

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 |
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| | | | | 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 | <ul style="list-style-type: none"> • Naming the different types of transport • Drawing the different types of transport | <ul style="list-style-type: none"> • 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. | |

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| | | | | Lit II | Places we find means of transport bus-park, aeroplane - airport, taxi - taxi park | <ul style="list-style-type: none"> - Identifying places where we find means of transport | <ul style="list-style-type: none"> - Brain storming - discussion | <ul style="list-style-type: none"> - drawing places where we find means of transport. | <ul style="list-style-type: none"> - critical thinking - decision making | <ul style="list-style-type: none"> - picture cards | |
| | | | | MATHS (mass) | What is weight?, | <ul style="list-style-type: none"> • Things we weigh. • Comparing weight • Different things we use to weigh | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Photographs • Grouping • Interviews • Explanation • Drawing | <ul style="list-style-type: none"> - Compare different objects | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Pronouncing • Spelling • Describing conjunctions • Using some of the examples of conjunction • Constructing sentences using some of the learnt conjunctions | <ul style="list-style-type: none"> • Look and say • Phonetic • Reading • Oral method • Whole class • Discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Pronouncing - Spelling - Describing - Listening - Constructing sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Adding • Interpreting • Subtracting | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Drawing | <ul style="list-style-type: none"> - Reading - Adding - Interpreting - Subtracting | <ul style="list-style-type: none"> - 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 |

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| | | | | ENGLISH | Vocabulary Car, bus, train, aeroplane, ship, boat Structures What are these? These/those are Joining sentences related and using "and" | <ul style="list-style-type: none"> • Reading • Spelling • Forming sentences • Joining sentences using and constructing perfect sentences | <ul style="list-style-type: none"> • Listen , say and use • phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Pronouncing - Confidence - Responsibility - Constructing perfect sentences - Joining sentences | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making words with sound "ght" • Constructing sentences using the words formed | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Making words with sound "ght" | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - Jig saws - A chart showing sound ght | Teacher's collection Learning reading eng pg 134 |
| | | | | MUSIC | | • | • | - | - | | |
| | | | | ART AND CRAFTS | Thread pulling | <ul style="list-style-type: none"> • Making different designs using the thread • Handling the three in a proper way | <ul style="list-style-type: none"> • 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 | |

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| | 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 | <ul style="list-style-type: none"> Comparing capacity of different containers | | - | <ul style="list-style-type: none"> 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 Theis Bigger than Similes..... As.....as e.g. as green as grass. As cold as ice | <ul style="list-style-type: none"> Reading Spelling Answering questions Describing similes Constructing sentences using the mentioned similes | <ul style="list-style-type: none"> Look and say Guided discovery Whole class discussion Debate Interview Brain storming | <ul style="list-style-type: none"> Articulation Describing similes Constructing sentences using the mentioned similes | <ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication | | |
| | | | | LIT I | How I spent my holiday | <ul style="list-style-type: none"> Describing how they spent their holidays | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Reading Describing Writing Answering oral question | <ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication | Chalkboard illustration | Teacher's collection |

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| | | | | 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 | <ul style="list-style-type: none"> • Describing the term measuring • Describing non standard units • Measuring capacity | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing the term measuring - Describing non standard units - Measure capacity | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Real objects used to measure capacity | <p>Prim mtc bk. 1 pg 101</p> <p>Prim mtc bk.2</p> |
| | | | | 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 | <ul style="list-style-type: none"> • Identify different group names • Constructing sentences using group names | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Identify different group names. - Constructing sentences using group names | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | <p>A chart showing use of group names</p> <p>A chart showing collective nouns</p> | <p>Junior Eng bk.2 pg 37</p> <p>Eng Aid bk.2 pg 49</p> <p>Read and write bk.2</p> |

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| | FRID | | | LIT I | Letter practice Mm Mm Mm Mm Words and sentences | <ul style="list-style-type: none"> Practicing letter Mm Mm Mm Mm Writing words with letter m Make sentence with sound m | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Practicing letter Mm Mm Mm Mm Writing words with letter m. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describing standard units Measuring capacity | <ul style="list-style-type: none"> Whole class discussion Brain storming Small group | <ul style="list-style-type: none"> Describing standard units Measuring capacity | <ul style="list-style-type: none"> 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 commas i.e. to separate items in a list to show a pause | <ul style="list-style-type: none"> Describing a comma List the uses of a comma. Use of a comma correctly | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Describing a comma Listing the uses of a comma | <ul style="list-style-type: none"> Negotiation Creative thinking Critical thinking Effective communication | A chart showing use of commas | Pri eng bk 2 Pg 16 |

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| | MON | | | LIT I | Picture interpretation related to transport | <ul style="list-style-type: none"> • Interpreting given pictures • Constructing appropriate sentences | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Interpreting given pictures - Constructing appropriate sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Drawing the different means of transport • Describing the different means of transport | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Model • Brain storming • Grouping • Observation | <ul style="list-style-type: none"> - Drawing different means of transport - Describing the different means of transport | <ul style="list-style-type: none"> - 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 | |

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| | | | | MATHS | Adding in litres | <ul style="list-style-type: none"> • Describing what litres are • Adding in litres | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing what litres are - Adding in letters | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Describing what past tense is. • Listing some of the examples of irregular verbs • Using some of the learnt examples of irregular verbs in sentences | <ul style="list-style-type: none"> • Discussion • Brain storming • reading | <ul style="list-style-type: none"> - Describing what past tense is. - Listing some of the example of irregular verbs. - Using some of the learnt example of irregular verbs in sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading the words given. • Identifying words from the puzzle • Using the words from the puzzle to sentences | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading the words given - Identifying words from the puzzle - Using the words from the puzzle to construct sentences | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Prepared work on papers Chalkboard illustration | Teacher's Resource bk. |

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| | TUES | | | ART AND CRAFTS | Banana & stalk printing | <ul style="list-style-type: none"> • Making different designs using banana stalks | <ul style="list-style-type: none"> • Drawing • Models • Observation • Whole class discussion • Grouping • Brain storming | <ul style="list-style-type: none"> - Making different designs using banana stalks | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - Papers - Pencils - Banana stalks - Water paints | <ul style="list-style-type: none"> - Teacher's collection |
| | WED | | | Lit II | <p>Importance of things we make</p> <ul style="list-style-type: none"> - for domestic use - for playing with - for selling and get money - for decoration - for wearing - for teaching and learning | <ul style="list-style-type: none"> - identifying uses of things in the environment | <ul style="list-style-type: none"> - guided discovery | <ul style="list-style-type: none"> - Drawing and naming uses of things we make. | <ul style="list-style-type: none"> - Responsibility decision making | <ul style="list-style-type: none"> - A chart showing uses of things we make. | |
| | | | | MATHS | Word statement involving addition in litres | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the given word problem with understanding - Solving the given problem | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - A chart showing some of the prepared work about addition in word problems | <ul style="list-style-type: none"> - Teacher's collection |

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| | | | | ENGLISH | Conjunction using because | <ul style="list-style-type: none"> Join the sentences using because | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Reading Describing Writing Answering and question | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Identifying ways of making crafts | <ul style="list-style-type: none"> Guided discovery | <ul style="list-style-type: none"> Identifying ways of making crafts | <ul style="list-style-type: none"> Responsibility | |

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| | | | | MATHS | Subtraction in litres | <ul style="list-style-type: none"> Subtracting given numbers Counting | <ul style="list-style-type: none"> Whole class discussion Explanation Grouping Interviews Drawing Brain storming | <ul style="list-style-type: none"> Subtracting in litres Doing written exercise | <ul style="list-style-type: none"> Problem solving Appreciation Counting Co-operation | A chart showing how to subtract litres | Mk. Bk2 Prim Mtc pg..... |
| | | | | ENGLISH | <p>Vocabulary Ropes, doll, mat, port, ball, basket Structure Where is the It is</p> <p>Double words (compound words) sentences using "but"</p> <p>Milk+man=milkman Flower+girl=flowergirl</p> | <ul style="list-style-type: none"> Reading Spelling Using the words Describing compound words Making sentences using the given compound words. | <ul style="list-style-type: none"> Look and say Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Reading Spelling Using the words Describing compound words. Making sentences using the given compound words | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Making words with sound oo. Reading the formed words Making sentences using the formed words | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Making words with sound wh Reading the formed words Making sentences using the formed words | <ul style="list-style-type: none"> 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 | |

