



THE REPUBLIC OF UGANDA

Ministry of Education, Science,
Technology and Sports

The National Primary School Curriculum for Uganda

Teacher's Guide, Primary 2



NCDC

NATIONAL CURRICULUM
DEVELOPMENT CENTRE





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DEVELOPMENT CENTRE*



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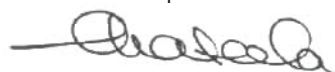
The preparation of this Curriculum benefited greatly from the support and valuable contributions of the Curriculum Task Force (CTF). NCDC would therefore like to express sincere appreciation to the members of the CTF who provided extremely useful comments and suggestions during the drafting and finalisation of the curriculum.

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Connie Kateeba
Director, National Curriculum Development Centre-NCDC

Foreword



The failure of learners to attain acceptable levels of proficiency in reading and writing at Primary Three (P3) level is considered to be a barrier to their full enjoyment of their right to education as enshrined in Section 30 of the Constitution of the Republic of Uganda (1995). Sector-wide reflection on this phenomenon has led to identification of challenges which need urgent attention to make schooling more beneficial to the learners. The Ministry commissioned a study which carried out a Situational Analysis which showed that one of the factors causing poor performance in literacy, numeracy and life skills were the structures of the Primary School Curriculum.

The curriculum's emphasis on the acquisition of facts in various subjects studied in Primary Schools influenced teaching to focus mainly on recall and other low order cognitive skills. This orientation was further reinforced by learner assessment techniques that aimed at grading learners rather than discovering variety in talents to be nurtured and weaknesses to be remedied.

The study also found out that the involvement of the Ministry of Education, Science, Technology and Sports and the Sector Development Partners in the provision of materials and books to strengthen the teaching and learning activities had a positive effect on learning effectiveness.

These findings were adopted by the sector as key interventions.

The study report concerning the improved structure of the curriculum made the following best proposals:

- i) The need to focus on rapid development of literacy, numeracy and life skills at Lower Primary;
- ii) The treatment of concepts holistically, under themes of immediate meaning and relevance to the learner; and
- iii) The presentation of learning experiences through the media, especially languages, in which the learners were already proficient.

These are the basics presented in the **Thematic Curriculum** for Lower Primary. Primary One (P1) **Thematic Curriculum** is now ready for full system-wide ranging after a successful pilot trial. The Primary Two (P2) **Thematic Curriculum** is to take its pilot to ensure that the learners in Primary One in 2007 will be exposed to a fully piloted Primary Two Curriculum

The same procedure is to be undertaken for the P3 **Thematic Curriculum**.

The procedure of piloting the curriculum for each class before its launch will be upheld so as to provide a well-phased and interactive process of involving the teachers and learners in the refinement of the curriculum being formulated and implemented with a view to upgrade learner's performance.

I urge all Ugandans to give all schools the support they need to make this **Thematic Curriculum** a success by ensuring:

- i) early breakthrough to literacy;
- ii) mastery of numeracy skills;
- iii) empowerment in the use of life skills;
- iv) providing a head start to the acquisition of *higher order thinking skills*, and,
- v) the development of basic language skills for lifelong learning .

I therefore recommend this **Thematic Curriculum** for its implementation as a core activity in the on-going reforms of Education in Uganda. The effective interpretation of this Curriculum by the implementers will be the first step towards making Uganda's future generations permanently literate in at least one Ugandan local language. Let all effort lead towards the use of the **Thematic Curriculum** for effective acquisition of literacy, numeracy and other skills needed for lifelong learning.

Hon. Geraldine Namirembe Bitamazire (MP)
MINISTRY OF EDUCATION AND SPORTS
October 2006

Abbreviations

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

PART A: BACKGROUND AND METHODOLOGY

1. How to Use this Teacher's Guide

This *Teacher's Guide* is designed to provide you with the support you need to teach using the Thematic Curriculum. You should study the Curriculum to be familiar with the general aims and objectives for Primary Education.

This *Teacher's Guide* is divided into three main parts:

PART A provides you with guidance on the general recommended teaching approach for P2 Thematic Curriculum. This section provides ideas on the overall methodology and class management recommended for teaching with a thematic approach, as well as providing the rationale and teaching procedures for each learning area. Remember the learners were taught using the same approach in P1.

PART B provides sample Schemes of Work and Lesson Plan guidelines for each week. They show the competences to be developed each day. These will guide you when preparing a detailed scheme of work and lesson plans using a thematic approach.

PART C provides a sample Scheme of Work in detail as well as sample lesson plans for each learning area.

In case of unavoidable circumstances like public holidays, always continue from where you stopped, as competences to be developed build on previous work. However, always try to cover the targeted competences in a given week and theme. Cater for individual difference and special needs in learners to ensure that all learners achieve the set competences using an integrated approach.

2. Methodology for Teaching the Thematic Curriculum

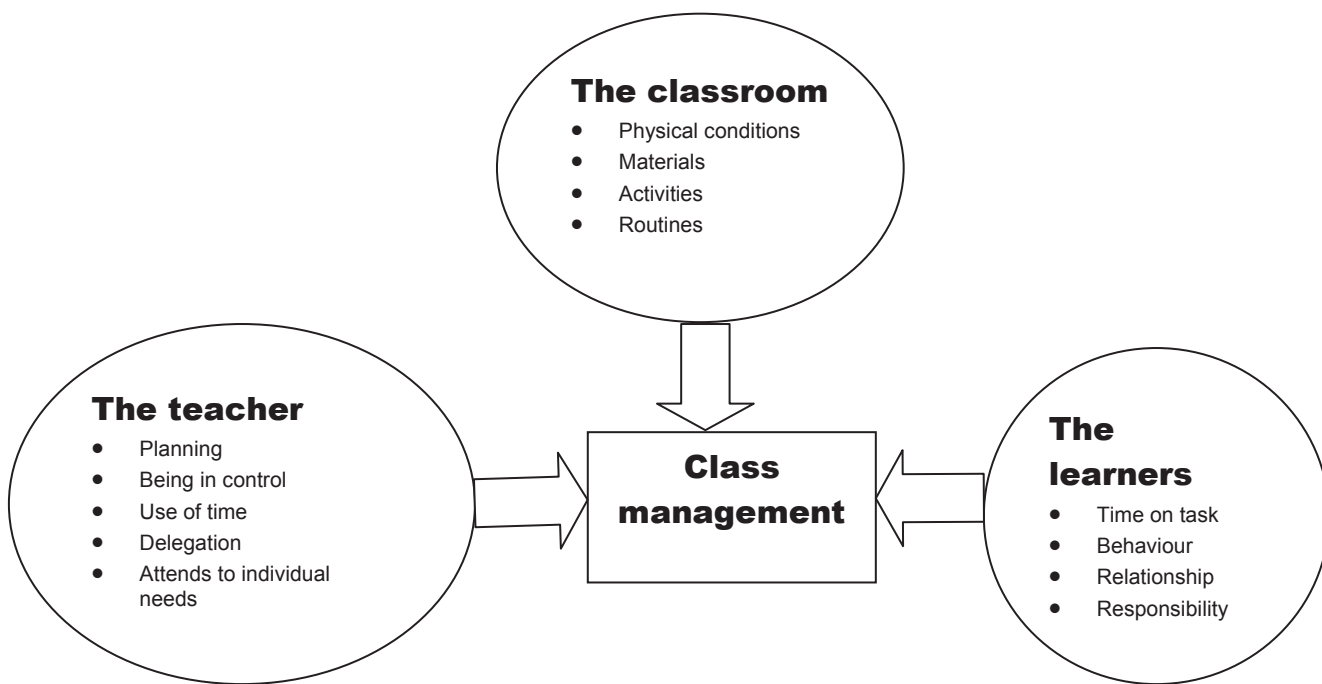
The Thematic Curriculum calls for participatory learning with hands-on activities. The methodology below has been identified to guide you on how to handle each theme and learning area.

2.1 Learner-centred Learning

The Thematic Curriculum emphasises learner-centred learning. It places the learner at the centre of the learning process. For more about the learner-centred methodology, see the P2 Curriculum.

2.2 Class Management

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



2.2.1 The teacher

In order to manage your class well, you should be competent in three different areas of teaching: **planning**, **being in control**, and **delegation**.

Planning

Careful planning and preparation for your class gives you an opportunity to be creative and have time to monitor the learning process. It is always important to plan your day's activities. You should have a detailed written lesson plan for each lesson. Well-planned teaching ensures that the learners achieve the target competences. If there is more than one stream, plan together with other teachers for uniformity and sharing of ideas.

Below are some important points to note when planning:

- Prepare your schemes of work and lesson plans in advance.
- Plan a variety of activities that will keep all the learners involved, including those with special needs.
- Make sure that you have all the materials needed for each lesson.
- Select appropriate methods to use during the teaching and learning process.

Being in control

- Provide a variety of interesting activities and attractive teaching/learning materials related to what you are doing.
- Master the subject matter well.
- Use appropriate language and give clear instructions.
- Know your learners well.
- Involve the learners in developing their class rules.

Vary the methods and use songs, rhymes, poems, etc. to break the monotony. Encourage the learners to change activities during the teaching and learning process since they have a short attention span and cannot keep on one activity for a long time.

Delegation

Delegation means asking others to carry out certain responsibilities on your behalf. Therefore, delegate responsibilities to help every learner to develop the skills and attitudes towards work. Let some learners be responsible for giving out materials like pencils, chalk and slates, cleaning up and acting as group leaders. Ensure that the learners who have not yet acquired the necessary skills and those with special needs are supported as well. Alternate responsibilities and be gender sensitive.

2.2.2 The classroom

The classroom for young learners should be secure, safe, well lit, well ventilated, attractive, clean, well organised and maintained. There should be plenty and a variety of materials suitable for the learners' learning needs. Coloured materials add interest. The play materials and displays should be graded and grouped to cater for the different learning levels and interests. They should be well-maintained and changed regularly to break the monotony and provide for learners' progress in learning. Hang the charts at the learners' eye level in order not to strain their necks. You may include "identity marks" to help the learners with visual impairment differentiate the materials.

2.2.3 Group teaching

This is a flexible kind of classroom arrangement to meet the needs and abilities of different learners. It helps you to make the teaching learner-centred, thus think of each learner instead of a group of learners. It promotes positive competition among learners and enables you to notice each learner's ability, talent, needs, problems and progress. Through group teaching, learners learn more effectively than they would if a class is taught as a unit. Group the learners in different ways for different activities. Below are some of the kinds of grouping you may use:

- Ability grouping
- Mixed ability grouping
- Interest grouping
- Random grouping

Steps to follow when organising group teaching***i) Preparation***

- Prepare enough activities and learning materials in advance.
- Group the learners and let them carry out different responsibilities.
- Let each group have a leader, timekeeper, recorder, resource manager.
- Group work can also be done outside the classroom.

ii) Instructions

- Give clear instructions on how tasks should be done.

- Make sure that all learners have grasped the task before beginning it.

iii) Monitoring

- Move around the groups as they carry out the tasks.
- Guide them wherever they find difficulty.
- Encourage full participation.
- Observe and assess the learners as they carry out the activities.

iv) Feedback

- Allow the learners to share what they have done.
- Give immediate feedback on their work.
- Finally, display the learners' work and let them talk about it.

v) Individual work

Sometimes, you will need to get learners to work on their own. This will enable you to assess achievement of competences by individual learners.

Note: Learners with special needs should be given appropriate activities, e.g. some learners with visual impairment may model, others may draw, while some with mental retardation may not be able to draw but can shade with guidance.

2.3 Using Instructional Materials

The use of instructional materials facilitates learning. Below are some materials you will be expected to use, including those you will make yourself.

Materials that will be provided by the government:

- Wall charts
- Readers
- Teacher's Resource Book (TRB)
- Mathematics practice books
- English practice books
- Mathematics work cards

Existing materials that can be adapted:

- Wall charts
- Alphabet cards
- Readers
- Mathematics work cards
- Abacus
- Picture cards
- Jigsaws
- English work cards
- Letter cards
- Word cards

Some of the materials that you can make:

- Alphabet picture cards
- Letter cards
- Flash cards
- Work cards
- Story books (readers)
- Handwriting books
- Domino cards
- Jigsaws
- Abacus
- Wall charts
- Sentence cards
- Puppets
- Labels
- Balls
- Ropes
- Shakers
- Counters
- Clappers
- Flutes
- Drums

Collect songs, stories, riddles, poems, tongue twisters and games, and locally made colours from plants, soil and ashes.

