  |  |  | LIT I | Picture plant  Naming the parts of the plant and giving their uses | * Observing a plant identifying different parts of a plant. * Mentioning some of the uses of plants parts. * Drawing | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | A real plant  A chart showing a picture of a plant | Inter scie bk. Pg 28-31  Rs thematic lit pg 11 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **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 |
|  | TUES |  |  | MATHS | Word problems involving subtraction of money | * Doing written and oral questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the word problems * Doing a written exercise | * Problem solving * Brain storming * Grouping * Interview * Whole class discussion | Chalkboard illustration  Text books  Prepared work on sheets of paper | Mk bk.2 pg 128 |
|  |  |  |  | ENGLISH | Past tense verbs that don’t change e.g hurt, shut, burst, read | * Reading and writing * Using verbs | * Brain storming * Discussion | * Reading * Writing | * Brian storming * Critical thinking | A chart showing verbs that do not change in past tense |  |
|  |  |  |  | LIT I I | **PEACE AND SECURITY**  **Peace**  Peace is living in harmony without fighting or quarrelling with one another  **Security**  Security is living with protection and freedom | Defining peace  Defining security | * Guided discovery * Discussion * Question and answer | * Defining peace and security * Drawing naming and colouring [pictures about peace and security | * Critical thinking * Self awareness * Reasonability | * Flash cards |  |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  | WED |  |  | Lit II | Uses of different parts of a plant | * Identifying uses of different parts on a plant | * Role play * Reading * Oral method * Whole class * Recitation * Debate * Interview * Mapping | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Fountain bk1 pg 5 |
|  |  |  |  | MATHS | Mixed exercise in addition and subtraction of money | * Addition of money * Subtraction of money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Addition of money * Subtraction of money | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Text books | Tr’s own collection |
|  |  |  |  | ENGLISH | REVISION |  |  |  |  |  |  |
|  |  |  |  | LIT I | Sound – th | * Pronouncing sound ‘th’ * Making words using sound ‘th’ * Fill in words with sound th * Underline words with sound th | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Pronouncing sound ‘th’ * Making words using sound ‘th’ | * Creative thinking * Critical thinking * Effective communication * Care | A chart showing some of the words with sound – th | Tr’s own collection  Learning reading eng pg |
|  | WED |  |  | ART AND CRAFTS | Modeling things in our environment | * Modeling * Mixing clay | * Guided discovery * Demonstration * Brain storming | * Modeling * Mixing clay | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Clay  Water | Tr’s own collection |
|  |  |  |  | Lit II | 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. |  |
|  |  |  |  | MATHS | Shopping | * Describing shopping * Carrying out shopping * Counting money | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Describing shopping * Counting money | * Creative thinking * Critical thinking * Effective communication * Problem solving * Cooperation * Negotiation | Class shop | Mk. Bk1 pg 97-98 bk pg 126 |
|  |  |  |  | ENGLISH | **Vocabulary**  **Lakes, river, well, tap,**  **Structures**  **Is it a ……….?**  **Yes,/ no it is …..** | * Reading * Spelling * Answering questions | * Look and say | * Reading * Spelling * Answering questions | * Pronunciation * Confidence | A chart | Tr’s guide bk 1 pg 97 |
|  |  |  |  | LIT I | REVISION |  |  |  |  |  |  |
|  | THUR |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | 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 |  |
|  | FRID |  |  | MATHS | Topical questions | * Reading and answering the topical questions | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading and answering the topical questions | * Appreciation * Sharing * Responsibility * Creative thinking * Critical thinking * Effective communication * Care | Chalkboard illustration | Tr’s own collection |
|  |  |  |  | ENGLISH | **Vocabulary**  Burns , fire, grass, cut, axe, tree  Structures  What is he/she doing?  He/she is ….. | * Pronouncing * Spelling * Answering questions | * Listen, say and use | * Reading * Spelling * Answering questions | * Articulation * Fluency | Word cards | Tr’s guide nk 1 pg 97 |
|  |  |  |  | LIT I | Sentences arrangement about peace and security | * Re-arranging sentences related to peace and security | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Re-arranging sentences related to peace security | * Creative thinking * Critical thinking * Effective communication | Prepared paper work | Tr’s collection |
|  |  |  |  | Lit II | How to prevent insecurity  Helping others  Listening to elders etc | * Identifying * Preventing | * Question and answer * Discovery * Discussion | * Critical thinking * Self awareness * Expression | * Role playing * Reading * Writing | Chalkboard illustrations |  |
|  |  |  |  | MATHS | Mathematical statements on addition  Words used; plus, add, altogether.  More sum, total | * Reading the mathematical statements. * Recognition of the vocabulary used | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Recognition of the vocabulary used | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Chalkboard illustration | Prim sch mtc bk1 pg 30-32  Mk bk2 pg 35 |
|  | MON |  |  | LIT I | Sound “oa” | * Practicing sound oa * Forming words with sound oa | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Practicing letter oa * Forming words with sound oa | * Appreciation * Creative thinking * Critical thinking * Responsibility * Care | Chalkboard illustration  Real objects (coat, goat) | Learning reading eng pg 65-66 |