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| | | | | MATHS | Word problems involving subtraction in litres | <ul style="list-style-type: none"> • Reading the given word problems • Solving the given word problems | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the given word problem - Solving the given word problem | <ul style="list-style-type: none"> - 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 | <p>Vocabulary Banana fibre , string, paper etc Structures What do you use to make? I useto make.</p> <p>Other plurals e.g. tooth – teeth Mouse – mice Goose – geese</p> | <ul style="list-style-type: none"> • Pronouncing • Spelling • Answering questions • Identifying other plurals • Reading and writing given plurals • Changing given plurals | <ul style="list-style-type: none"> • Listen and, say and use • Question and answer • Whole class discussion • Brain storming • Interview | <ul style="list-style-type: none"> - Articulation - Identifying other plurals - Reading and writing given plurals - Changing given plural | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading the given comprehension passage. • Identifying things we need at home | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written question | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Prepared work on sheets of paper Chalkboard illustration | Tr's own collection |

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| | | | | 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 | <ul style="list-style-type: none"> • Adding in litres • Subtracting in litres | <ul style="list-style-type: none"> • Whole class • Discussion • Brain storming • Explanation • Interview • Drawing | <ul style="list-style-type: none"> - Adding in litres - Subtracting in litres | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Identifying different words with same meaning • Writing the words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Doing a written exercise - Answering oral question | <ul style="list-style-type: none"> - 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 |

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| 3 | | | | LIT I | Guided composition about things we make and their uses | <ul style="list-style-type: none"> • Reading the given composition • Answering oral and written questions | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written question | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Effective communication | Chalk board illustration | Teacher's collection | |
| | MON | | | ART AND CRAFTS | Things we make | <ul style="list-style-type: none"> • Making thing we use at home e.g. mats, dolls, balls, ropes etc | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Models • Brain storming • Grouping • Observation | - | - | | | |
| | | | | Lit II | Characteristics of non living things <ul style="list-style-type: none"> - they do not grow - they do not breath - they do not feed - they do not reproduce | Identifying characteristics of living things | <ul style="list-style-type: none"> - discussion - question and answer | <ul style="list-style-type: none"> - identifying things non living things do / not do | <ul style="list-style-type: none"> - critical thinking decision making | <ul style="list-style-type: none"> - real objects. | | |
| | TUES | | | MATHS | Topic questions on capacity | <ul style="list-style-type: none"> • Reading topical questions • Answering topical questions | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Answering written question | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Effective communication | Chalk board illustration Prepared work on sheets of papers | Teachers collection | |

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| | | | | LIT I | Spelling and dictation words and sentences | <ul style="list-style-type: none"> • Reading the given words • Talking dictation | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading the given words - Talking dictation | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Effective communication | A chart showing some of the words | Teachers collection |
| | | | | ART AND CRAFTS | Leaf printing | <ul style="list-style-type: none"> • Pasting different shapes of leaves | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Models • Brain storming • Grouping • Observation | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - discussion - guided discovery | <ul style="list-style-type: none"> - Defining living things - Naming examples of living things | <ul style="list-style-type: none"> - Critical thinking - decision making | - a chart showing examples of living things | |
| | | | | MATHS | Addition with regrouping Addition of digit one number to 2 digit number | <ul style="list-style-type: none"> • Counting • Adding given tasks with carrying | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Answer oral and written question | <ul style="list-style-type: none"> - 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 |

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| | WED | | | ENGLISH | Analogue e.g. cat is to kitten as calf is to cow Teacher is to pupils as doctor is to patient | <ul style="list-style-type: none"> • Describing analogies • Listing down some of the analogies | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing analogies - Listing down some of the analogies | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Practicing letter Rr • Practicing to write words with letter Rr. | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Practicing letter Rr - Practicing to write words with letter Rr | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Modeling things like pots, plates, cups | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Models • Grouping • Drawing | <ul style="list-style-type: none"> - Modeling things like pots, plates, cups | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Critical thinking - Decision making | Real plants A chart showing plants. | |

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| | | | | MATHS | Adding two digit numbers to digit numbers with regrouping | <ul style="list-style-type: none"> • Adding two digit numbers to two digits numbers with regrouping | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Models • Grouping • Drawing | Adding two digit numbers to two digits numbers with regrouping | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Text books Chalkboard illustration | Mk.pr im 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 | <ul style="list-style-type: none"> • Describing homophones • Identifying examples of homophones | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Describing homophones - Identifying example of homophones - Doing a written and oral activity | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making sentences from the substitution table | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | Making sentences from the substitution table (orally or in written form) | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Chalkboard illustration Real objects | Teacher's own collection |

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| | 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.b k2 pg 122 Understanding Mtc bk1 74- 76 Mk bk1 pg.94 |

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| | MON | | | LIT I | Descriptive composition about things we make, the materials used and their uses | <ul style="list-style-type: none"> • Reading the given descriptive composition • Answering written questions | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Prepared work on papers | Teacher's own collection |
| | | | | English | Use of a question mark | <ul style="list-style-type: none"> • Describe a question mark • use of question mark | <ul style="list-style-type: none"> • whole class discussion • brain storming | <ul style="list-style-type: none"> - use of a question mark - describe a question mark | <ul style="list-style-type: none"> - negotiation - creative thinking | Chalkboard Illustration | Ess eng wk bk 3 Pg 5 Pri eng bk 2 pg16 |
| | | | | ART AND CRAFTS | Making table mats | <ul style="list-style-type: none"> • Making mats | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> - | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Manilla papers Pair of scissors | Teacher's own collection |

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| | TUES | | | Lit II | Parts a flowering plants (flowers, stem, branch, roots, fruits, leaves) | Naming parts of flowering plant | <ul style="list-style-type: none"> - Guided discovery - Discussion | <ul style="list-style-type: none"> - Drawing and naming a flowering plants | <ul style="list-style-type: none"> - Critical thinking | <ul style="list-style-type: none"> - A chart showing parts of a flowering plant | |
| | | | | MATHS | Features on money | <ul style="list-style-type: none"> • Identifying and observing the features on money • Answering oral and written questions | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Identifying and observing the features on money. - Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - Real money (coins and notes) | <ul style="list-style-type: none"> Mk. Bk2 pg. 122-123 Mk. Bk.1 pg 94 |
| | | | | ENGLISH | Vocabulary Animals, plants, building, birds Structures What are they? They are? | <ul style="list-style-type: none"> • Reading • Spelling • Answering questions | <ul style="list-style-type: none"> • Look and say • Question and answer | <ul style="list-style-type: none"> - Reading - Spelling - Answering questions | <ul style="list-style-type: none"> - Pronunciation - Confidence | <ul style="list-style-type: none"> - Word cards | <ul style="list-style-type: none"> MK thematic English bk 2 pg 47 |
| | | | | LIT I | Spellings and dictation Words sentences related to the theme (environment) | <ul style="list-style-type: none"> • Reading and studying the learnt words • Taking dictation of the learn words • Making sentences using the learnt words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading and studying the learnt words. - Taking dictation of the learnt words - Making sentences using the learnt words | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - A chart showing some of the words related to the environment | |

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| | TUES | | | ART AND CRAFTS | Our environment | <ul style="list-style-type: none"> • Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills..... | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills..... | <ul style="list-style-type: none"> - Appreciation - Sharing Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - Papers Colour Pencils Environment | <ul style="list-style-type: none"> - Teacher's own collection |
| | WED | | | Lit II | <p>Uses of plants We get medicine. food, fire wood, building materials, how we care for plants</p> | <p>Identifying uses of plants Caring for plants</p> <p>Identifying ways of caring for plants</p> | <ul style="list-style-type: none"> - Discussion - Explanation | <ul style="list-style-type: none"> - Identifying things we get from plants | <ul style="list-style-type: none"> - Decision making - Self awareness | <ul style="list-style-type: none"> - A chart showing real things got from plants | |
| | | | | MATHS | Comparing different money denominations | <ul style="list-style-type: none"> • Comparing different money denominations • Observing the features on different money denominations | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Comparing different money denominations - Observing the features on different money denominations | <ul style="list-style-type: none"> - Appreciation - Sharing Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - Real money | <ul style="list-style-type: none"> - Mk prim Mtc pg 95 - Mk bk2 pg 123 |
| | | | | ENGLISH | <p>Vocabulary Cow, sheep, rabbit, pig, monkey, lion, zebra, snake Structure It is a? Yes, no, it is not</p> | <ul style="list-style-type: none"> • Forming • Reading • Spelling | <ul style="list-style-type: none"> - Look and say - Guided discovery | <ul style="list-style-type: none"> - Articulation - Decision making | <ul style="list-style-type: none"> - Word cards - Sentences | <ul style="list-style-type: none"> - Thematic Bk 2 Pg 47 | |