Note: Materials for blind learners should have Braille transcriptions.

2.4 Working with Learners who have Special Needs

In every class that we teach, we interact with learners who have various forms of special needs. Some special needs are visible while others cannot easily be identified. You may identify these needs and help learners to overcome them, as this may affect their learning and participation both in and out of the classroom.

2.4.1 Sensory impairment

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

- real objects or models to be explored;
- appropriate colouring that attracts the learner's attention or vision;
- life skills training that includes mobility and orientation, communication and interaction;
- individual's attention to learners with different abilities and challenges as a result of their impairment;
- appropriate lighting and positioning in the classroom.

2.4.2 Mobility and orientation

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

2.4.3 Communication tools

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

2.4.4 Gifted and talented learners

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

2.4.5 Learners who live under difficult circumstances (have psycho-social problems)

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

2.5 The Timetable

Individual lessons continue to form the basis of planning in the Thematic Curriculum for P1-P3. Below is a possible timetable for P2.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	News	PE	News	PE	Oral Literature
9:00-9:30	Literacy I	Mathematics	Literacy I	Mathematics	Mathematics

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

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

- Literacy I and Literacy II should follow each other (the Literacy Hour);
- Art and Crafts should be a double lesson and should come at the end of the day so as to allow learners time to clear and tidy up after the activities;
- Free Activity should be a double lesson so as to allow enough time for learners to change activities, talk about their work, clean up and store the materials. It should come towards the end of a session e.g. break or lunch;
- Oral Literature has been scheduled for two periods a week on subsequent days;
- Schools are not strictly obliged to follow this timetable.

The Thematic Curriculum advocates a class-teacher system. One teacher is expected to teach all the learning areas. Depending on the teacher-pupil ratio, more than one teacher may carry out team teaching. In this case, scheming and lesson planning should be done together. While you plan the lesson to be approximately 30 minutes, what is important is the development of competences but not the coverage of content in the given time. Therefore, you need to be flexible.

3. Life Skills and Values

These are the personal and social skills that enable young people to function confidently and competently among themselves, with other people and in the wider community. Life skills help an individual to:

- make informed decisions
- practice healthy behaviours
- recognise and assess risky situations
- avoid risky situations
- change attitude
- become good citizens
- be active and constructive in life
- solve problems met in different situations
- cope with stress and control emotions

The Thematic Curriculum emphasises the development of life skills and values across all learning areas. This is intended to enable learners to be aware of and practice what is acceptable in society. Life skills are organised into three categories:

i) The skills of knowing and living with oneself

- self-awareness
- self-esteem
- assertiveness
- coping with emotions
- coping with stress

ii) The skills of knowing and living with others

- interpersonal relationship
- friendship formation
- empathy
- negotiation
- non-violent conflict resolution
- effective communication

iii) The skills of making effective decisions

- critical thinking
- creative thinking
- decision-making
- problem-solving
- peer resistance

Values include

- | | | |
|------------------|-------------------|-----------------|
| • co-operation | • care | • self-reliance |
| • sharing | • respect | • joy |
| • appreciation | • trustworthiness | • concern |
| • endurance | • love | • privacy |
| • patience | • togetherness | • independence |
| • responsibility | • honesty | |

Examples of unpacked life skills

<p>SELF-ESTEEM Indicators</p> <ul style="list-style-type: none"> • Expressing likes and dislikes • Self-appreciation • Talking about oneself 	<p>ASSERTIVENESS Indicators</p> <ul style="list-style-type: none"> • Being open • Listening and valuing what others say • Expressing one’s point of view • Volunteering • Giving reasons for action taken • Standing in for one’s right • Responding to questions
<p>SELF-AWARENESS Indicators</p> <ul style="list-style-type: none"> • Self-identification • Self-evaluation • Talking about one’s potential, feelings and emotions • Talking about one’s culture, e.g. tribe, home, religion • Knowing one’s position and responsibility • Making choices • Caring for oneself 	<p>COPING WITH STRESS Indicators</p> <ul style="list-style-type: none"> • Being patient • Forgiving others • Accepting advice • Talking about personal problems • Narrating past experiences
<p>COPING WITH EMOTION Indicators</p> <ul style="list-style-type: none"> • Recognising emotions • Identifying other people’s emotions • Being sensitive about other people’s feelings • Recognising causes for different emotions • Making critical decisions for different emotions • Not letting your emotions affect your decisions 	
<p>EFFECTIVE COMMUNICATION Indicators</p> <ul style="list-style-type: none"> • Fluency • Audibility • Confidence • Articulation • Accuracy • Logical • Verbal expressions • Non-verbal expressions 	<p>FRIENDSHIP FORMATION Indicators</p> <ul style="list-style-type: none"> • Sharing • Playing with others • Working in groups • Use of polite language
<p>INTERPERSONAL RELATIONSHIP Indicators</p> <ul style="list-style-type: none"> • Forgiving others • Interacting freely with others • Caring for others • Sharing with others • Knowing how to behave when with different people, under different circumstances 	<p>EMPATHY Indicators</p> <ul style="list-style-type: none"> • Supporting others • Caring for others • Using appropriate language (etiquette) • Listening to others • Comforting • Guiding others
<p>NEGOTIATION Indicators</p> <ul style="list-style-type: none"> • Using persuasive language • Using appropriate body language • Controlling one’s temper • Responding appropriately • Apologising • Requesting • Thanking 	<p>NON-VIOLENT CONFLICT RESOLUTION Indicators</p> <ul style="list-style-type: none"> • Resolving issues without fighting • Negotiating • Using appropriate language • Assisting others to come to an understanding • Coping with stress • Accepting defeat • Knowing when to give in
<p>PEER RESISTANCE Indicators</p> <ul style="list-style-type: none"> • Standing for one’s values and beliefs 	

<ul style="list-style-type: none"> • Defending one's decision • Standing by one's principle 	
<p>DECISION-MAKING <i>Indicators</i></p> <ul style="list-style-type: none"> • Acceptance • Refusal • Making a choice • Asking questions • Giving instructions • Telling consequences of their decisions 	<p>CRITICAL THINKING <i>Indicators</i></p> <ul style="list-style-type: none"> • Responding to questions • Selecting and evaluating information • Analysing statements • Giving reasons for action taken • Taking a decision • Making the best use of the information you have
<p>CREATIVE THINKING <i>Indicators</i></p> <ul style="list-style-type: none"> • Logical reasoning • Initiating new ideas • Innovativeness • Finding different ways of doing things 	<p>PROBLEM-SOLVING <i>Indicators</i></p> <ul style="list-style-type: none"> • Taking a decision • Making a choice • Evaluating facts • Finding different strategies

4. Teaching Mathematics

4.1 Rationale

By the time the learner gets to Primary Two, he/she has acquired the basics of number, measurement, data handling and shape. These areas of mathematics are extended at P2. As was done in P1, continue using songs, rhymes and games in P2 to teach mathematical concepts. Let the learners know that mathematics is connected with their everyday lives.

Try as much as possible to relate mathematics to the theme as in the examples below:

- In Theme 1: Use sets with items from the school and community
- In Theme 2 and others: Use the wall charts for counting
- In Theme 3: Measure body parts using non-standard units
- In Theme 4: Collect data concerning learners' favourite foods and drinks (from Food and Nutrition)
- In Theme 7: Collect and record data in bar charts on the types of vehicle that pass your school (Transport in our Community)
- In Theme 11: 'Measure' is all about mathematics

Mathematics is a hierarchical subject. The ability to proceed to new work often depends on knowledge of one or more pieces of work that have been done before. If learners do not grasp the concepts correctly at this stage, they may find problems later. The first thing to do in P2 is to revise carefully all the work of P1. You will notice that as in P1, the rate of learning varies greatly from learner to learner. This can make it difficult to teach. Where a learner is having problems, give him/her remedial work.

In the learner-centred Thematic Curriculum, mathematics teaching at all levels should include opportunities for:

- a) exposition by the teacher;
- b) discussion between teacher and learners and between learners themselves;
- c) appropriate practical work;
- d) consolidation and practice of fundamental skills;
- e) problem-solving, including the application of mathematics to everyday situations.

i) Exposition by the teacher

This means explanation by the teachers – often using the chalkboard. This is a fundamental part of most mathematics lessons. However, it is important that this does not dominate your lessons. You should allow learners to participate in the other activities given below.

ii) Discussion

Learners must be given opportunities to talk about mathematics, explain and discuss their results. They should feel confident in using their own language to discuss with you and with their peers. Let them discuss the challenges that they find when solving mathematical problems. Guide them to understand that mathematics is a precise and accurate subject. In mathematics there is no place for the words “perhaps” or “probably”. For this reason, it is important that learners have the chance to use mathematical language as often as possible. Encourage them to work in groups and report back. This gives the learner an opportunity to share with others.

iii) Practical work

There should be opportunities at all stages for appropriate practical work. This is especially important in the Lower Primary classes. There are many ways in which practical work can be done in P2. Collect bottle tops, stones, beans, sticks of different sizes and so on, which you can use to explain different concepts, e.g. the commutative property of addition.

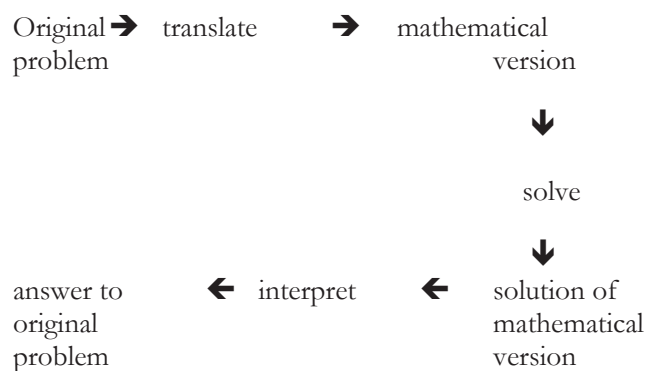
iv) Practice

Every learner needs to practise the skills that they have recently learned and to consolidate the ones they already have. The amount of practice needed depends on the learner and you must be aware of the different needs of your learners. While some things in mathematics certainly need to be learned by heart, it should never be necessary to commit things to memory without at the same time seeking to develop a proper understanding of the mathematical concepts to which they relate.

v) Problem-solving

The ability to solve problems is at the heart of mathematics. You need to help learners understand and apply the concepts and skills they have learned and use them to solve problems.

A problem is usually stated in words, given orally or written down. To solve it the learner may have to translate it into mathematical symbols, solve the problem and then interpret the answer.



To solve an exercise means applying routine skills to obtain an answer, but to solve a problem requires more. The learner must stop, think, reflect and take some creative steps to find a solution to a problem.

- An example of an exercise is “Add 23 and 54”.
- An example of a problem is “If I think of a number and add 54 my answer is 73. What was the number I thought of?”

Problem-solving is important because it:

- develops learners’ thinking skills (this is very important).
- adds enjoyment and interest to mathematics lessons.
- helps learners gain confidence in their mathematical ability.
- helps learners see the interaction between mathematics and everyday life.
- improves communication skills in mathematics.
- develops the process of forming and testing hypotheses.
- develops abstract thinking.

There are two things to remember when setting problems:

- The problems should not be too difficult for the learners otherwise they will decide they can never solve problems and will not even try.
- The language must be carefully chosen. Your problems are to test mathematical skills and not language skills. The language used must be simple and easily understood by the learner so that the problem is clear.

Variety in teaching

Finally it is very important that you bring variety into your mathematics lessons so that learners will be motivated to work hard. They should enjoy their mathematics lessons. Remember the methods above and teach in a variety of ways. This will also make it more interesting for you!

The following sections show the sequence of major competences. It gives an idea of the pace to follow and some procedures for teaching some concepts that arise in P2. Remember: this is not a rigid schedule but merely a guide. If you are an experienced teacher you will have your own ideas. Please use them.