|  |  |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | People who keep peace and security in our community   * elders * guards * parents * teachers * army * police * LC * LDU * religious leaders | 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 |  |
|  | TUES |  |  | MATHS | Subtraction of words | * Subtracting given numbers | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading * Subtracting * Counting | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Counters | Mk bk1 pg 72  Mk bk2 pg 61 |
|  |  |  |  | MATHS | Mathematical statements multiplication | * Reading given statements * Working out mathematical multiplication statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading given statements * Working out mathematical multiplication statements | * Appreciation * Creative thinking * Critical thinking * Effective communication * Problem solving | Text books  Chalkboard illustration | Mk bk2 pg 44, 47, 48, 51, 52, 55  Pr sach Mtc bk2 pg49 |
|  |  |  |  | LIT I | Re-arranging word to form meaningful sentences | * Forming meaningful sentences by re-arranging words | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Forming meaningful sentences by re-arranging words | * Appreciation * Creative thinking * Critical thinking * Effective communication | Chalkboard illustration | Tr’s own collection |
|  | WED |  |  | ART AND CRAFTS |  |  |  |  |  |  |  |
|  |  |  |  | Lit II | **Insecurity**  Causes of insecurity at home   * stealing * fighting * violence * diseases * poverty | 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 |  |
|  |  |  |  | English | Vocabulary  Fire. Fight, play, pray,. Like hate  Structures  What do you like?  I like /hate….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Mk thematic eng bk 2 95 |  |
|  |  |  |  | MATHS | Mathematical statements involving division | * Interpreting mathematical statements | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Reading the given mathematical statements * Doing a written exercise | * Sharing * Creative thinking * Critical thinking * Responsibility * Care | Text books  A chart showing some mathematical statements in division | Prim sch Mtc bk2 pg 6.  Mk bk2 pg 74-83 |
|  | THUR |  |  | LIT I | Picture composition | * Interpreting given pictures | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Interpreting given pictures * Doing an oral and written exercise | * Appreciation * Creative thinking * Critical thinking * Effective communication | A chart showing the picture.  Prepared work on sheets of paper (picture composition) |  |
|  |  |  |  | Lit II | 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 |  |
|  |  |  |  | English | Vocabulary  Guns, spear, knife, needle, stone, sticks  Structures  Do you have a ……?  Yes/no…….. | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Creative thinking | Mk thematic eng bk 2 85 |  |
|  |  |  |  | MATHS | Mixed exercise in addition to multiplication and division |  | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  |  |  | Tr’s own collection |
|  | THUR |  |  | LIT I | Sound “tion” | * Whole class discussion * Making words with “tion” | * Phonetic * Reading * Oral method * Brain storming | * Making words with sound “tion” | * Creative thinking * Critical thinking * Effective communication | Jigsaws  A chart showing “tion” |  |
|  | MON |  |  | MATHS | Number families less than 10 | * Numbers less than 10 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing |  | * Creative thinking * Critical thinking * Problem solving | A chart showing the basic of number families |  |
|  |  |  |  | English | Vocabulary  Peace, love, safe, share, work, pray  Structures  What are they doing?  They are ……? | * Pronouncing * Reading * Using the words | * Look, and say | * Pronouncing * Reading * Using the word | Articulation  Critical thinking | Tr’s guide bk 1 pg 97 |  |
|  | TUES |  |  | MATHS | Multiplication by 3  Division by 3 | * Multiplying by 3 * Division by 3 | * Whole class discussion * Brain storming * Explanation * Grouping * Interview * Drawing | * Doing a written exercise | * Creative thinking * Critical thinking * Problem solving | A chart showing the basics of number families |  |
|  |  |  |  | LIT I | Comprehension about people in our community | * Reading the given passage * Describing different people in our discussion community | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing * Writing * Answering oral and written questions | * Appreciation * Sharing * Creative thinking * Critical thinking | Prepared work on papers | Tr’s own collection |
|  |  |  |  | Lit II | 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 |  |  |
|  |  |  |  | English | Vocabulary  Policeman /woman  Soldier, teacher  Structure  What can you see?  I can see a | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Tr’s guide bk 1 pg 97  Mk thematic eng practice bk 2 pg 91 |
|  | Wed |  |  | LIT I | Guided composition about peace and security | * Reading the given composition * Answering oral and written questions | * Phonetic * Reading * Oral method * Whole class discussion * Explanation * Brain storming | * Reading * Describing | * Appreciation * Sharing * Creative thinking * Critical thinking * Self esteem | Chalkboard illustration and guided composition on sheets of papers | Tr’s collection |
|  |  |  |  | Lit II | * 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 |  |  |
|  |  |  |  | English | Vocabulary  Fighting  Sharing  Playing  Structure  What are they doing?  They are ……? | * Reading * Spelling * Using the words | * Look, and say * Answering questions | * Reading * Spelling * Forming sentences | Articulation   * Critical thinking Awareness   Confidence |  | Mk thematic eng bk 2 95 |
|  |  |  |  | Lit II | **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 |  |
|  |  |  |  | Lit II | * **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 |  |