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| | | | | | Vocabulary Things we make eg mats | <ul style="list-style-type: none"> Name Drawing | Observation Brain storming | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Forming words using sound tr Reading words formed | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Forming words using sound tr Reading words formed | <ul style="list-style-type: none"> 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) | <ul style="list-style-type: none"> Give the male for the female | <ul style="list-style-type: none"> Discussion Brain storming | <ul style="list-style-type: none"> Naming Describing Reading | <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> for washing for bathing for drinking for cooking | Identifying and naming sources of water | <ul style="list-style-type: none"> discussion question and answer | <ul style="list-style-type: none"> drawing and naming water sources | <ul style="list-style-type: none"> self awareness critical thinking | <ul style="list-style-type: none"> A chart showing sources of water. | |

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| | | | | MATHS | Adding money | <ul style="list-style-type: none"> • Counting • Adding given • Reading | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Counting - Adding given - Reading | <ul style="list-style-type: none"> - 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) | <ul style="list-style-type: none"> • Reading comprehension passage related to the theme. • Answering oral and written questions about the theme. | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - discussion - question and answer - brain storming | <ul style="list-style-type: none"> - appreciation - caring - responsibility | <ul style="list-style-type: none"> - writing and reading | <ul style="list-style-type: none"> - a chart showing things got from plants - real objects | |

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| | | | | MATHS | Word problems involving addition of money | <ul style="list-style-type: none"> • Reading word problems about addition of money. • Answering oral and written questions about addition of money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Chalkboard illustration | <p>Mk prim Mtc bk2 pg 124</p> <p>Mk bk1 pg 96-98</p> |
| | | | | ENGLISH | Adjectives Comparing adjectives | <ul style="list-style-type: none"> • Compare • Adjectives • Use of adjective | <ul style="list-style-type: none"> • Discussion • Group method • Role play | Comparing Answering Writing | <ul style="list-style-type: none"> - Critical thinking - Effective communication | Comparing Adjective | Std eng aid pg 53 |
| | FRID | | | LIT I | Fill in composition related to the theme (environment) | <ul style="list-style-type: none"> • Reading the composition about the theme (environment) | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | Reading Describing Writing Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Prepared work on sheets of papers Chalkboard illustration | Teacher's own collection |

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| | | | | ART AND CRAFTS | Importance of things in our environment | <ul style="list-style-type: none"> • Drawing, shelter, food, medicine, decoration (flowers), protection (fence) | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Drawing shelter, food, medicine, decoration (flowers). Protection (fence) | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - Pencils - Paper - Colours - Text books | <ul style="list-style-type: none"> - Teacher's own collection |
| | | | | Lit II | Activities which damage our environment <ul style="list-style-type: none"> - cutting trees - poor rubbish disposal - poor farming - brick making - burning bushes | Naming activities which damage our environment | <ul style="list-style-type: none"> - discussion - explanation - question and answer | <ul style="list-style-type: none"> - Drawing - Naming different activities that damage the environment. | <ul style="list-style-type: none"> - Effective communication - Responsibility - Sharing | <ul style="list-style-type: none"> - a chart showing people cutting trees, making bricks | |
| | MON | | | MATHS | Subtraction of money | <ul style="list-style-type: none"> • Counting • Reading and answer the given exercise • Regrouping • Observing money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Counting - Reading and answering the given exercise - Regrouping - Observing money | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | <ul style="list-style-type: none"> - Prepared work on sheets of paper - Chalkboard illustration | <ul style="list-style-type: none"> - Mk bk2 pg 127 |

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| | | | | LIT I | Picture plant Naming the parts of the plant and giving their uses | <ul style="list-style-type: none"> • Observing a plant identifying different parts of a plant. • Mentioning some of the uses of plants parts. • Drawing | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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. <ul style="list-style-type: none"> - by mulching - by watering plants - by planting trees etc - proper waste disposal - avoid bush burning | Identifying activities that damage our environment | <ul style="list-style-type: none"> - discussion - question and answer - brain storming - | <ul style="list-style-type: none"> - Listing - Reading - Writing | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the word problems - Doing a written exercise | <ul style="list-style-type: none"> - Problem solving - Brain storming - Grouping - Interview - Whole class discussion | Chalkboard illustration Text books Prepared work on sheets of paper | Mk bk.2 pg 128 |

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| | | | | ENGLISH | Past tense verbs that don't change e.g hurt, shut, burst, read | <ul style="list-style-type: none"> • Reading and writing • Using verbs | <ul style="list-style-type: none"> • Brain storming • Discussion | <ul style="list-style-type: none"> - Reading - Writing | <ul style="list-style-type: none"> - Brain storming - Critical thinking | A chart showing verbs that do not change in past tense | |
| | | | | LIT I I | <p>PEACE AND SECURITY</p> <p>Peace Peace is living in harmony without fighting or quarrelling with one another</p> <p>Security Security is living with protection and freedom</p> | <ul style="list-style-type: none"> Defining peace Defining security | <ul style="list-style-type: none"> - Guided discovery - Discussion - Question and answer | <ul style="list-style-type: none"> - Defining peace and security - Drawing naming and colouring [pictures about peace and security] | <ul style="list-style-type: none"> - Critical thinking - Self awareness - Reasonability | <ul style="list-style-type: none"> - Flash cards | |
| | | | | ART AND CRAFTS | | • | • | - | - | | |
| | WED | | | Lit II | Uses of different parts of a plant | <ul style="list-style-type: none"> • Identifying uses of different parts on a plant | <ul style="list-style-type: none"> • Role play • Reading • Oral method • Whole class • Recitation • Debate • Interview • Mapping | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Chalkboard illustration | Fontain bk1 pg 5 |

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| | | | | MATHS | Mixed exercise in addition and subtraction of money | <ul style="list-style-type: none"> • Addition of money • Subtraction of money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Addition of money - Subtraction of money | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Text books | Tr's own collection |
| | | | | ENGLISH | REVISION | • | • | - | - | | |
| | | | | LIT I | Sound - th | <ul style="list-style-type: none"> • Pronouncing sound 'th' • Making words using sound 'th' • Fill in words with sound th • Underline words with sound th | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> • Pronouncing sound 'th' - Making words using sound 'th' | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Modeling • Mixing clay | <ul style="list-style-type: none"> • Guided discovery • Demonstration • Brain storming | <ul style="list-style-type: none"> - Modeling - Mixing clay | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Clay Water | Tr's own collection |

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| | | | | Lit II | Factors that promote peace and security e.g. love, respect, protection, health | Identifying factors that promote peace and security | <ul style="list-style-type: none"> - Explanation - Guided Discovery | <ul style="list-style-type: none"> - Identifying and naming factors | <ul style="list-style-type: none"> - Self awareness | <ul style="list-style-type: none"> - A chart showing factors that promote peace and security. | |
| | | | | MATHS | Shopping | <ul style="list-style-type: none"> • Describing shopping • Carrying out shopping • Counting money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing shopping - Counting money | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading • Spelling • Answering questions | <ul style="list-style-type: none"> • Look and say | <ul style="list-style-type: none"> - Reading - Spelling - Answering questions | <ul style="list-style-type: none"> - Pronunciation - Confidence | A chart | Tr's guide bk 1 pg 97 |
| | | | | LIT I | REVISION | • | • | - | - | | |
| | THUR | | | ART AND CRAFTS | | • | • | - | - | | |

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| | | | | Lit II | <p>Factors that promote peace and security at school</p> <ul style="list-style-type: none"> - school rules - love one another - obedience - observation of children's rights - sharing - protection - listening to teachers - | <p>Identifying school rules</p> <p>Identifying children's rights</p> | <ul style="list-style-type: none"> - role play - discussion - creative things | <ul style="list-style-type: none"> - role play - doing oral and written exercises | <ul style="list-style-type: none"> - creative thinking - self awareness | <ul style="list-style-type: none"> - a chart showing class rules | |
| | FRID | | | MATHS | Topical questions | <ul style="list-style-type: none"> • Reading and answering the topical questions | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading and answering the topical questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Chalkboard illustration | Tr's own collection |
| | | | | ENGLISH | <p>Vocabulary</p> <p>Burns , fire, grass, cut, axe, tree</p> <p>Structures</p> <p>What is he/she doing?</p> <p>He/she is</p> | <ul style="list-style-type: none"> • Pronouncing • Spelling • Answering questions | <ul style="list-style-type: none"> • Listen, say and use | <ul style="list-style-type: none"> - Reading - Spelling - Answering questions | <ul style="list-style-type: none"> - Articulation - Fluency | Word cards | Tr's guide nk 1 pg 97 |
| | | | | LIT I | Sentences arrangement about peace and security | <ul style="list-style-type: none"> • Re-arranging sentences related to peace and security | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Re-arranging sentences related to peace security | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | Prepared paper work | Tr's collection |