Sequence for Mathematics P2 (Themes 1-6)

Theme	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3	
Addition				Two-digit numbers horizontally carrying	Two-digit numbers vertically	Two-digit numbers vertically, no carrying													Adding 3 digit numbers no carrying vertically
Multiplication										By 2, 3 and 10	By 5	By 4							
Subtraction								Subtracting 2- and 3-digit numbers vertically no borrowing	Subtracting 2- and 3-digit numbers horizontally no borrowing				Subtracting 2- and 3-digit numbers vertically no borrowing	Subtracting 2- and 3-digit numbers vertically no borrowing					
Division															Two-digit numbers by 2, no remainder	Two-digit numbers by 3, no remainder			
Shapes							Recognising and naming shapes												
Sets	Classifying, ordering, comparing sets, forming sets	Forming sets, comparing sets	Sorting, comparing, identifying, empty sets																
Fractions																	Naming, reading, writing, drawing, shading $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{5}$, $\frac{1}{10}$		
Measures							Measuring HWB using non-standard			Measuring weight using non-					Measuring liquids	Measuring liquids using non-			

Theme	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
Place value				Hundreds, tens and ones; 0 as a place holder		Recognising place values	measures, comparing heights			standard measures				using non-standard units	standard units			
Counting	1-99	1-99	1-99	100-200	Up to 300	Up to 300	300-400	300-400	300-400	400-500	500-600	500-600	600-700	700-800	600-800	800-900	Up to 999	999
Writing number symbols	1-99			100-200	200-300	100-300				400-500	500-600	400-600				600-700	700-800	600-800
Reading number symbols	1-99			100-200	200-300	100-300				400-500	500-600	400-600				600-700	700-800	600-800
Graphs										Collecting, recording, reporting data								
Reading number names		1-99					100-110	110-120	100-120				120-130	130-140	120-140			
Writing number names		1-99					Writing number names 100-110	Writing number names 110-120	Writing number names 100-120				120-130	130-140	120-140			

Sequence for Mathematics P2 (Themes 7-12)

Theme	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	11.1	11.2	11.3	12.1	12.2	12.3
Addition	Identifying missing numbers, statements in addition																	
Multiplication	Multiply by 6	By 8	By 10									Multiplying the table of 2, 3, 4, 5, 6, 8, 10		3-digit numbers vertically, with carrying	Multiplying the table of 2, 3, 4, 5, 6, 8, 10			Multiplying table of 2, 3, 4, 5, 6, 8, 10
Subtraction				2 and 3 digit nos. without borrowing	Solving algebraic problems in subtraction	Identifying missing nos. in Mathematical statements in subtraction										3-digit numbers no borrowing		
Division								Up to 2-digit numbers by 3 no remainder	Up to 2-digit numbers by 4 no remainder	By 2 and 3 no remainder							Dividing 2-digit numbers by 3 and 4 no remainder	Dividing 2-digit numbers by 2, no remainder
Shapes															Naming, comparing, labelling shapes, solids, cutting and pasting			
Sets																	Forming sets	
Fractions										Addition of fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{6}$.								
Measures						Measuring in metres	Telling time in hours		Using money to sell and				Making and interpretin	Recording measures in metres,	Measuring mass in kilograms			

Theme	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	11.1	11.2	11.3	12.1	12.2	12.3
Place value																		
Counting	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999	Counting to 999
Writing number symbols				800-900	900-999	800-999												
Reading number symbols				800-999	900-999	900-999												
Graphs		Column graphs	Bar graphs	Recording, reporting														
Reading number names	140-150	150-160	140-160				160-170	170-180	160-180	180-190	190-200	180-200				200-300	300-400	200-400
Writing number names	140-150	140-160	140-160				160-170	170-180	160-180	180-190	190-200	180-200				200-300	300-400	200-400

4.2 Teaching Procedures (TPs) for Mathematics

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

TP1: Teaching counting

- Identify the numbers to be counted.
- Guide learners to count using concrete objects e.g. sticks, bottle tops, and straws. In case of bigger numbers use bundles of hundreds, tens and ones then let them count in groups and individually.
- Learners count using pictures.
- Sing counting songs.
- Recite rhymes and play counting games.
- Always give learners opportunity to practice counting.

TP2: The number symbols

- Have the numbers to be taught in the flash cards.
- Hold up a number card.
- Let learners recognise the number as you say it.
- Let them say the number after you several times.
- Flash the number card with a symbol and let learners say it.
- Learners can sort and match number symbol to number symbols, numbers symbols to objects.
- Learners practice writing number symbols on chalkboard, exercise books or slates.
- Repeat with other numbers you intend to teach.
- You can use a number line to teach the order of number symbols.

TP3: Place values

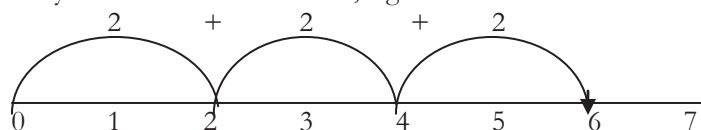
- Have a variety of concrete objects to develop the concept of place value.
- Guide the learners to group the objects according to tens and ones.
- Learners tell the number in each bundle/group.
- Draw the bundles/groups and indicate numbers representing them.
- Use the abacus when teaching place value. Refer to the book “Using Non-Textbook Materials in P1 and 2: Teacher’s Module” (page 58).

TP4: Using simple story sums

- Prepare the story sums related to the concept to be developed.
- Tell the story.
- Ask questions related to story sums.
- Let learners tell their story sums.
- Let learners ask and answer questions related to story sums.

TP5: Addition

- Have a variety of concrete objects and pictures for learners to use when carrying out addition.
- Develop the concept of addition using 2- or 3-digit numbers by guiding learners to add, beginning with ones then proceeding to tens and hundreds.
- You may use a number line to add, e.g.:



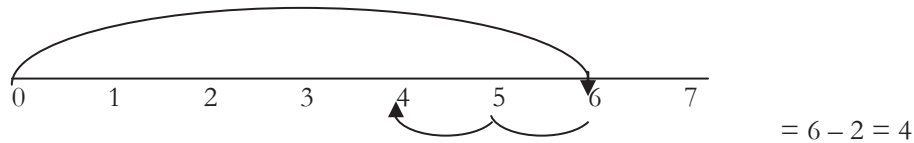
$$2 + 2 + 2 = 6$$

- Sing counting songs for addition.
- Always begin with vertical then horizontal addition.

- Use an abacus to demonstrate repeated addition. Refer to the book “Using Non-Textbook Materials in P1 and 2: Teachers Module” (p59).

TP6: Subtraction

- Have a variety of concrete objects and pictures for learners to use.
- Develop the concept of subtraction using 2 or 3 digit numbers by guiding learners to subtract beginning with ones then proceed to tens and hundreds.
- Use a number line to subtract, e.g.



- Sing counting songs for subtraction.
- Use an abacus to demonstrate repeated subtraction. Refer to the book “Using Non-Textbook Materials in P1 and 2 Teachers Module” (pp59-60).

TP7: Multiplication

- Have a variety of concrete objects and pictures for learners to use when developing the concept of multiplication.
- Guide learners to multiply using repeated addition.
- Let learners add according to the multiplication table being handled. For instance, if it is the multiplication table of two, let them add using real objects or pictures.

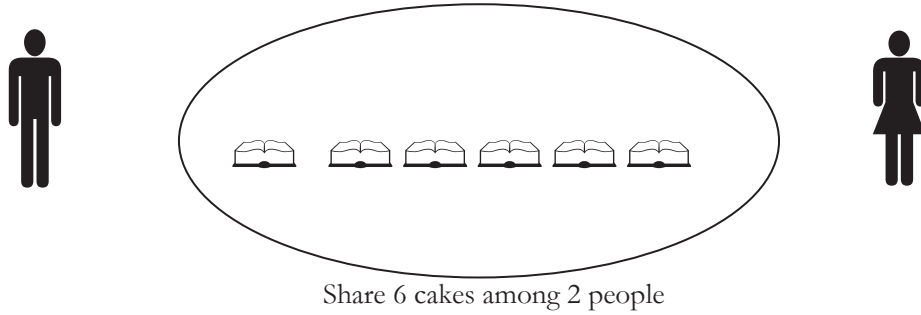
$$\begin{array}{rcl}
 2 \times 3 & = & \begin{array}{ccc} \text{☀} \text{☀} & \text{☀} \text{☀} & \text{☀} \text{☀} \\ 2 & + & 2 & + & 2 & = & 6 \\ & & 2 & \times & 3 & = & 6 \end{array}
 \end{array}$$

- Sing counting songs for multiplication.
- Let learners practice individually and in groups.
- You may use an abacus to carry out multiplication as a repeated addition.

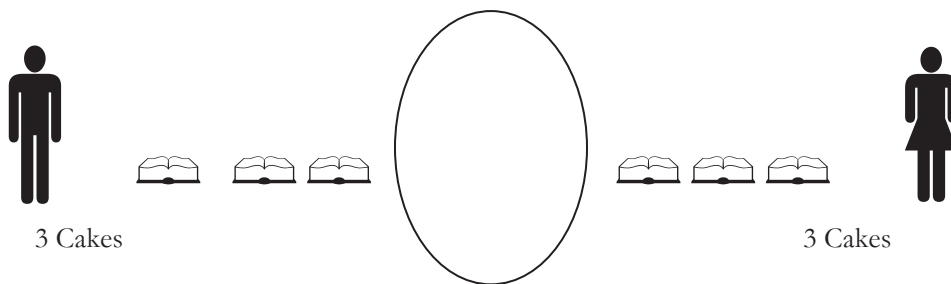
TP8: Division

- Have a variety of concrete objects and pictures for learners to use when developing the concept of division.
- Demonstrate using concrete objects/pictures by sharing equally.
- Let learners practice sharing in pairs and groups depending on the number you are dividing with, for example share 6 pencils equally among 2 learners.
- Sing counting songs for division.
- Use an abacus to demonstrate division as repeated subtraction.

a)



b)



Use an abacus to demonstrate division as repeated subtraction.

Tips on using scarce resources (e.g. the Mathematics Practice Book):

Where you have a large class and few materials, you can use the following ways exploit the scarce materials.

i) Adapt the idea given

By considering the methods used in the materials, improvise using local low cost materials. For example, cards can be prepared copying the method suggested for a given topic. Cards are a useful aid because they can be kept and used year after year if carefully looked after. If possible they can be laminated which will increase their lifespan.

ii) Use group teaching

With large class sizes, groups of learners can be formed in different ways depending on the number of resources you have:

- If you have very few books, divide the class into groups depending on the number of learners you have. Appoint group leaders and explain the tasks for the groups clearly. You may use a “child to child” approach where one able learner helps others. Move around the groups while the learners work.
- If you have more books, divide the class into 4 groups of 25. Have at least two activities for the class with one group using the material and the other three the other activity. Concentrate on the group with the material while the others work independently. Repeat this with the other groups one by one until every learner has experienced the learning from the material.
- With even more copies of the books, divide the class into groups of 5 learners. Give one copy of the material to each group and circulate giving assistance.

4.3 Suggested Materials for Mathematics in P2

In addition to the materials provided by the Ministry of Education, Science, Technology and Sports, you should try to have a collection of the following:

- Straws
- Strings
- Glue

- Sticks of all sizes
- Beans or maize seeds, etc. For counting
- Bottle tops
- Empty boxes and tins of items from shops
- Cotton
- Wires
- Elastic bands
- Metre rulers
- Scissors
- Wooden cubes (small and large)
- Everyday examples of 3-dimensional objects (footballs, matchboxes, tins, cones)
- Pencils
- Pencil sharpeners

5. Teaching Literacy

5.1 Rationale

In order to become effective users of language, learners need to master three essential elements of literacy: sound, structure and meaning. Learners in the Lower Primary classes need to become familiar with the sound system. They should also become aware of the structure of language – its grammar and conventions (such as phrases, dialogue and story structures). They should be able to use language for different purposes and may use expression.