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|--|-----|--|--|----------------|--|--|---|--|--|---|---|
| | | | | Lit II | How to prevent insecurity Helping others Listening to elders etc | <ul style="list-style-type: none"> Identifying Preventing | <ul style="list-style-type: none"> Question and answer Discovery Discussion | <ul style="list-style-type: none"> Critical thinking Self awareness Expression | <ul style="list-style-type: none"> Role playing Reading Writing | Chalkboard illustrations | |
| | | | | MATHS | Mathematical statements on addition Words used; plus, add, altogether. More sum, total | <ul style="list-style-type: none"> Reading the mathematical statements. Recognition of the vocabulary used | <ul style="list-style-type: none"> Whole class discussion Brain storming Explanation Grouping Interview Drawing | <ul style="list-style-type: none"> Reading Recognition of the vocabulary used | <ul style="list-style-type: none"> 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" | <ul style="list-style-type: none"> Practicing sound oa Forming words with sound oa | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Practicing letter oa Forming words with sound oa | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> brain storming discussion question and answer | <ul style="list-style-type: none"> critical thinking responsibility self expression | <ul style="list-style-type: none"> drawing and naming | <ul style="list-style-type: none"> a chart showing people who keep peace and security in the community | |

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|--|------|--|--|----------------|--|--|---|--|--|---------------------------------------|--|
| | TUES | | | MATHS | Subtraction of words | <ul style="list-style-type: none"> • Subtracting given numbers | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading Subtracting Counting | <ul style="list-style-type: none"> - Appreciation - Creative thinking - Critical thinking - Effective communication - Problem solving | Text books Counters | Mk bk1 pg 72 Mk bk2 pg 61 |
| | | | | MATHS | Mathematical statements multiplication | <ul style="list-style-type: none"> • Reading given statements • Working out mathematical multiplication statements | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading given statements - Working out mathematical multiplication statements | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Forming meaningful sentences by re-arranging words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Forming meaningful sentences by re-arranging words | <ul style="list-style-type: none"> - Appreciation - Creative thinking - Critical thinking - Effective communication | Chalkboard illustration | Tr's own collection |
| | WED | | | ART AND CRAFTS | | • | • | - | - | | |

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|--|------|--|--|---------|--|--|---|---|---|--|--|
| | | | | 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..... | <ul style="list-style-type: none"> •Pronouncing •Reading •Using the words | <ul style="list-style-type: none"> • Look, and say | Pronouncing Reading Using the word | Articulation Critical thinking | Mk thematic eng bk 2 95 | |
| | | | | MATHS | Mathematical statements involving division | <ul style="list-style-type: none"> •Interpreting mathematical statements | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> •Interpreting given pictures | <ul style="list-style-type: none"> • 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) | |

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|--|------|--|--|---------|--|---|---|--|---|--|---------------------|
| | | | | 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 | |

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|--|------|--|--|---------|---|--|---|--|---|---|---------------------|
| | | | | English | Vocabulary Peace, love, safe, share, work, pray Structures What are they doing? They are? | <ul style="list-style-type: none"> •Pronouncing •Reading •Using the words | <ul style="list-style-type: none"> • Look, and say | <ul style="list-style-type: none"> - Pronouncing - Reading - Using the word | Articulation Critical thinking | Tr's guide bk 1 pg 97 | |
| | TUES | | | MATHS | Multiplication by 3 Division by 3 | <ul style="list-style-type: none"> •Multiplying by 3 •Division by 3 | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Doing a written exercise | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Problem solving | A chart showing the basics of number families | |
| | | | | LIT I | Comprehension about people in our community | <ul style="list-style-type: none"> •Reading the given passage •Describing different people in our discussion community | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - brain storming - question and answer | <ul style="list-style-type: none"> - critical thinking - self awareness - self expression | <ul style="list-style-type: none"> - role playing - reading | | |

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|--|-----|--|--|---------|--|---|---|--|--|--|--|
| | | | | English | Vocabulary Policeman /woman Soldier, teacher Structure What can you see? I can see a | <ul style="list-style-type: none"> •Reading •Spelling •Using the words | <ul style="list-style-type: none"> • Look, and say • Answering questions | <ul style="list-style-type: none"> - Reading - Spelling - Forming sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> •Reading the given composition •Answering oral and written questions | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Self esteem | Chalkboard illustration and guided composition on sheets of papers | Tr's collection |
| | | | | Lit II | <ul style="list-style-type: none"> - Importance of peace and security - To promote love - To be happy - To care for others | Mentioning importance of peace and security | <ul style="list-style-type: none"> - Brain storming | <ul style="list-style-type: none"> - Self awareness | <ul style="list-style-type: none"> - Reading and writing | | |
| | | | | English | Vocabulary Fighting Sharing Playing Structure What are they doing? They are? | <ul style="list-style-type: none"> •Reading •Spelling •Using the words | <ul style="list-style-type: none"> • Look, and say • Answering questions | <ul style="list-style-type: none"> - Reading - Spelling - Forming sentences | <ul style="list-style-type: none"> - Articulation - Critical thinking - Awareness - Confidence | | Mk thematic eng bk 2 95 |

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|--|--|--|--|--------|---|--|--|--------------------------------------|----------------------------|--|
| | | | | 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 - Not 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 |

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|--|--|------------|--|--|--|---|--|--|---|----------------------------|-------------------------------------|
| | | 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 | Appreciati on confidence , effective communic | 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 |

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| | | 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 | |
| | | | | 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 | |
| | | | | 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 |
| | | | | 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 |
|----|----------|--------|---|--|---|---|--|---|---|---|
| 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 |

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| | | 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. |

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|--|----------|---------|---|--|---|--|--|--------------------------------|--|
| | | 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 Concentration | 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 | 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 | | |

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|--|--|----------|--|--|--|--|---|--|---|-----------------|
| | | MATH | | Addition in metres (horizontally and vertically) a) $2\text{m} + 4\text{m} = __\text{m}$ b) $3\text{ } 1\text{ m}$ $+ 4\text{ } 8\text{ m}$ _____ | 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 |
|------|-----|--------|-----------|---------|-------------|-------|-------|---------|----------|-----|
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|---------|----------|----------------------------------|---------|---|---|--|---|---|---|------------------------------|
| TUESDAY | LITERACY | ACTIVITIES FOR DIFFERENT SEASONS | LIT II | 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 $\begin{array}{r} 2 \quad 8\text{m} \\ - \quad 4\text{m} \\ \hline \end{array}$ 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 |
| | | | | 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 |
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| 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 | |
| | | 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 | |

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| | | 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 |
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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 | MATH | 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 Manipulat ive Confidenc e | | |
| | | | | | Ordinal numbers (1st - 20th) no. Word 1 st first 2 nd second 3 rd third 4 th fourth 5 th 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 |

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| | | 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 no |
| | | 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, manipulat ive, confidenc e | Chart showing | |
| | | MATH | | Missing addends: Numbers less than 10. $\square + 5 = 7$ $6 + \square = 9$ | 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 | Understandin g integrated science bk2 |

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|--|--|----------|--|---|--|--|--|--|--|-----------------|
| | | 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 |
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| 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 | Boots, raincoat, umbrellas, | |
| | | 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 |

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| | | 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 |
| | | LITERACY | | <u>composition</u> 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 | 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 | | | |

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| | | 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 | The alphabet chart | Pr. Eng bk 2 pg 2 Read and |
| | | 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. | Fount. Pr. Scie.bk2 pg.103 |
| | | MATH | | Dividing by. e.g. $2 \div 2 =$ $4 \div 2 =$ $6 \div 2 =$ 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 |