5.2 What do we Mean by Literacy?

Literacy does not refer to knowing how to read and write only, it also refers to the ability to identify, understand, interpret, create, communicate, and use printed and written materials meaningfully.

The literacy strand in the curriculum emphasises the development of specific competences. These are the building blocks, the mini-steps that must be achieved to enable learners to read, listen, speak and write.

The language of instruction should be the language that the learner is familiar with. It is the same language that the learner should use for reading and writing.

The curriculum scope and sequence provide a careful sequencing of the literacy competences to a level where most learners should be able to acquire the basic skills of reading and writing. Some may acquire the skills much faster, while a few may not.

5.3 Methods of Teaching Reading

The common methods of teaching reading in primary classes are the phonic method, the whole word/whole sentence methods (look and say), and the eclectic method. It is, however, important to note that there is no single method that is better than another. Below are some tips on the methods.

a) Phonic method

The phonic method involves decoding or interpreting a letter or group of letters and making the sounds that they represent. It is based on the sounds of the alphabet being sounded as individual sounds to form words, e.g.

c – a – t = cat
p – i – n = pin

The emphasis is on the sounds, not on the names of the letters taught.

When learners know some sounds, they can build them up into words. Do this in three stages slowly, for example:

Two-letter words

a – an, at, am
i – in, is, it

Three-letter words

a	o	t
cat	dog	tap
bag	pot	hat
	dot	tin

Bigger words and sounds made by a combination of two letters

sh	ch	th
shut	church	think
shop	chair	the
ship	catch	these

Procedure

- Produce the sound several times using letter cards and pictures while learners listen.
- Produce the sound with gestures as learners repeat.
- Say words that contain the learnt sound.
- Let learners say and identify the sound from the words.
- Let learners say other words that contain the sound.
- Ask learners to identify the sound from several given words.
- Let learners identify similar sounds within the classroom environment.
- Let learners read words (and short sentences) with the sound learnt.
- Let learners play sound games.
- Let learners write the letters/words/sentences with the sound.
- Link letter names with sounds.

Note

- Teach sounds in short, simple and familiar words first.
- Remember to introduce one sound per lesson while continuing to review the rest.

By the end of P2, learners should be able to decode simple written words using their understanding of sound-letter relationships. However, many of them will continue practising phonic work.

b) Syllabic method

The syllabic method is based on the same principle as the phonic method. However, in the syllabic method, the learner is taught sounds by contrasting syllables instead of single phonemes. In most of our local languages, unlike in English, syllables are built by joining a vowel to a consonant. A syllable can have more than one vowel letter. Others have only a vowel sound with no consonant, as in “eye”. Some words have one syllable, some two, others three and others four, e.g.:

- tea (1 syllable)
- basket / bas-ket (2 syllables)
- pencil / pen-cil (2 syllables)
- tomato / to-ma-to (3 syllables)
- vegetable /ve-ge-ta-ble (4 syllables)

Sample procedure

- Flash a consonant and a vowel, one at a time several times, as you sound them while learners listen and observe.
- Learners repeat after you to sound the letters. Combine consonants and vowels to come up with the syllable.
- Do this with other sets of consonants and vowels depending on the word to be read.
- Demonstrate how to build up the word using the syllables formed.
- Let learners practice building up words from the already learnt syllables.
- Encourage learners to come up with their own syllables and build up words.

c) Look and Say method

The Look and Say method embraces the whole word and whole sentence approach.

Whole Word

A word is taught as a whole. The teacher reads and flashes the word while the learner listens, looks and says it. The learner learns and remembers the whole printed shape so the more varied the shape and size of words the better.

Sample procedure

- Flash a picture card/object while learners observe.
- Say the name of the picture/object as learners listen.
- Flash the word card as you say the word several times while learners observe and listen.

- Let learners say the word after you.
- Let learners match the word card to the picture/object.
- Let learners read the word several times.
 - as whole class
 - in pair/groups
 - individually
- Let learners write the word, draw and label the picture.

Whole Sentence

The same idea of the “whole” word approach is used for whole sentence. A sentence is taught as a whole.

Sample procedure

- Display a picture which targets the sentence to be read.
- Let learners describe what they see in the picture.
- In case the targeted sentence is not captured, give guiding questions.
- Flash the sentence strip as you say the sentence several times, while learners listen and observe.
- Let learners read the sentence after you.
- Let learners match the sentence to the picture.
- Let learners repeat the sentence several times:
 - as a whole class
 - in pairs/groups
 - individually
- Let learners write the sentence.

d) Eclectic method

This method uses a combination of two or more of the above methods. It uses activities and approaches selected from the different methods.

Sample procedure

- Display a picture which targets the sentence to be read.
- Let learners describe what they see in the picture using sentences. In case the targeted sentence is not captured, give guiding questions.
- Flash the sentence strip as you say the sentence several times while learners listen and observe.
- Let learners repeat after you.
- Let learners match the sentence to the picture.
- Let learners read the sentence:
 - as a whole class
 - in groups
 - individually
- Demonstrate to the learners how words form a sentence using word cards of the learnt sentences.
- Let learners match the words to the sentence.
- Select one word from the sentence and demonstrate how to break it into syllables.
- Let learners practice breaking up syllables of the words which are in the sentence.
- Demonstrate how letters make up syllables.
- Let learners build up syllables of the words in the sentence.
- Let learners build up words of the learnt sentence.
- Let learners build the sentence learnt.
- Let learners sound the letters in the sentence.
- Let learners read the sentence.
- Let learners play reading games, situational games and play lets.

5.4 Teaching Procedure for Reading

This will depend on the method you select.

- Tell a story, sing a song or create a rhyme related to the theme.
- Show a picture/model/object/chart depicting what you are teaching.
- Have a discussion with learners about what you have put up.
- Capture the words intended for the lesson.
- Encourage learners to ask and answer questions.
- Let learners read words and sentences related to what you are teaching.
- Let learners match words to pictures, words to words and sentence to sentence.
- Let learners draw and label pictures.
- You may play reading games.

Note: Observe and assess learners as they do the various activities.

5.5 Teaching Handwriting

In order to develop good handwriting skills, learners need to continue practising writing. This should develop from what they have read. It may include tracing, drawing, colouring, labelling, writing words and sentences. This will help them develop increasing awareness of letters and word shapes.

When selecting patterns and letters, you should observe the following criteria;

- Patterns should develop from the simple to more complex.
- Patterns should form the basis for letter shapes.
- Give continued revision of patterns, letters, words and sentences.
- Draw lines on the chalkboard to demonstrate handwriting and guide learners on proper use of lines.
- Demonstrate how to write the letter on the chalkboard.
- Demonstrate writing the letter in the air. Make sure you face the chalkboard as you do this to avoid misrepresentation of letter shapes.
- Get the learners to do the same in the air, on the desks or any other flat surface.
- Ensure that they leave equal spaces between letters, words and sentences.
- Check on the sitting posture and proper handling of pencils.
- Let learners write on the slates, show you and to their friends.
- Let learners carry out the activity in their own exercise books or slates.
- Mark the learners' work as they continue to practice copying.
- Assess individual learners as they write. Give guidance where necessary

Note: Blind learners should be helped to develop Braille skills.

5.6 The Literacy Hour

You are expected to develop reading and writing competences during the Literacy Hour.

The first 30 minutes of the Literacy Hour should usually be dedicated to listening, speaking and reading practice including plenty of opportunities for learners to talk about what they have read. Learners' abilities in writing may still be limited but they should have moved beyond the pre-writing stage. In the second half of the Literacy Hour, learners need plenty of practice in handwriting, with an emphasis on developing their understanding of structures through writing and expression of functional writing.

- Teach reading in context not in isolation. For instance, letters should be introduced within words and, as learners become more confident readers, words within sentences.
- Give continued revision of patterns, letters words and sentences.

Sample Literacy Hour procedure

Duration		Opportunities for listening and speaking	Opportunities for reading	Opportunities for writing
10 mins	Whole class presentation	Oral presentation e.g. using story, picture, etc, related to what is to be taught	Presentation of new language on flash cards or chart	None – or write answers on slates
10 mins	Pair or group work	Group discussion, speaking	Shared reading, reading to groups, match flash cards, share in decoding, sharing responses	Group organisation of ideas, agree what to write, make lists
10 mins	Individual work	Limited (asking and answering questions)	Silent reading and decoding, responding	High frequency copying, writing answers, drawing, etc
5 mins	Whole class	Reporting back, sing a song, reciting a rhyme, etc.		
25 mins	Writing			Emphasis on handwriting

5.7 Developing Oral Skills

The following activities are designed to develop oral language and learners' general language ability. These activities include songs, rhymes and games, listening to and telling stories. The following are guidelines on how to conduct some of these activities - they may be varied according to the activity and the ability of the learners.

TP1: Story-telling

- Prepare learners for listening to a story; get them to sit next to you.
- Tell the story, slowly but naturally.
- Use learning aids where appropriate as you tell the story. Where possible, act out parts of the story as you tell it.
- Ask questions about the story.
- Encourage learners to ask and answer questions about the story.
- To build the learners' vocabulary, ask them to tell the meaning of words in the story.
- Let learners re-tell, draw or role-play parts of the story.

Note: Always ask a variety of questions including 'Why?' and 'How?' in addition to 'What?' and 'Where?' Learners may tell their own stories orally and ask questions about them and those of others.

TP2: Using a story book

- Talk about the pictures on the cover of the book.
- Ask learners what they predict in the story.
- Let learners talk about pictures on each page.
- Explain the new words in the story.
- Read the story page by page as learners listen.
- Ask questions about the story.
- Encourage learners to ask and answer questions.
- Let learners read the story in groups and individually.
- Let learners role-play parts of the story.
- Share the lessons learnt from the story.

Note: To build the learners' vocabulary, ask them to tell the meaning of words in the story you read to them or that they are reading. This is one of the best methods because words are in context.

TP3: Teaching a rhyme

- Identify a rhyme related to the theme.
- Know the rhyme well.
- Use a learning aid to introduce a rhyme where appropriate.
- Recite a rhyme as learners listen.
- Let learners recite the rhyme line by line after you.
- Let learners recite the rhyme as you withdraw.
- Let learners recite the rhyme in groups, individually with an emphasis on stress and intonation.
- Let learners ask and answer questions about the rhyme.

Note: For other items such as short dialogues, songs, games, situational games and play lets, you may refer to the teaching procedures indicated in Section 5, for English. Learners enjoy memorising rhymes, riddles and tongues twisters. This will help them to develop understanding of language. Encourage learners to practice using words orally.

TP4: Listening to learners read

By P2 some learners may be able to read short stories by themselves while others will still struggle to read. You should make an effort to listen to all learners read individually a few times a term. As you listen to them read, give enough attention, support and time for practice to enable them begin to read independently. Allow them time to try each word. Give help where they have difficulty.

TP5: Teaching spelling

At this level, learners should be helped to spell out words correctly. This is an important competence that requires practice. Learners need to write down words either as part of sentences or as individual words, in order to remember the spellings. Writing reinforces spelling.

Spelling can also be made fun. You may ask a row of learners to spell a word together, in which each learner gives the next letter on the word. You can also carry out short oral and written spelling tests from time to time.

TP6: Shared reading

Shared reading is a suitable activity for developing literacy. You as a teacher may read the story together with the learner(s). Use learners who can competently read to assist slower readers. Encourage the peer supporters to read the text first, listen to the readers as they read and give the necessary assistance.

5.8 Sequencing Literacy in P2

Most learners should have developed a reading vocabulary of more than 300 words by the time they complete P2. This will enable them to read short stories by themselves, or with minimal assistance.

Learners should have already begun to write their own sentences during P1, not copying sentences but creating their own, based on their own experiences or their response to a story that you or they have read. In P2, they should start to link these sentences up into paragraphs.

It is expected that learners will be able to start writing very short stories by the time they are in Third Term. They will probably need a lot of help in planning the story and enough time to develop the story over several lessons. They may need to do more than one draft of a story before it becomes a finished story, with a beginning, middle and end. Their exposure to oral story-telling and their practise in telling their own stories as part of the News Lessons should have helped to prepare them to think in terms of story structure.