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| | | LITERACY | | <p>Letter practice: Kk Kk Kk</p> <p>Words and sentences with letter Kk</p> | <p>Write letter Kk correctly.</p> <p>Identify words with letter Kk</p> <p>Read and write letters, words/ sentences.</p> | <p>Class discussion, imitation, demonstration</p> | <p>Identifying words with letter Kk</p> <p>Reading / writing letters, words/ sentences</p> | <p>Critical thinking, expression, reading and writing</p> | <p>Strip/wall cards, c/board illustrations</p> | <p>MK Eng. bks 1 and 2</p> |
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| 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, | Essential Eng wk bk 3 pg 27 |

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| | | 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 Discussio n Question and answer | Drawing Naming | Self awareness Caring | Chart showing accidents, text bks | Tr' s 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' before adding '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 $\frac{1}{3}, \frac{1}{8}, \frac{2}{3}, \frac{8}{3}$ | Make, shade and make other fraction | Brain storming Guided discovery | Making, shading and naming other fractions Cutting and folding | Manipulative, appreciation, critical thinking, | 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 |

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| | | 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 |
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| 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, | Chart showing how to prevent accidents | Compreh. SSt bk 2 pg 50, bk1 pg 7-9 |
| | | MATH | | <u>Addition of fractions</u> | Add fractions . | Brain storming Guided discovery | Counting fraction Adding Reading . | critical thinking, problem solving, | Chart showing unity fractions. | MK bk2 pg 96 |

| 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 articulation | 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 and 2 |

| 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: 'L' 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 and 2 |

| WK | DAY | L/AREA | SUB THEME | CONTENT | COMPETENCES | MTHDS | ACTVT | LIFE/SK | INST MAT | REF |
|----|-----------|---------|--------------------------------|---|---|--|--|--|---|--------------------------------|
| | WEDNESDAY | ENGLISH | ACCIDENTS AND SAFETY AT SCHOOL | 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 |
| | | MATH | | <u>Addition of time in full hours</u> | Counting Writing Reading | Brain storming Guided Discovery | Counting Reading Writing | Appreciation , logical thinking , problem solving, critical thinking | Counters Straws | Tr' collection |
| | | NEWS | | | | | | | | |

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| | | 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 | Chalkboard illustration | Jr. eng bk 2 pg 15, bk 13 |

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| | | | | | 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 Appreciation 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 |

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| | | 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 | ENGLISH | NEWS | LIVING TOGETHER IN A FAMILY, SCHOOL AND COMMUNITY | Family tree | Drawing Naming Identifying | Discussion Role play | Describing people in the family | Critical thinking Appreciation | 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 | |
| | | | | 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 |

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|--|--|----------|--|---|--|--|--|--|------------------------|-------------------|
| | | 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 |
|----|-----|--------|---|--|---|--|---|--|--|---------------------------------------|
| 01 | | 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 1/2, 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 | |

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|--|----------|---------|--|--|---|--|--|--|---|--------------------|
| | | 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 | MATH | 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 |
| | | | | <u>Days of the week</u> | Reading Writing days of the week | Brain storming Guided discovery | Reading and writing days of the week | Appreciation, critical thinking, problem solving | Calendar, | Pri mtc mk bk 1 pg 110 |

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|--|----------|---------|---|---|---|--|--|---|--------------------------|
| | | 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 and 2 |

| WK | DAY | I/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, |
| | 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 |

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| | | ENGLISH | | Opposites e.g long/tall-short dry – wet | Read and write words Form opposites of words | Imitation, demonstrati on Class discussion | Reading Writing Words and sentences | Logical thinking, expression, pronunciatio n | 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, demonstrati on 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 | Kinds of food, pictures showing the places. | Monitor bk 1 pg 23, Comp. SSt bk pg 32, |
| | | MATH | | <u>Months of the year</u> | 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 |

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| | | 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 thinking, reading and writing | Chart showing comparing adjectives | Jr. eng bk pg, read nad write bk pg 72, eng |
| | | 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 | 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 |

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| | | 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 1 pg 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. SStbk 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 pg28, 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, confidence | 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 | Strip cards, flash cards. | Eng aid std bk 2 pg 28, word perfect spelling bk 1 |
| | | 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, underst.Int. Scie. Bk 2 pg |
| | | MATH | | <u>Revision</u> | 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 | 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 | 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 and 2 |

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|--|--|----------|--|--|---|--|--|----------------------------|-------------------|
| | | MATH | <u>revision</u> | 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 ie 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 | <u>Good eating habits</u> 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, appreciative | Food, water, utensils | MK Int. Scie bk 4 pg 14 |

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|--|----------|--|---|---|---|--|----------------------------|--------------------|
| | 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 | 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 | <ul style="list-style-type: none"> • Naming the different types of transport • Drawing the different types of transport | <ul style="list-style-type: none"> • 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 and answer | - Identifying means of transport | - critical thinking decision making | - A chart showing types of transport. | |

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|--|-----|--|--|--------------|--|---|---|--|--|---|-------------------------|
| | | | | Lit II | Places we find means of transport bus-bus park, aeroplane – airport, taxi – taxi park | <ul style="list-style-type: none"> - Identifying places where we find means of transport | <ul style="list-style-type: none"> - Brain storming - discussion | <ul style="list-style-type: none"> - drawing places where we find means of transport. | <ul style="list-style-type: none"> - critical thinking - decision making | <ul style="list-style-type: none"> - picture cards | |
| | | | | MATHS (mass) | What is weight?, | <ul style="list-style-type: none"> • Things we weigh. • Comparing weight • Different things we use to weigh | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Photographs • Grouping • Interviews • Explanation • Drawing | <ul style="list-style-type: none"> - Compare different objects | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Pronouncing • Spelling • Describing conjunctions • Using some of the examples of conjunction • Constructing sentences using some of the learnt conjunctions | <ul style="list-style-type: none"> • Look and say • Phonetic • Reading • Oral method • Whole class • Discussion • Explanation • Brain storming • | <ul style="list-style-type: none"> - Pronouncing - Spelling - Describing - Listening - Constructing sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Adding • Interpreting • Subtracting | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Drawing | <ul style="list-style-type: none"> - Reading - Adding - Interpreting - Subtracting | <ul style="list-style-type: none"> - 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 |

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|--|------|--|--|-------------------|---|--|---|--|---|---|---|
| | | | | ENGLISH | Vocabulary Car, bus, train, aeroplane, ship, boat Structures What are these? These/those are Joining sentences related and using "and" | <ul style="list-style-type: none"> • Reading • Spelling • Forming sentences • Joining sentences using and constructing perfect sentences | <ul style="list-style-type: none"> • Listen , say and use • phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Pronouncing - Confidence - Responsibility - Constructing perfect sentences - Joining sentences | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> -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 | <ul style="list-style-type: none"> • Making words with sound "ght" • Constructing sentences using the words formed | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Making words with sound "ght" | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - Jig saws - A chart showing sound ght | Teacher's collection Learning reading eng pg 134 |
| | | | | MUSIC | | • | • | - | - | | |
| | | | | ART AND CRAFTS | Thread pulling | <ul style="list-style-type: none"> • Making different designs using the thread • Handling the three in a proper way | <ul style="list-style-type: none"> • 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 | |

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|--|--|--|--|----------------|--|--|---|--|---|---|--|
| | | | | MATHS | <p>What is capacity? Things we measure Containers used Comparing capacity of containers</p> | <ul style="list-style-type: none"> Comparing capacity of different containers | <ul style="list-style-type: none"> | - | <ul style="list-style-type: none"> Co-operation Care Sharing Responsibility Creative thinking Problem solving Appreciate | <p>Real materials used to compare capacity</p> <p>A chart showing some of the things used to compare capacity and how to do it.</p> | <p>Mk bk.1 prim math pg 102</p> <p>Bk.2 mk 148</p> |
| | | | | ENGLISH | <p>Vocabulary Heavy, light, big, small Structures Theis Bigger than</p> <p>Similes..... As.....as e.g. as green as grass. As cold as ice</p> | <ul style="list-style-type: none"> Reading Spelling Answering questions Describing similes Constructing sentences using the mentioned similes | <ul style="list-style-type: none"> Look and say Guided discovery Whole class discussion Debate Interview Brain storming | <ul style="list-style-type: none"> Articulation Describing similes Constructing sentences using the mentioned similes | <ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication | | |
| | | | | LIT I | <p>How I spent my holiday</p> | <ul style="list-style-type: none"> Describing how they spent their holidays | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Reading Describing Writing Answering oral question | <ul style="list-style-type: none"> Creative thinking Critical thinking Effective communication | <p>Chalkboard illustration</p> | <p>Teacher's collection</p> |
| | | | | MUSIC | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | - | | | |
| | | | | ART AND CRAFTS | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> | - | | | |

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| | | | | 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 | <ul style="list-style-type: none"> • Describing the term measuring • Describing non standard units • Measuring capacity | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing the term measuring - Describing non standard units - Measure capacity | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Identify different group names • Constructing sentences using group names | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Identify different group names. - Constructing sentences using group names | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Practicing letter Mm Mm Mm Mm • Writing words with letter m • Make sentence with sound m | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Practicing letter Mm Mm Mm Mm - Writing words with letter m. | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Chalkboard illustration Wall charts | Tr's collection |

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|--|-----|--|--|---------|--|---|---|---|--|--|--|
| | | | | 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 | <ul style="list-style-type: none"> • Describing standard units • Measuring capacity | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Small group | <ul style="list-style-type: none"> • Describing standard units - Measuring capacity | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Describing a coma • List the uses of a coma. • Use of a comma correctly | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Describing a coma - Listing the uses of a coma | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Interpreting given pictures • Constructing appropriate sentences | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Interpreting given pictures - Constructing appropriate sentences | <ul style="list-style-type: none"> - 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 |

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|--|------|--|--|----------------|--|--|---|---|--|--|--|
| | | | | ART AND CRAFTS | Means of transport | <ul style="list-style-type: none"> • Drawing the different means of transport • Describing the different means of transport | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Model • Brain storming • Grouping • Observation | <ul style="list-style-type: none"> - Drawing different means of transport - Describing the different means of transport | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Describing what litres are • Adding in litres | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing what litres are - Adding in letters | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Describing what past tense is. • Listing some of the examples of irregular verbs • Using some of the learnt examples of irregular verbs in sentences | <ul style="list-style-type: none"> • Discussion • Brain storming • reading | <ul style="list-style-type: none"> - Describing what past tense is. - Listing some of the example of irregular verbs. - Using some of the learnt example of irregular verbs in sentences | <ul style="list-style-type: none"> - 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 |

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|--|------|--|--|----------------|--|---|---|--|--|---|------------------------|
| | | | | LIT I | Cross word puzzles about transport dialogue | <ul style="list-style-type: none"> • Reading the words given. • Identifying words from the puzzle • Using the words from the puzzle to sentences | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading the words given - Identifying words from the puzzle - Using the words from the puzzle to construct sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making different designs using banana stalks | <ul style="list-style-type: none"> • Drawing • Models • Observation • Whole class discussion • Grouping • Brain storming | <ul style="list-style-type: none"> - Making different designs using banana stalks | <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - for domestic use - for playing with - for selling and get money - for decoration - for wearing - for teaching and learning | <ul style="list-style-type: none"> - identifying uses of things in the environment | <ul style="list-style-type: none"> - guided discovery | <ul style="list-style-type: none"> - Drawing and naming uses of things we make. | <ul style="list-style-type: none"> - Responsibility decision making | <ul style="list-style-type: none"> - A chart showing uses of things we make. | |
| | | | | MATHS | Word statement involving addition in litres | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the given word problem with understanding - Solving the given problem | <ul style="list-style-type: none"> - 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 |

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|--|-----|--|--|--|--|---|---|--|--|---|---|
| | | | | ENGLISH | Conjunction using because | <ul style="list-style-type: none"> • Join the sentences using because | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering and question | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Prepared work on papers | Teacher's collection |
| | | | | <p>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</p> | | | | | | | |
| | | | | Lit II | Ways of making crafts | Modeling, knitting, weaving | <ul style="list-style-type: none"> - Identifying ways of making crafts | <ul style="list-style-type: none"> - Guided discovery | <ul style="list-style-type: none"> - Identifying ways of making crafts | <ul style="list-style-type: none"> - Responsibility | |
| | | | | MATHS | Subtraction in litres | <ul style="list-style-type: none"> • Subtracting given numbers • Counting | <ul style="list-style-type: none"> • Whole class discussion • Explanation • Grouping • Interviews • Drawing • Brain storming | <ul style="list-style-type: none"> - Subtracting in litres - Doing written exercise | <ul style="list-style-type: none"> - Problem solving - Appreciation - Counting - Co-operation | A chart showing how to subtract litres Chalkboard illustration | Mk. Bk2 Prim Mtc pg..... |

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|--|------|--|--|---------|--|---|---|---|--|---|--|
| | | | | ENGLISH | Vocabulary Ropes, doll, mat, port, ball, basket Structure Where is the It is | <ul style="list-style-type: none"> • Reading • Spelling • Using the words • Describing compound words • Making sentences using the given compound words. | <ul style="list-style-type: none"> • Look and say • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Spelling - Using the words - Describing compound words. - Making sentences using the given compound words | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making words with sound oo. • Reading the formed words • Making sentences using the formed words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Making words with sound wh - Reading the formed words - Making sentences using the formed words | <ul style="list-style-type: none"> - 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 | |

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|--|------|--|--|---------|---|--|---|---|--|---|---|
| | | | | MATHS | Word problems involving subtraction in litres | <ul style="list-style-type: none"> • Reading the given word problems • Solving the given word problems | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the given word problem - Solving the given word problem | <ul style="list-style-type: none"> - 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 | <p>Vocabulary Banana fibre , string, paper etc Structures What do you use to make? I useto make.</p> <p>Other plurals e.g. tooth – teeth Mouse – mice Goose – geese</p> | <ul style="list-style-type: none"> • Pronouncing • Spelling • Answering questions • Identifying other plurals • Reading and writing given plurals • Changing given plurals | <ul style="list-style-type: none"> • Listen and, say and use • Question and answer • Whole class discussion • Brain storming • Interview | <ul style="list-style-type: none"> - Articulation - Identifying other plurals - Reading and writing given plurals - Changing given plural | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading the given comprehension passage. • Identifying things we need at home | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written question | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication | Prepared work on sheets of paper Chalkboard illustration | Tr's own collection |

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|--|-----|--|--|---------|--|--|---|---|--|---|--|
| | | | | 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 | <ul style="list-style-type: none"> • Adding in litres • Subtracting in litres | <ul style="list-style-type: none"> • Whole class • Discussion • Brain storming • Explanation • Interview • Drawing | <ul style="list-style-type: none"> - Adding in litres - Subtracting in litres | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Identifying different words with same meaning • Writing the words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Doing a written exercise - Answering oral question | <ul style="list-style-type: none"> - 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 |

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| 3 | | | | LIT I | Guided composition about things we make and their uses | <ul style="list-style-type: none"> • Reading the given composition • Answering oral and written questions | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written question | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making things we use at home e.g. mats, dolls, balls, ropes etc | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Models • Brain storming • Grouping • Observation | - | - | | |
| | | | | Lit II | Characteristics of non living things - they do not grow - they do not breathe - they do not feed - they do not reproduce | Identifying characteristics of living things | <ul style="list-style-type: none"> - discussion - question and answer | <ul style="list-style-type: none"> - identifying things non living things do / not do | <ul style="list-style-type: none"> - critical thinking - decision making | <ul style="list-style-type: none"> - real objects. | |
| | TUES | | | MATHS | Topic questions on capacity | <ul style="list-style-type: none"> • Reading topical questions • Answering topical questions | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Answering written question | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading the given words • Talking dictation | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading the given words - Talking dictation | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Effective communication | A chart showing some of the words | Teachers collection |

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| | | | | ART AND CRAFTS | Leaf printing | <ul style="list-style-type: none"> • Pasting different shapes of leaves | <ul style="list-style-type: none"> • Whole class discussion • Drawing • Models • Brain storming • Grouping • Observation | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - discussion - guided discovery | <ul style="list-style-type: none"> - Defining living things - Naming examples of living things | <ul style="list-style-type: none"> - Critical thinking - decision making | <ul style="list-style-type: none"> - a chart showing examples of living things | |
| | | | | MATHS | Addition with regrouping Addition of digit one number to 2 digit number | <ul style="list-style-type: none"> • Counting • Adding given tasks with carrying | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Answer oral and written question | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Describing analogies • Listing down some of the analogies | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing analogies - Listing down some of the analogies | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Effective communication | Chalkboard illustration A chart showing some of the analogies | Junior Eng. Bk.2 pg 67 |