Handwriting skills still need developing. Learners should continue to practice patterns and letter formation. Their writing should start to become consistent in size, with appropriate spaces between letters and sentences. Do not expect learners to be able to join up their handwriting during P2.

6. Teaching English

6.1 Rationale

English is the official language and remains important for learners' future learning and social interactions. It continues to be the most important predictor of a learner's future success in school and the world of work. In P2, learners begin to develop all four skills – listening, speaking, reading and writing – as well as beginning to understand sentence structure and simple grammar.

In P1, learners should have developed a small active oral vocabulary and should have developed the ability to respond to (and give) simple commands and respond to and ask simple questions. Now, they need to start reading and writing, as well as develop their listening and speaking skills through more complex situations.

Avoid using the local language when teaching English. Learners need as much exposure as possible to the sounds and structures of the English language inside the classroom, since they may get very little exposure to relevant spoken English outside the classroom.

Use a situational approach as far as possible. Use real objects and illustrations. You can also mime or act situations. Generally, you should relate the English lesson to the content.

Involve learners actively. Let them listen, observe, and perform.

Introduce a few words at a time. Although a sub-theme may list 15 vocabulary items or more, you need not teach all these items to all the learners. The target should be to introduce 10 new words per week, but it is more important to give learners plenty of practice using the language you have introduced rather than introduce more new language before learners have mastered the language you have already presented.

Develop vocabulary charts related to each theme and display these in the class.

New words should generally be used with old structures, while new structures are to be used with known vocabulary. Introduce structures where they are needed for a particular theme.

Encourage learners to construct different sentences using each structure. (The Curriculum suggests activities for developing listening and speaking in each theme. They include games, rhymes, plays, dialogues, discussions, debates, etc). This will allow learners to interact with each other in English in given experiences. The methodology used should encourage a lot of revision and repetition of vocabulary items.

It is expected that by the end of P2, learners will have an active vocabulary of approximately 500 words. This means that they should be able to understand and use those words orally, in meaningful ways. They should also be able to read and write most of these words, even if they are not able to write them all with consistently correct spellings.

Note: When teaching deaf learners, sign exactly the way the sentences are written.

Phonic work

Although a large part of the learners' English lessons in P2 will continue to be oral using situations and functions to bring out the meaning of the words and structures, learners should now begin to develop an understanding of the particular relationships of English sounds (or phonemes) and letters (or graphemes).

The relationships of sounds and letters in the English language are very different from local languages. A single letter may be pronounced in several different ways. Learners need plenty of practice in reading and writing words that include different ways of pronouncing letters and letter groups in English.

All lessons should include reading practice, even if it is only reading words. You should also try to include opportunities for writing in as many of the English lessons as possible.

Writing practice should consist of more than simply copying from instructional materials or from your own writing – for example, ask learners to write three words that begin with a particular letter or that contain a particular letter.

You should also carry out spelling games and tests from time to time.

6.2 Sequencing the Teaching of English in P2

It is expected that by the end of First Term, learners should be able to write most of the words that they know orally. By the end of Second Term, they should be able to write short sentences correctly in English. By the end of Third Term, they should be able to write short paragraphs in English.

6.3 Teaching Procedures

TP1: Presenting vocabulary

- Step 1* **Revise** any learnt words and the structure that you will need to use with the new word.
- Step 2* **Present** the new words using objects/pictures.
Hold up the object/picture and say/sign the word several times.
- Step 3* **Learners repeat** the word several times as you point to the object, picture, as a class, in pairs/groups, individually and emphasise correct pronunciation.
- Step 4* **Construct sentences** using a learnt structure.
- Step 5* **Learners practise** constructing sentences using the learnt words in pairs or individually.
- Step 6* **Extension activities:** learners write sentences, draw a picture, and play games using the structure and vocabulary learnt.

TP2: Presenting structures

- Step 1* **Revise** relevant previous vocabulary and any related structure(s) the learners know.
- Step 2* **Present** the new structure using known vocabulary and illustrate the meaning by miming or in context.
- Step 3* **Let learners repeat** the new structure with emphasis on correct pronunciation.
- Step 4* **Construct sentences** using the structures.
- Step 5* **Let learners practise** asking and answering questions in groups and pairs.
- Step 6* **Let learners describe** pictures and write sentences using the learnt structures.

TP3: Using phonics

Phonic work can be combined with a ‘whole language’ approach. When you have introduced a word orally, using real objects or by demonstration, and given (or asked learners for) examples of how the word is used in sentences, you can use the word for phonic practice, like the following example:

- Step 1* Say the word clearly, separating the syllables.
- Step 2* Ask what sound it starts with. What other sounds does it contain?
- Step 3* Learners should point to the letter that it starts with (on a chart, in any other word).
- Step 4* Write the word on the board.
- Step 5* If the word contains more than one syllable; show the word syllable by syllable, covering up part of the word and pronouncing the other part.
- Step 6* Learners write the word and show their neighbour in class, to check the spelling.
- Step 7* Learners find other words that start with the same letter or sound the same (rhyme). You should make sure that you see all the learners’ work to ensure that all have grasped the spelling.

TP4: Using short dialogues

Short dialogues will usually develop out of the presentation or revision of new structures, in question and answer form. Here is a sample dialogue:

- Learner A: Who sweeps at (your) home?
- Learner B: My sister/brother sweeps ... Who sweeps at (your) home?
- Learner A: My mother/father sweeps ...

- Step 1* **Revise the structures** and vocabulary previously learnt. Make sure everyone understands the meaning.
- Step 2* **Say the dialogue** as learners listen.
- Step 3* **Learners repeat** after you several times.
- Step 4* **Divide the class in two groups**, let them say with each group playing one part.
- Step 5* **Learners practise** in pairs or in a chain drill.
- One or two pairs** demonstrate to the rest of the class.

TP5: Teaching through songs

Songs provide enjoyable repetition of both vocabulary and structures and give good practice in pronunciation and signs. Learners do not need to understand all the words in a song, as long as they understand the general meaning. At this age, learners learn songs mainly by rote, so they need lots of repetition and time to memorise:

- Step 1* Choose a known tune to teach the content e.g. vocabulary, structures, tenses, plurals, etc.
- Step 2* Decide on when to use the chosen tune in the lesson, i.e. introduction, the body of the lesson and the evaluation.
- Step 3* Guide the learners to sing, with emphasis on the intended content to be taught.
- Step 4* Have the intended content on the chalkboard/flash cards/wall charts/real objects and teach it following the normal procedure for teaching vocabulary or structures.

TP6: Teaching through games

- Step 1* Teach or revise any new words they will need in the game.
- Step 2* Explain how the game will be played. Give clear instructions in English.
- Step 3* Demonstrate the game to the learners.
- Step 4* Encourage volunteers who may have understood the game to demonstrate to the class.
- Step 5* Learners play the game. It can be outside the class.

TP7: Teaching through role-play and acting

Use the same procedures as for dialogue (TP4 above). When learners have learnt more English, you will be able to use a much freer approach to acting/role-play. In role-play, learners act out roles of different people.

Note: Teach speech exercises to revise intonation, pronunciation and word stress. Allow the learners in role-playing to act out a situation based on their own experiences, knowledge and ability.

TP8: Teaching through situational games and play lets

These consist of games, activities and play lets in which new words and formulas are taught and known language is used in natural or imaginary situations. They aim at making the learners feel at ease with spoken English and use it as a medium of expression as much as possible within their limited knowledge.

Example of a situational game

- Bring a box of various objects.
- Call one learner to feel and pick an object from a box with his back turned to it so that neither he/she nor the class can see the object, although the teacher can see. Let the learner hold the object behind his/her back during the following chain conversation.
 - Teacher to class: What has Mary got?
 - Learners: She has got a ...
 - Teacher: No, she hasn't.
 - Mary to class: What have I got?
 - Learners: You have got a ...
 - Mary: No, I haven't.
 - Learners: What have you got?
 - Mary: Have I got ...?
 - Teacher: Yes, you have ...
- Repeat the chain with other learners. When all objects from a box have been picked, let the learners stand in front of the class holding their objects behind their backs.
 - Teacher: Who has got a ...?
 - Learner: Ali has got a ...
 - Teacher: Yes, he has.

No, he hasn't.

- Then the learner shows the object and the game ends.

Note:

Situational games need a lot of preparation and practice, and therefore they may take more than one period to develop and practise.

Example of a play let

Play lets are little plays that contain vocabulary words and structures that need to be taught first. The meanings should be explained and the speaking drill should be given for each word or phrase so that the learners have no difficulties with the pronunciation when they come to use the words or structure in the play lets. Below is an example of a play let.

Play let 1: Meeting a Policeman

Apparatus: A bag or basket for Mary to carry.

New words and formulas: 'light' (noun), 'cross' (verb), 'passing', 'very', 'when', 'Where do you live?' 'We live in X', 'Where are you staying?' 'We are staying at Y', 'We are staying with (our brother)', 'town learners'

- Show the lights at the corner of the street in the Class Reading Picture.
- Point to the man who is crossing the road and explain the word 'cross'.
- For 'passing by', a learner can go outside and pass by the window. Another learner can pass by the blackboard; pass by the teacher, etc. Let another learner say 'Peter is passing by the teacher. Ali is passing by the classroom. Amina is passing by me', etc.
- Explain the use of 'very'. Practise it with drawings on the blackboard for 'big' and 'very big'; 'small' and 'very small'; 'long' and 'very long', etc.
- Explain 'when' and practise it with a game such as 'Clap your hands when you stand up. Shut your eyes when you touch the window. Touch your head when you sit on the floor. Mary, stand up.' Mary should then stand up and clap her hands. If she doesn't she is 'out' of the game.
- This pattern can often be used in the classroom e.g. 'Clap your hands when a man comes in. Put your books in your desks when you go out. Look at the picture when I point to it. Look at the blackboard when I write on it. Don't talk when I talk', etc.
- Ask several learners where they live. You should get different answers if they understand the question well. Tell the learners that 'live' refers to staying in a place for a long time, all your life, almost, but 'staying' is being in a place only for a short time. You live at home but stay at a school, stay with friends when visiting for several days, etc. You cannot ask the learners where they are staying. Explain the term 'town learners', i.e. learners who live in towns. They are used to cars, etc. Explain that 'big brother' means 'older brother'.

Introduction: Use Class Reading Picture to discuss the town with its large streets, big buildings, many cars, etc. Mention the three colours of the traffic lights, which tell the cars red for danger; green for go and orange for wait. Tell how policemen walk up and down the streets to help good people and stop bad people from stealing.

Stage setting: Decide where the road is, where the corner is with the traffic lights and where John will bump into the policeman after crossing the road. Make the road a wide one if there is space. For added excitement, you can choose 10-12 learners to be cars and race along the road in both directions keeping to the left, then stopping for a moment when John and Mary cross. Choose your tallest learner to be the policeman. (The first time, you can act that part yourself.)

Script for play-let:

John and Mary are standing at the stage on the pavement facing the road they wish to cross. They are looking at the lights opposite which tell them when to cross.

	/	/	/
John:	Quick!	Cross	the road
	/	/	/
Mary:	No,	the cars are	passing.
	/	/	/

Look! The red *light* is shining.
 / / / /

John: The green light is shining, now.
 / / / /

The cars are stopping. Let's cross.
They run across the road, afraid of the cars. John pulls his sister by the hand. He bumps into a policeman as he gets to the other side.

Policeman: Be careful, my boy!
 / /

John: I'm sorry, Sir.
 / /

Policeman: Where are you going?
 / /

John: We're going to that shop, Sir.
 / /

Policeman: *Where do you live?*
 / /

John: We live in X, Sir. (Put in the name of district)
 / / / /

Policeman: Ah! You're not town learners.
 / / / /

Be careful when you cross the road.
 /

John: Yes, Sir.
 / /

Policeman: *Where are you staying?*
 / /

John: *We're staying with* our big brother.
 / /

Policeman: How old are you?
 / /

John: I'm twelve, Sir.
 / /

Mary: I'm nine.
 / /

Policeman: You're *very* young. Be careful in the town.
 / /

John: Yes, Sir. Thank you, Sir.
 /

Mary: Goodbye, Sir.
They walk along on the pavement.

TP9: Teaching through rhymes

Use of rhymes is one of the most lively and enjoyable way of teaching English. They help learners not only to learn words and sentences but also to catch the intonations, rhythm and 'feel' of English. Below are steps to follow:

- Step 1* Introduce the rhyme using a picture/story by asking and answering questions.
Step 2 Start by saying the rhyme as learners listen, acting as you say it.
Step 3 Tell the meaning of the rhyme, line by line.
Step 4 Let learners repeat the rhyme after you, line by line.
Step 5 Say the whole rhyme then let learners say it without your help as they act.
 Let them repeat without you.

TP10: Speech exercises

Speech exercises train learners in the habits of good speech. Learners will practise the sounds in words, structures and sentences. The exercises are of three kinds:

- breathing practice
- those devised or used to strengthen and control speech organs.
- those concerned with the production of correct vowels, consonants, words, structures and sentences.

You need to practise the sounds yourself before the lesson. Learners need to hear the sound correctly made by you and practise it. It is important that the correct syllables should be stressed otherwise the meaning may not be clear or completely altered. Examples of speech exercises may include sounds of insects, animals, means of transport and birds. Lip movement is very important for learners with hearing impairment to learn from speech reading or lip reading.

Note

It is important to apply the methods for teaching reading and writing that appear in the Literacy section of Part A of this Teacher's Guide in order to teach reading and writing during English lessons.

7. Teaching Creative Performing Arts

7.1 Rationale

Creative Performing Arts (CPA) is important in the lives of learners. It promotes cultural and spiritual values of life. Enough time should be given to develop learners' skills and talents. The curriculum encourages integration of activities across the learning areas. It recommends three single lessons for Music and one double lesson for Art and Crafts. Always give learners opportunity to explore their environment and develop their creativity.

7.2 Music

Music, dance and drama are important in developing the following in learners, among others:

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

The following aspects should be developed:

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

Make music lessons stimulating and enjoyable so that learners develop a love for it. Give learners enough time to express themselves. Invite resource persons where necessary.

Ensure that learners sing in unison. Their movements may be either free or controlled. Give clear instructions on what you want them to do. All songs should be simple and short and may include e.g.:

- Poems and rhymes
- Simple traditional songs about creatures (e.g. insects, birds, other animals)
- Play and counting songs
- Simple action songs, e.g. about agricultural activities
- Simple religious songs
- Songs for different times, e.g. thanksgiving, grace before meals, festivals, greeting, lullabies
- Allow learners sing their own songs as well.

Perform other activities like role-plays, dramatisation and instrumental work which include playing simple percussion instruments.

You may in some cases teach songs from other regions for purposes of appreciation and developing awareness of other cultures. However, these should not affect learners' learning through songs related to the themes.

7.3 Teaching Procedures

Singing

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

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

- Step 2* Let learners listen to you as you sing the song several times. Encourage them to sing along with you where they can.
- Step 3* Let learners repeat after you, line by line.
- Step 4* Let learners sing with you from beginning to end. (You will need to identify difficult words or parts and repeat them so that learners can say them and sing them appropriately.)
- Step 5* Ask learners to sing along with you. Withdraw from the singing as learners sing with confidence and self-esteem.
- Step 6* Accompany the song with instruments where necessary.
- Step 7* Let learners sing as a group, in pairs and individually.
- Step 8* Ask questions. Encourage learners to ask and answer questions related to the song.

Note:

- You may give a brief background/meaning of the song/rhyme.
- Sing the song with present actions.
- If the song has a chorus, it is advisable for the learners to learn to sing the chorus first. The verse can be sung by you while the learners sing the chorus.
- The verses may be taught in different lessons if the song is long.
- Compose your own songs where possible, using the words to a known tune, using a known tune to new words or using new words to a new tune.

Movement/dance

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

Dance may consist of free, guided or controlled movement. Free movement is often more appropriate to young learners because they have not yet developed coordination or rhythm. In case of blind learners, hold and guide them on how to move before they start doing it independently.

Free movement

In this, music is played or a song is sung and individuals dance freely, according to rhythm. You may not have particular steps to follow when teaching free movement.

Guided movement

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

Procedure

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

Controlled movement

This has agreed movements. It refers to the traditional folk dances of a particular region. These can be performed when learners have developed skills of rhythm and body coordination. Examples of the dances from different regions include:

Bakisimba – Buganda

Kosiyu/Ajore – Jopadhola

Larakaraka – Acoli

Ntogoro – Bunyoro/Tooro

Tameneibuga – Busoga

Amasinduka – Bukonzo

Procedure:

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

Creative dance

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

- Theme: Transport in our community
- Message:
 - Types of transport
 - Means of transport
 - Safe ways of using the road
 - Importance of transport
- Each of the above can be presented using actions and movements.
- It should not be too long to tire the learners.
- Design different costumes to depict characters and messages clearly to the viewers.

Listening

All learners are expected to develop the skill of listening. When they have good listening skills, learners can successfully perform other aspects of music like instrumental work, singing and dancing. It is one aspect that easily integrates into the others.

Activities used to develop the listening aspect include: listening to recorded songs, stories, speeches, instruments, sounds of birds and animals. Always vary the activities to motivate the learners. Remember that deaf learners need to observe hand, body and lip movements.

Instrumental work

Instrumental work is in two parts: **playing** and **making** simple percussion instruments. It trains eye-hand coordination, listening skill and interest in music, among others. Introduce learners to simple instrumental work.

Making simple percussion instruments

Before learners make instruments, they should be asked to collect various materials from their environment. Have a collection of materials in the music centre or store. It is from these that you can choose or any other that you intend to teach learners how to make instruments.

Procedure

- Choose 1-2 instruments to make.
- Put all the materials in one place and talk about each of them.
- Allow learners to settle down.
- Give them clear guidelines on how to use the given materials.
- Show them one complete piece of the instrument to be made.
- Play it to show the sound it makes.
- Now choose the materials that make up the instrument, one by one.
- Make the instrument one step at a time as learners watch.
- Distribute the materials to learners either as individuals or in groups.
- Let them imitate you step by step.

- Guide them, especially the slow ones and those with special needs.
- Let learners display their work and talk about it in terms of quality, time taken, whether it is easy to make, how he or she likes it and if there is any other in the class they admire, and why.
- Allow a few to describe the steps followed to make the instrument.
- Give comments on each learner's instrument as they display it. Don't ignore any learner's work, as this is his/her own creativity.

Note: You may invite a resource person to teach learners to make an instrument where necessary.

Playing simple percussion instruments

In order to develop the skill of playing musical instruments, learners are only introduced to playing simple percussion instruments. These are instruments that do not need to be tuned, e.g. clappers, shakers, drums, rhythm sticks, rattles and ankle bells. Select 2-3 kinds of instruments for a lesson. Emphasise turn-taking during the lesson.

Procedure

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

Note: For deaf and blind learners, describe the instruments using sign language and tactile at the same time. Remember that clear instructions both verbal and non-verbal will help learners with special needs.

Drama

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

Drama is vital in developing the skills of:

- creativity, imagination, reasoning (logic)
- appreciation
- communication

Procedure

- Ask a few learners to tell you stories about a given topic (perhaps the one you are to use for dramatisation).
- Select the vocabulary.
- Tell them to listen and observe you as you tell the story.
- Discuss the connections between their stories and yours. This helps them to understand the Theme.
- Ask for volunteers for the drama.
- Guide them to present the story or theme you have narrated.
- After a minimal mastery of what is to be dramatised allow the activities go through to the end.

- Divide the class into smaller groups.
- Where space is not enough, take the learners outside.
- Let all learners take roles following the demonstration.
- Guide them in their groups as they practice.
- Call them together as a class and let one group present at a time while the others watch and comment.
- Make sure each group is appreciated or applauded.

Role-play

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

Miming

Miming refers to acting or telling a story and moving your body and face without talking. Miming in lower primary can be handled with short messages to convey. This can be done in drama or song. The song is hummed while the activities are mimed (It is well developed through creative dance). Give learners simple manageable parts to mime until they can develop the concept and competence.

Art and Crafts

In Art and Crafts, learners do the following: drawing, shading, painting, colouring, making ropes, weaving mats, tracing, printing, cutting and pasting, doodling, constructing, collage, mosaic, modelling. (Modelling does not only refer to the use of clay but involves other materials such as papers, banana fibre, straws, reeds, rags, etc.)

Preparation of Art and Crafts

- Decide the activity according to the sub-theme.
- Plan for the lesson.
- Collect the materials that are supposed to be used before the lesson.
- Write the lesson plan.

7.4 Teaching Procedure for Art and Crafts

- You may tell a simple story or talk about what you have planned, e.g. family members.
- Talk about the materials to be used.
- Explain and demonstrate what is to be done.
- Give clear instructions.
- Group the learners if necessary.
- Give out the learning materials.
- Move around guiding and assessing learners as they work.
- Let learners display their work and talk about it.
- Learners tidy up.

8. Physical Education

8.1 Rationale

Physical Education (PE) is an essential aspect in the learner's life. It helps the learner to keep healthy and well co-ordinated physically, as well as:

- appreciate the value of fitness;
- cooperate with others;
- become competitive and ambitious;
- learn to control emotions, including those related to winning and losing;
- learn to share with others and to take turns;
- appreciate the local culture and environment (traditional games);
- develop improved endurance, agility, balance, body coordination and eye-hand coordination.

Therefore it requires regular practice. In the Thematic Curriculum, Physical Education does not necessarily relate to the themes of the week. The curriculum provides 5 lessons per week. In case of a rainy day, improvise indoor games.

8.2 General Guidelines for Teaching Physical Education

- Demarcate the play space before the lesson.
- Always dress in PE attire.
- Prepare play materials to use before the lesson.
- Have a routine of going and coming back.
- Have a routine of carrying out health inspection.

8.3 General Procedures for Teaching Physical Education

- Warm up activities
- Skill teaching
- Skill practice
- Game situation
- Cool down activities

Sample Physical Education activities

Content	Sample activities
Traditional games and dances	<ul style="list-style-type: none"> • Arm tug of war • Wheelbarrow push • Back to back push • Elbow tug of war • Head to head push • Arm to arm push • Duck fight • Cock fight • Back to back lifting • Lifting the log • Crusts and crumbs • Fire on the mountain • Cat and rat chase • Tap game • Hide and seek • Suula akatambala (Lug) • Oiyo oh (Dakarimojon)

	<ul style="list-style-type: none"> • Kana ayibe adul (Luo) • Dolo ye (Luo) • Moni dongo dhiro (Adhola) • Lilio koarai (Ateso) • Chase, catch and squat • Skip the ropes • Nkolenti (Lusoga) • Aim at target • Nyanyanya (Adhola) • Katambara ee Katambara (Lhukonzo) • Apoli (Amapoto) Luo • Kolabwoti (Luganda)
Basic body movement experiences and space awareness	<ul style="list-style-type: none"> • Jump from different heights • Jump over poles • Walk over poles • Climb and swing on objects not more than 2 metres high • Pass over, under and on the objects • Walk on poles and balance • Balance objects with different parts of the body • Bending and stretching different parts of the body • Sliding forward • Zigzag race • Matching and clapping on spot • Measuring/estimating distances
Games for lower primary	<ul style="list-style-type: none"> • Poison in the ring • Relay • Step on the shadow • Skittle • Catch the tail • Throw the ball into space and catch • Roll the ball and aim at target • Bounce the ball for partner to catch • Catch and crouch game • Tunnel ball • Throw the ball under arm to target • Bounce the ball into a hoop for partner to catch • Chase and catch • Sack race • Bottle race • Fill bottles (water, sand) • Dress up • Drum relay • Three-legged race • Blind-fold • He/she game

You may use songs and activities from other regions for purposes of appreciation and developing awareness of other people's cultures. Consult resource persons who know the language where necessary.

9. Teaching Religious Education

9.1 Rationale

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

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

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

Religious Education, like Physical Education, does not automatically fit within the themes. The Thematic Curriculum has only rearranged the content of the Volume II Curriculum and provides three lessons per week for RE.