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| | | | | LIT I | Letter practice Rr Words and sentences | <ul style="list-style-type: none"> • Practicing letter Rr • Practicing to write words with letter Rr. | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Practicing letter Rr - Practicing to write words with letter Rr | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Modeling things like pots, plates, cups | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Models • Grouping • Drawing | <ul style="list-style-type: none"> - Modeling things like pots, plates, cups | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Critical thinking - Decision making | Real plants A chart showing plants. | |
| | | | | MATHS | Adding two digit numbers to digit numbers with regrouping | <ul style="list-style-type: none"> • Adding two digit numbers to two digits numbers with regrouping | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Models • Grouping • Drawing | <ul style="list-style-type: none"> - Adding two digit numbers to two digits numbers with regrouping | <ul style="list-style-type: none"> - 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 |

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| | | | | ENGLISH | Homophones same sound different meaning e.g. See-sea Pool-pull Here-hear | <ul style="list-style-type: none"> • Describing homophones • Identifying examples of homophones | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | Describing homophones Identifying example of homophones Doing a written and oral activity | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Making sentences from the substitution table | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | Making sentences from the substitution table (orally or in written form) | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Critical thinking - Discussion | A chart showing flowering plant | |
| | | | | ART AND CRAFTS | | • | • | - | - | | |

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| | MON | | | Lit II | Uses of things we make Decoration e.g. table mats, table clothes for teaching and learning | <ul style="list-style-type: none"> Identifying things we use for decoration | <ul style="list-style-type: none"> Role play Reading Whole class discussion Recitation Debate Interview Mapping | Identifying things we use for decoration | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Describing the Uganda shillings money. Identifying and observing the features on Ugandan money. | <ul style="list-style-type: none"> Whole class discussion Brain storming Explanation Grouping Interview Drawing | Observing Uganda shillings | <ul style="list-style-type: none"> Appreciation Sharing Responsibility Creative thinking Critical thinking Effective communication Care | Real objects coins and notes | <p>Mk.bk2 pg 122</p> <p>Understanding Mtc bk1 74-76</p> <p>Mk bk1 pg.94</p> |
| | MON | | | LIT I | Descriptive composition about things we make, the materials used and their uses | <ul style="list-style-type: none"> Reading the given descriptive composition Answering written questions | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Reading Describing Writing Answering oral and written questions | <ul style="list-style-type: none"> Appreciation Sharing Responsibility Creative thinking Critical thinking Effective communication Care | Prepared work on papers | Teacher's own collection |
| | | | | English | Use of a question mark | <ul style="list-style-type: none"> Describe a question mark use of question mark | <ul style="list-style-type: none"> whole class discussion brain storming | <ul style="list-style-type: none"> use of a question mark describe a question mark | <ul style="list-style-type: none"> negotiation creative thinking | Chalkboard Illustration | <p>Ess eng wk bk 3 Pg 5</p> <p>Pri eng bk 2 pg16</p> |

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| | | | | ART AND CRAFTS | Making table mats | <ul style="list-style-type: none"> • Making mats | | | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Guided discovery - Discussion | <ul style="list-style-type: none"> - Drawing and naming a flowering plants | <ul style="list-style-type: none"> - Critical thinking | <ul style="list-style-type: none"> - A chart showing parts of a flowering plant | |
| | | | | MATHS | Features on money | <ul style="list-style-type: none"> • Identifying and observing the features on money • Answering oral and written questions | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Identifying and observing the features on money. - Answering oral and written questions | <ul style="list-style-type: none"> - 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? | <ul style="list-style-type: none"> • Reading • Spelling • Answering questions | <ul style="list-style-type: none"> • Look and say • Question and answer | <ul style="list-style-type: none"> - Reading - Spelling - Answering questions | <ul style="list-style-type: none"> - Pronunciation - Confidence | Word cards | MK thematic English bk 2 pg 47 |

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| | | | | LIT I | Spellings and dictation Words sentences related to the theme (environment) | <ul style="list-style-type: none"> • Reading and studying the learnt words • Taking dictation of the learnt words • Making sentences using the learnt words | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Drawing components of our environment i.e. trees, animals, building, rivers, lakes, hills..... | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Drawing components of our environment i.e. trees, animals, buildings, rivers, lakes, hills..... | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Discussion - Explanation | Identifying things we get from plants | <ul style="list-style-type: none"> - Decision making - Self awareness | A chart showing real things got from plants | |
| | | | | MATHS | Comparing different money denominations | <ul style="list-style-type: none"> • Comparing different money denominations • Observing the features on different money denominations | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Comparing different money denominations Observing the features on different money denominations | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Real money | Mk prim Mtc pg 95 Mk bk2 pg 123 |

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| | | | | ENGLISH | Vocabulary Cow, sheep, rabbit, pig, monkey, lion, zebra, snake Structure It is a? Yes, no, it is not | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> •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 | <ul style="list-style-type: none"> •Forming words using sound tr •Reading words formed | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> •Give the male for the female | <ul style="list-style-type: none"> • 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 chart showing sources of water. | |

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| | | | | MATHS | Adding money | <ul style="list-style-type: none"> • Counting • Adding given • Reading | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Counting - Adding given - Reading | <ul style="list-style-type: none"> - 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) | <ul style="list-style-type: none"> • Reading comprehension passage related to the theme. • Answering oral and written questions about the theme. | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - discussion - question and answer - brain storming | <ul style="list-style-type: none"> - appreciation - caring - responsibility | <ul style="list-style-type: none"> - writing and reading | <ul style="list-style-type: none"> - a chart showing things got from plants - real objects | |

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| | | | | MATHS | Word problems involving addition of money | <ul style="list-style-type: none"> • Reading word problems about addition of money. • Answering oral and written questions about addition of money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Answering oral and written questions | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Chalkboard illustration | <p>Mk prim Mtc bk2 pg 124</p> <p>Mk bk1 pg 96-98</p> |
| | | | | ENGLISH | Adjectives Comparing adjectives | <ul style="list-style-type: none"> • Compare • Adjectives • Use of adjective | <ul style="list-style-type: none"> • Discussion • Group method • Role play | Comparing Answering Writing | <ul style="list-style-type: none"> - Critical thinking - Effective communication | Comparing Adjective | Std eng aid pg 53 |
| | FRID | | | LIT I | Fill in composition related to the theme (environment) | <ul style="list-style-type: none"> • Reading the composition about the theme (environment) | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | Reading Describing Writing Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Drawing, shelter, food, medicine, decoration (flowers), protection (fence) | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Drawing shelter, food, medicine, decoration (flowers). Protection (fence) | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Pencils Paper Colours Text books | Teacher's own collection |

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| | | | | 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 | <ul style="list-style-type: none"> Counting Reading and answer the given exercise Regrouping Observing money | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Observing a plant identifying different parts of a plant. Mentioning some of the uses of plants parts. Drawing | <ul style="list-style-type: none"> 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 | | | | | | | |

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| | | | | 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 and answer - brainstorming | - 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 | <ul style="list-style-type: none"> • Doing written and oral questions | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Reading and writing • Using verbs | <ul style="list-style-type: none"> • 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 | | • | • | - | - | | |

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| | WED | | | Lit II | Uses of different parts of a plant | <ul style="list-style-type: none"> • Identifying uses of different parts on a plant | <ul style="list-style-type: none"> • Role play • Reading • Oral method • Whole class • Recitation • Debate • Interview • Mapping | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Addition of money • Subtraction of money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Addition of money - Subtraction of money | <ul style="list-style-type: none"> - Appreciation - Sharing - Responsibility - Creative thinking - Critical thinking - Effective communication - Care | Text books | Tr's own collection |
| | | | | ENGLISH | REVISION | • | • | - | - | | |
| | | | | LIT I | Sound - th | <ul style="list-style-type: none"> • Pronouncing sound 'th' • Making words using sound 'th' • Fill in words with sound th • Underline words with sound th | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Pronouncing sound 'th' - Making words using sound 'th' | <ul style="list-style-type: none"> - 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 |