9.2 General Procedures for Teaching CRE

- Our Experience: Relate what you teach to real life situations.
- God's Message: Identify messages from the Bible about what you are teaching.
- Our Response: Let learners suggest and practice ways how they will relive the message.
- Sharing of experience: Use peer teaching. (Let those who have mastered help those who have not.)

9.3 General Procedures for Teaching IRE

- Our Experience: Relate what you teach to real life situations.
- God's Message: Identify messages from the Quran about what you are teaching.
- Our Response: Let learners suggest and practice ways how they will relive the message.
- Sharing of experience: Use peer teaching. (Let those who have mastered help those who have not.)

10. Teaching Free Activity Lessons

10.1 Rationale

Free Activity is an important lesson for young learners. It provides opportunities for learners to explore their environment and develop their talents. It also helps learners to interact freely, participate actively and quench their curiosity as they engage in various activities to ensure holistic development. Therefore, Free Activity is intended to enable learners consolidate the various competences, life skills and values acquired in different learning areas.

A Free Activity lesson exposes learners to a variety of materials in different learning centres at a particular time of the day. It enables them to learn a lot of concepts through play and choosing what interests them. The essential idea is that learners should choose what learning activity they engage in rather than you choosing for them. During the Free Activity lesson, go round encouraging learners to work together, give individual assistance accordingly and assess them as they work. The curriculum provides two double lessons for Free Activity per week.

Below are examples of competences, suggested activities and possible materials.

Competences

- | | | |
|--|--------------------------------|-------------------------------|
| • Co-ordination of the muscles (eye-hand, left to right) | • Folding and tearing | • Playing musical instruments |
| • Tactile (SNE) | • Tidying up | • Making music instruments |
| • Listening and speaking | • Dramatising/role-playing | • Measuring |
| • Drawing | • Making masks and puppets | • Weighing |
| • Painting | • Threading | • Balancing |
| • Weaving | • Assembling/fitting/arranging | • Skipping |
| • Modelling | • Telling stories | • Sequencing |
| • Shading | • Dancing | • Counting |
| • Colouring | • Reading | • Sorting |
| • Constructing / building | • Writing | • Matching |
| • Cutting and pasting | | |

Suggested activities

- | | | |
|---------------|----------------|------------------------------|
| • Shopping | • Role-playing | • Assembling |
| • Drawing | • Peeling | • Cleaning |
| • Weaving | • Cooking | • Dressing up |
| • Colouring | • Constructing | • Modelling |
| • Threading | • Building | • Painting |
| • Shading | • Combing | • Gluing |
| • Cutting | • Buttoning | • Making masks and puppets |
| • Sorting | • Lacing | • Telling stories |
| • Pasting | • Buckling | • Carrying out conversations |
| • Tearing | • Packing | • Reciting rhymes |
| • Sequencing | • Doodling | • Saying tongue twisters |
| • Skipping | • Tracing | • Listening to stories |
| • Singing | • Writing | • Reading stories |
| • Dramatising | • Constructing | |

Possible materials

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

Class organisation

This activity can be organised within the classroom or outside, depending on the availability of space and weather conditions. The success of this lesson will largely depend on how well you organise the learners, materials and space.

a) Organising the learners

- Encourage learners to talk about materials before using them.
- Let learners choose individual learning centres of interest.
- Group them randomly, according to interest or otherwise.
- Let learners choose their own materials to play with.
- Encourage learners to change activities within the lesson or in a subsequent lesson.
- Encourage full participation and free interaction.
- Let learners display their work and talk about it.
- Store materials
- Tidy up the activity area
- Wash themselves

b) Organising the materials

- Ensure that materials are attractive, varied and of low or no cost.
- Make sure the materials are safe and harmless.
- Have enough and appropriate materials for the learners to use.
- Repair and replace where need arises.
- Store the materials in a safe place.

c) Organising the space

- Allow free movement in the work place.
- Label the learning centres for easy identification.
- Make sure the place is conducive for learning.
- Be tidy.
- Have enough light and good ventilation.
- Tidy up the place after work.

10.2 Procedures for teaching Free Activity lessons

- Introduce the lesson with an interesting story/song/picture/rhyme.
- Show the available materials and let learners talk about the possible activities.
- Guide learners to choose areas of interest to work from.
- Move around the groups to guide and encourage them.
- Assess learners as they work.

As you observe and interact with them, check whether all learners can:

- ask and answer questions
- participate in given activities freely
- share materials willingly
- interact with others freely
- concentrate on selected activities accordingly
- decide on an activity to be done
- take turns willingly
- change to another item or he/she sticks to one item
- display and talk about the displayed work
- lead and be led
- make logical reports, verbally

11. Teaching News Lessons

11.1 Rationale

News is a very important lesson and is intended to build several competences across the curriculum:

- It provides an opportunity for the learners to express themselves freely, share what most interests them hence develop different life skills and values.
 - It helps develop their speaking and listening skills, reading/signing and observation skills.
- As you conduct a News lesson, focus on any specific content related to the theme that you intend to teach. Assess individual learners as they tell their News. The curriculum provides three periods of News per week.

The approach must be kept flexible to ensure variety. This will help learners develop the confidence and ability to talk spontaneously.

11.2 Procedures for Teaching News Lessons

TP 1: Free news

Learners are expected to tell their news freely without restrictions.

- Tell your news first to guide the learners. Be brief, use gestures and make it interesting.
- Let individual learners tell their news.
- Let other learners respond to the news by re-telling or asking and answering questions.
- Let learners do one of the following: tell the news in groups, act the news told, draw the news told.
- As you conclude the lesson, learners may sing or recite a known rhyme or poem.

Note:

- Give an opportunity to every learner to tell his/her news in subsequent News lessons.
- Display learners' work and let them talk about it.

TP2: Guided news

Guided news is an important aspect in the Thematic Curriculum. It enables learners to develop skills of carrying out research and reporting. This had been provided for in the curriculum across the themes.

Procedure

- Always give the area of discussion to the learners the day before so that they can collect information to share during the news lesson the next day.
- First tell your own news related to the theme.
- Let learners tell their news, direct them to relate to the theme where necessary.
- Encourage them to ask and answer questions.
- Learners may draw or colour their news.

Note:

- Apply the skills of guidance and counselling to help learners who may come up with news that is touching (embarrassing, creates worries, fears). Where possible, talk to the concerned persons (learner, parents, guardians).
- In case of large classes, divide learners in groups, have group leaders, let learners tell news in their groups and agree on which news to tell the whole class.

12. Teaching Oral Literature

'Oral Literature' refers to whatever was passed on from one generation to another and had no written records. However, as time went by, formal education and advancement of technology facilitated the development of some written literature.

Oral literature contains items such as traditional folk tales, stories, riddles, tongue twisters, lullabies, songs, jingles, rhymes, chants which have historical, cultural values and concepts relating to a particular society.

The curriculum provides two periods per week for Oral Literature. Whenever you handle an item during the Oral Literature lesson, discuss the lessons learnt (from the story, rhyme, riddle, proverbs, etc).

12.1 Rationale

Oral Literature is intended to facilitate the development of a learner's imagination, recall, creativity, communication, moral values and cultural background as well as other important aspects of education.

These days grandparents, parents and guardians have little or no time to sit with learners and tell them interesting traditional folk tales, riddles, proverbs, lullabies, songs, tongue twisters, jingles, rhymes, etc. You as teachers should collect the above items from resource persons and encourage learners do the same.

12.2 General Procedures for Teaching Oral Literature

- Tell learners the specific item to be handled, e.g. folk tale, riddle and tongue twister.
- Through guiding questions, allow learners to generate their experiences on the same item briefly.
- Teach the specific item.
- Discuss with learners the lessons learnt in a given item.

13. Assessment Guidelines for P2

13.1 What is Assessment?

Assessment is a process of finding out how much a learner has achieved during and after the teaching and learning process. It is part and parcel of the teaching and learning process. It is important to assess learners so as to know whether they are making progress or not.

For learners with special needs, assessment can take two forms: functional assessment (finding out the functional ability of the remaining senses), and assessment of progress in a given task. A greater number of learners with special needs can be assessed using check-lists developed for ordinary learners. It is those with severe learning needs who may require functional assessment e.g. for learners with hearing impairment, what matters for the teacher is whether the learner can respond to sound. This can be cross-checked by use of voice, a knock on the door, rattles, etc. Learners with visual impairment can be functionally assessed through sorting activities like sorting coloured objects. You need to first establish the magnitude of the impairment.

13.2 Assessment in the Thematic Curriculum

Assessment in the Thematic Curriculum focuses more on what a learner can *do* than merely what the learner *knows* or can *remember*. Although learners are expected to learn about the world around them, the priority for teaching and learning at this stage of their education is that they should develop competences, skills, values, understanding, and an ability to explore and discover more from the world around them, rather than learning information.

In this curriculum, assessment is intended to be a spontaneous and natural part of the teaching and learning process, not an activity that takes place at the end of the term or year. Assessment is intended to help you, the teacher, to make sure that learners are genuinely able to do what you expect. It also helps you to provide support to those who are not yet able, as well as those who go beyond what you expected.

In this curriculum, what a learner is able to do is called a **competence**. For example:

- Can the learner speak/sign well?
- Can the learner read / print or Braille?
- Can the learner count?
- Can the learner play with others freely?

You will need to observe your learners continuously and record their competences on a daily basis i.e. from the first day in class to the end of a theme; term and finally the end of the academic year.

You are expected to observe, assess and take note of the learner's activities in and outside the classroom. This is referred to as **continuous assessment**.

Continuous Assessment should be:

- well organised.
- based on what a learner has learnt.
- simple and on-going.
- truthful and objective.
- Meaningful.

13.3 Why Should you Assess Learners?

Assessing your learners will enable you to:

- identify learners with learning difficulties so that you can provide remedial work;
- find out how much the learner has achieved and what he/she has learned or can do;
- inform the learners on what they have achieved and encourage them to perform better;
- decide whether the learner is ready for the next level or not;

- make new plans for effective teaching and learning;
- keep records and measure progress from one theme to another, term to term and year to year;
- identify learners who are talented and gifted so that you can provide enrichment work;
- provide information and motivation to learners, parents / guardians, administrators and others.

13.4 What Should you Assess?

The Thematic Curriculum is based on competences, life skills and values. It is these that you should assess. For example:

In Mathematics, there are competences such as:

- Counting
- Adding
- Subtracting
- Multiplying
- Comparing
- Dividing
- Collecting and recording data

You can assess whether a learner has developed a given competence by asking questions such as:

- Can the learner count?
- Can the learner add?
- Can the learner read?
- Can the learner write?

You should also observe and assess **life skills** and **values** in your learners because they cut across respective learning areas. For example, you will find out whether or not your learner is able to:

- share
- express himself/herself
- care for himself/herself
- work with others comfortably
- ask and answer questions

13.5 How to Observe and Assess your Learners

At the end of each theme you will find an assessment checklist. Use the checklist to help you remember important items to look out for during the teaching-learning process and to find out whether the learners have achieved the competences or not.

As you teach and interact with learners, observe each of them and record their achievement in the **Individual Progress Record**. This may be during whole class work, group, pair or individual work.

Give help to individual learners to achieve the competences. Record what they can actually do. Help and guide them to develop acceptable behaviour. Set up specific activities to help you assess learners' competences. These may be oral, written or practical.

Steps to follow when assessing learners through oral work:

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the learners.
- Give the activities to the learners.
- Observe and record the learners' achievement of the competences you selected to assess, into the Individual Learner's Progress Record.
- Observe and assess life skills and values as learners participate.

Oral work is important since it helps the learners to develop their listening and speaking skills. These are important in the development of reading, writing and mathematical concepts, life skills and values. For learners with hearing impairment, sign language should be enhanced / developed. You should use it very regularly to assess them.

Steps to follow when assessing learners through written work:

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the learners.
- Give the activities to the learners.
- Mark the work done by individual learners and record the learners' achievement in the **Individual Progress Record**.
- Ensure that learners do corrections and that you mark the corrections they have made.
- Look at, check and mark the learners' work regularly and make **helpful** comments.