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| | WED | | | ART AND CRAFTS | Modeling things in our environment | <ul style="list-style-type: none"> • Modeling • Mixing clay | <ul style="list-style-type: none"> • Guided discovery • Demonstration • Brain storming | <ul style="list-style-type: none"> - Modeling - Mixing clay | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Explanation - Guided Discovery | <ul style="list-style-type: none"> - Identifying and naming factors | <ul style="list-style-type: none"> - Self awareness | <ul style="list-style-type: none"> - A chart showing factors that promote peace and security. | |
| | | | | MATHS | Shopping | <ul style="list-style-type: none"> • Describing shopping • Carrying out shopping • Counting money | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Describing shopping - Counting money | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading • Spelling • Answering questions | <ul style="list-style-type: none"> • Look and say | <ul style="list-style-type: none"> - Reading - Spelling - Answering questions | <ul style="list-style-type: none"> - Pronunciation - Confidence | A chart | Tr's guide bk 1 pg 97 |
| | | | | LIT I | REVISION | • | • | - | - | | |

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| | 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 |

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| | | | | Lit II | How to prevent insecurity Helping others Listening to elders etc | <ul style="list-style-type: none"> Identifying Preventing | <ul style="list-style-type: none"> Question and answer Discovery Discussion | <ul style="list-style-type: none"> Critical thinking Self awareness Expression | <ul style="list-style-type: none"> Role playing Reading Writing | Chalkboard illustrations | |
| | | | | MATHS | Mathematical statements on addition Words used; plus, add, altogether. More sum, total | <ul style="list-style-type: none"> Reading the mathematical statements. Recognition of the vocabulary used | <ul style="list-style-type: none"> Whole class discussion Brain storming Explanation Grouping Interview Drawing | <ul style="list-style-type: none"> Reading Recognition of the vocabulary used | <ul style="list-style-type: none"> 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" | <ul style="list-style-type: none"> Practicing sound oa Forming words with sound oa | <ul style="list-style-type: none"> Phonetic Reading Oral method Whole class discussion Explanation Brain storming | <ul style="list-style-type: none"> Practicing letter oa Forming words with sound oa | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> brain storming discussion question and answer | <ul style="list-style-type: none"> critical thinking responsibility self expression | <ul style="list-style-type: none"> drawing and naming | <ul style="list-style-type: none"> a chart showing people who keep peace and security in the community | |

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| | TUES | | | MATHS | Subtraction of words | <ul style="list-style-type: none"> • Subtracting given numbers | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading - Subtracting - Counting | <ul style="list-style-type: none"> - Appreciation - Creative thinking - Critical thinking - Effective communication - Problem solving | Text books Counters | Mk bk1 pg 72 Mk bk2 pg 61 |
| | | | | MATHS | Mathematical statements multiplication | <ul style="list-style-type: none"> • Reading given statements • Working out mathematical multiplication statements | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading given statements - Working out mathematical multiplication statements | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Forming meaningful sentences by re-arranging words | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Forming meaningful sentences by re-arranging words | <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - stealing - fighting - violence - diseases - poverty | Identifying factors that lead to insecurity in homes | <ul style="list-style-type: none"> - discussion - question and answer - discovery | <ul style="list-style-type: none"> - drawing people who promote peace and security | <ul style="list-style-type: none"> - self expression - self awareness | <ul style="list-style-type: none"> - a chart Showing causes of insecurity in a home | |

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| | | | | English | Vocabulary Fire. Fight, play, pray,. Like hate Structures What do you like? I like /hate..... | <ul style="list-style-type: none"> •Pronouncing •Reading •Using the words | <ul style="list-style-type: none"> • Look, and say | <ul style="list-style-type: none"> - Pronouncing - Reading - Using the word | Articulation Critical thinking | Mk thematic eng bk 2 95 | |
| | | | | MATHS | Mathematical statements involving division | <ul style="list-style-type: none"> • Interpreting mathematical statements | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | <ul style="list-style-type: none"> - Reading the given mathematical statements - Doing a written exercise | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Interpreting given pictures | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Interpreting given pictures - Doing an oral and written exercise | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - Explanation - Discussion - Question and answer | <ul style="list-style-type: none"> - critical thinking - self awareness - self expression | <ul style="list-style-type: none"> - drawing and naming | <ul style="list-style-type: none"> - a chart showing people who promote peace at school | |

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| | | | | English | Vocabulary Guns, spear, knife, needle, stone, sticks Structures Do you have a? Yes/no..... | <ul style="list-style-type: none"> •Pronouncing •Reading •Using the words | <ul style="list-style-type: none"> • Look, and say | <ul style="list-style-type: none"> - Pronouncing - Reading - Using the word | Articulation Creative thinking | Mk thematic eng bk 2 85 | |
| | | | | MATHS | Mixed exercise in addition to multiplication and division | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | | | | Tr's own collection |
| | THUR | | | LIT I | Sound "tion" | <ul style="list-style-type: none"> • Whole class discussion • Making words with "tion" | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Brain storming | <ul style="list-style-type: none"> - Making words with sound "tion" | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Effective communication | <ul style="list-style-type: none"> - Jigsaws - A chart showing "tion" | |
| | MON | | | MATHS | Number families less than 10 | <ul style="list-style-type: none"> • Numbers less than 10 | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Problem solving | <ul style="list-style-type: none"> - A chart showing the basic of number families | |
| | | | | English | Vocabulary Peace, love, safe, share, work, pray Structures What are they doing? They are? | <ul style="list-style-type: none"> •Pronouncing •Reading •Using the words | <ul style="list-style-type: none"> • Look, and say | <ul style="list-style-type: none"> - Pronouncing - Reading - Using the word | Articulation Critical thinking | Tr's guide bk 1 pg 97 | |

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| | TUES | | | MATHS | Multiplication by 3 Division by 3 | <ul style="list-style-type: none"> • Multiplying by 3 • Division by 3 | <ul style="list-style-type: none"> • Whole class discussion • Brain storming • Explanation • Grouping • Interview • Drawing | Doing a written exercise | <ul style="list-style-type: none"> - Creative thinking - Critical thinking - Problem solving | A chart showing the basics of number families | |
| | | | | LIT I | Comprehension about people in our community | <ul style="list-style-type: none"> • Reading the given passage • Describing different people in our discussion community | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing - Writing - Answering oral and written questions | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - brain storming - question and answer | <ul style="list-style-type: none"> - critical thinking - self awareness - self expression | <ul style="list-style-type: none"> - role playing - reading | | |
| | | | | English | Vocabulary Policeman /woman Soldier, teacher Structure What can you see? I can see a | <ul style="list-style-type: none"> • Reading • Spelling • Using the words | <ul style="list-style-type: none"> • Look, and say • Answering questions | <ul style="list-style-type: none"> - Reading - Spelling - Forming sentences | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> • Reading the given composition • Answering oral and written questions | <ul style="list-style-type: none"> • Phonetic • Reading • Oral method • Whole class discussion • Explanation • Brain storming | <ul style="list-style-type: none"> - Reading - Describing | <ul style="list-style-type: none"> - Appreciation - Sharing - Creative thinking - Critical thinking - Self esteem | Chalkboard illustration and guided composition on sheets of papers | Tr's collection |

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| | | | | Lit II | <ul style="list-style-type: none"> - Importance of peace and security - To promote love - To be happy - To care for others | Mentioning importance of peace and security | <ul style="list-style-type: none"> - Brain storming | <ul style="list-style-type: none"> - Self awareness | <ul style="list-style-type: none"> - Reading and writing | | |
| | | | | English | Vocabulary Fighting Sharing Playing Structure What are they doing? They are? | <ul style="list-style-type: none"> • Reading • Spelling • Using the words | <ul style="list-style-type: none"> • Look, and say • Answering questions | <ul style="list-style-type: none"> - Reading - Spelling - Forming sentences | <ul style="list-style-type: none"> - Articulation - Critical thinking - Awareness - Confidence | | Mk thematic eng bk 2 95 |
| | | | | Lit II | Insecurity <ul style="list-style-type: none"> - How to prevent insecurity - Helping others - Listening to elders - Following school rules - Loving one another - Not stealing | Identifying ways of preventing insecurity | <ul style="list-style-type: none"> - Question and answer - Discovery - discussion | <ul style="list-style-type: none"> - critical thinking - self awareness - Expression | <ul style="list-style-type: none"> - role playing - reading - writing | <ul style="list-style-type: none"> - Chalkboard illustration | |
| | | | | Lit II | <ul style="list-style-type: none"> - Causes of insecurity in our school - Beating - Fighting - Teasing - Nor respecting - Stealing - Not listening - | Identifying causes of insecurity at school | <ul style="list-style-type: none"> - Discussion - role play - Brian storming - interview | <ul style="list-style-type: none"> - self awareness - responsibility | <ul style="list-style-type: none"> - role playing - naming | <ul style="list-style-type: none"> - well written school rules on a chart | |