Steps to follow when assessing learners through practical work:

- Select the competences to assess in a given learning area.
- Set activities you will use to assess the learners.
- Give the activities to the learners.
- Observe and record each learner's achievement of the competences you selected to assess, in the learner's **Individual Progress Record**.
- Display learners' work.
- Observe and assess life skills and values as learners work.
- Learners enjoy learning and learn better when they are involved in practical work.

All the methods of assessment mentioned above will enable you to effectively record the learner's achievements in his/her Individual Progress Record. Always encourage learners to talk about their work and that of others. You may add other notes about the learner in their Individual Progress Record. Use it like a diary to help ensure that you are providing learning and care for all learners.

13.6 When to Record your Observation and Assessment

The competences that you observe learners achieving on a day to-day basis will be recorded in the Individual Progress Record. The Individual Progress Record will not only help you during the teaching and learning but will also provide you with the information that you need to complete the Class Progress Record and end of Term Report. Recording will be done in three different ways.

Stage I: Individual Progress Record

Whenever a learner achieves a competence, record it in his/her Individual Progress Record. However, this does not necessarily mean recording every learner's performance on each day. The Individual Progress Record could be in a counter or prep book where each learner has a page(s). Some schools might print cards for each individual learner.

The head teacher, Centre Coordinating Teachers (CCTs), District Inspectors of Schools (DIS) and other stakeholders will need to look at Individual Progress Records from time to time. Below is a sample Individual Progress Record.

INDIVIDUAL PROGRESS RECORD

NAME.....Sunday Justine.....**CLASS**
.....2.....**STREAM**...Blue...

THEME... Our School and
Neighbourhood.....

SCHOOL...Namafene Primary School.....**TERM**.....I.....
YEAR...2008.....

DATE	LEARNING AREA	ACHIEVEMENT
5/02/2008	Mathematics	<i>Can read and write number symbols 0 – 99.</i>
7/02/2008	Literacy I	<i>Can read words and sentences.</i>
7/02/2008	Literacy II	<i>Can copy a simple pattern and write 5 words and 3 sentences.</i>
10/02/2008	English	<i>Can match words to pictures.</i>
15/02/2008	CPA (MUSIC)	<i>Can sing a song related to the theme.</i>
19/02/2008	ART/CRAFTS	<i>Can draw a picture.</i>
19/02/2008	CRE/IRE	<i>CRE: Can identify roles of different family members</i> <i>IRE: Can tell the meaning of Surah Al-Falaq</i>
21/02/2008	PE	<i>Can imitate a frog jump</i>
22/02/2008	News	<i>Can tell news interestingly.</i>

Life Skills and Values: *Shares with others, enjoys playing and expresses herself with confidence.....*

Areas of Improvement:.....

Stage II: Class Progress Record

The Class Progress Record covers a term's work, i.e. all four themes and the different learning areas across the curriculum. It shows the performance of all learners in the class. At the end of each theme, assess the learners' achievement using the summarised competences on page 67 of this Teacher's Guide.

Check through each learner's Individual Progress Record regularly and see whether they have achieved any of these summarised competences. Record these on the Class Progress Record each day. This does not necessarily mean that you are to record all learners every day. Learners will be happy on the next day to see whether they have been given a new tick/star, etc.

Where possible, display the record for the learners and other stakeholders to observe learners' progress in learning. Even if the Class Progress Record is not displayed on the wall, it should always be available for viewing.

How to make and use a Class Progress Record

1. Prepare a Class Progress Record for your class showing all the learning areas and names of all learners in alphabetical order. This will be a large sheet or four sheets taped together.
2. Display the sheet.
3. During the daily learning and teaching process, check on learners' achievement of competences in the "Guidelines checklist" at the end of every Theme as you progress. Do not wait until the end of the theme to complete the Class Progress Record.
4. Although the Individual Progress Record shows whether or not a learner has achieved a competence, the Class Progress Record will show how well the learner has achieved the summarised competence.
5. You will show how well the learner has achieved the competence by writing symbols in the appropriate space on the Class Progress Record. You can use a symbol of your choice to indicate the level of achievement, e.g. a tick, a star, a triangle. A single symbol means the lower level, while three symbols mean the highest, as follows:

Level (i)	√	Below average
Level (ii)	√ √	Average
Level (iii)	√ √ √	Above average

For learners who have not achieved a particular competence, leave a blank space until he/she achieves it.

For learners with special needs, you need to give extra support to help them achieve the intended competences. Even if they are unable to achieve many of the competence fully, it is important that they are encouraged by giving them continuous feedback.

You will need to decide what level of achievement is equal to what level of score. For example:

Learning Area	Competence	Achievement Level
Mathematics	Writing number symbols 0–99	The learners should write number symbols 0–99 correctly. Level (iii) Writes symbols 0 – 99. Level (ii) Writes symbols 0 – 50. Level (i) Writes symbols 1 – 9.

6. At the end of the four themes, count the ticks (symbols) under each learning area and record them out of the total number of competences. You can record these as the actual number of competences or convert the number into a percentage by multiplying by 100.

Learning Area Themes	Literacy II												English												scores	percentage	
	1			2			3			4			1			2			3			4					
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
1. Competences	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	23 / 36	64
2. Kagoda Sarah	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		
3. Kato Samuel																											
4. Kiyemba Noah																											
5. Mpagi Yudaya																											
6. Mpagi Yusuf																											
7. Mugalu M.																											
8. Nakkazi Sarah																											
9. Namutebi Sarah																											
10. Okello George																											
11. Ssebugwawo M.																											

Key:
 - Level I Below average
 ** Level II Average
 *** Level III Above average

Learning Area Themes	Creative Performing Arts (CPA)												percentage	scores				
	1			2			3			4								
	1	2	3	1	2	3	1	2	3	1	2	3						
1. Kagoda Sarah	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	24 / 36	67
2. Kato Samuel																		
3. Kiyemba Noah																		
4. Mpagi Yudaya																		
5. Mpagi Yusuf																		
6. Mugalu M.																		
7. Nakkazi Sarah																		
8. Namutebi Sarah																		
9. Okello George																		
10. Ssebugwawo M.																		

Key:

- * - Level I Below average
- ** - Level II Average
- *** - Level III Above average

Learning Area Themes	Physical Education (PE)												News			percentage scores			
	1			2			3			4			1	2	3				
	1	2	3	1	2	3	1	2	3	1	2	3							
Competences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	percentage scores
1. Kagoda Sarah	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	64 23 / 36
2. Kato Samuel																			
3. Kiyemba Noah																			
4. Mpagi Yudaya																			
5. Mpagi Yusuf																			
6. Mugalu M.																			
7. Nakkazi Sarah																			
8. Namutebi Sarah																			
9. Okello George																			
10. Ssebugwawo M.																			

Key:
 * - Level I Below average
 ** - Level II Average
 *** - Level III Above average

Stage III: Report Card

At the end of the term, you will need to report to parents and guardians, using a Report Card. Follow the steps below to make the Report Card.

1. Use the **Class Progress Record** and **Individual Progress Record** to crosscheck the learner's achievements in each learning area.
2. Record the learner's achievement level on the Report Card in the achievements column using words.
3. Record on the Report Card the percentage/score the learner achieved from the Class Progress Record in each learning area.
4. Make a comment in the 'comments' column that will enable the parents or any other interested person to guide or help the learner further. Use clear, encouraging and understandable language to parents / guardians.
5. Comment on the life skills and values that the learner has shown, considering the outstanding or major skills you have observed in all other learning areas. Below is a sample Report Card.

MINISTRY OF EDUCATION, SCIENCE, TECHNOLOGY AND SPORTS

REPORT CARD FOR TERM 20....

School: -----
 Pupil's name: ----- Class: -----
 Age: ----- Sex: -----
 Days attended: ----- out of: -----

No.	Learning Area	Achievement	Scores (%)	Comment
1.	Mathematics			
2.	Literacy I (Reading)			
3.	Literacy II (Writing)			
4.	English			
5.	CPA (Music and Art & Craft)			
6.	IRE			
7.	CRE			
8.	PE			

Class Teacher's comments on:

Pupil's self-expression: -----
 Co-operation: -----
 Caring for oneself: -----
 Pupil's conduct: -----
 Sign: -----

Requirements: -----

Next term begins on: ----- Ends on: -----

Head teacher's comment: -----

Sign: -----

14. Summarised Competences for all Themes

TERM I

Theme 1: Our School and Neighbourhood

Learning Area	Competence
Mathematics	1. Counting, reading and writing number symbols and names 1-99
	2. Forming sets of people and 10 objects in the school and neighbourhood
	3. Comparing people and objects from 1-10 by size and colour
Literacy I	1. Naming/signing at least 3 benefits of school from neighbourhood
	2. Reciting/signing a rhyme related to Our School and Neighbourhood
	3. Reading at least 25 words and 12 sentences related to Our School and Neighbourhood
Literacy II	1. Writing/brailing at least 2 letters and 2 patterns
	2. Writing/brailing at least 12 short sentences and 25 words
	3. Writing/brailing at least 4 words
English	1. Reading at least 16 words with correct pronunciation
	2. Writing/brailing at least 16 words correctly
	3. Writing/brailing at least 8 sentences correctly
CPA	1. Singing/signing a song correctly
	2. Moving according to rhythm
	3. Drawing/brailing a picture related to school resources
PE	1. Pulling and pushing accordingly
	2. Hoping freely
	3. Balancing with support
CRE	1. Talking about different ways through which we can respect and care for neighbours
	2. Telling activities we do as Christians who belong to God's family
	3. Describing roles of different family members
IRE	1. Reciting/signing of Surat Al-Falaq
	2. Telling the meaning of Surat Al-Falaq
	3. Telling the importance of Surat Al-Falaq
News	1. Telling/signing news
	2. Re-telling/signing news
	3. Telling a folk tale
Life Skills and Values	1. Using polite language
	2. Sharing with others
	3. Caring for others

Theme 2: Our Home and Community

Learning Area	Competence
Mathematics	1. Counting, reading and writing number symbols 100-300
	2. Adding 2-digit numbers vertically without carrying up to sum <100
	3. Matching number symbols to number symbols
Literacy I	1. Describing at least 5 pictures related to family members
	2. Saying at least 1 tongue twister
	3. Reading/tactile at least 12 sentences related to Our Home and Community
Literacy II	1. Writing/brailing at least 25 words
	2. Writing/brailing 3 patterns
	3. Writing/brailing at least 12 short sentences
English	1. Reading at least 16 words and 8 short sentences
	2. Writing/brailing at least 16 words
	3. Writing/brailing at least 8 short sentences
CPA	1. Singing/signing a song related to Our Home and Community
	2. Playing at least one percussion instrument
	3. Cutting/pasting at least two pictures
CRE	1. Talking/signing about the importance of prayer
	2. Identifying at least 3 things we pray for
	3. Talking about how one becomes a member of God's family
IRE	1. Describing at least 3 characteristics of the Angels of Allah
	2. Naming the 10 most important Angels of Allah
	3. Talking about the usefulness of Angels to us
PE	1. Bending and stretching body parts as instructed
	2. Swinging with ease
	3. Running in given formations
News	1. Telling/signing similes correctly
	2. Telling/signing news logically
	3. Drawing/brailing news
Life Skills and Values	1. Sharing with others
	2. Using polite language
	3. Respecting others

Theme 3: Human Body and Health

Learning Area	Competence
Mathematics	1. Measuring heights, widths and breadths of at least 5 objects using non-standard measures
	2. Counting from 300-400
	3. Subtracting 2- and 3-digit numbers vertically, no borrowing
Literacy I	1. Talking about at least 3 ways of controlling diseases
	2. Mentioning at least 3 uses of water
	3. Reading at least 25 words and 12 short sentences related to Human Body and Health
Literacy II	1. Writing/brailing at least 25 words
	2. Writing/brailing at least 12 short sentences
	3. Labelling at least 3 parts of the body
English	1. Reading at least 16 words and 8 short sentences
	2. Writing/brailing at least 8 short sentences
	3. Writing/brailing at least 16 words
CPA	1. Singing/signing a song related to human body and health
	2. Moving to the rhythm
	3. Modelling a human body
CRE	1. Differentiating living and non-living things
	2. Talking about the different ways in which we care for the things God created
	3. Identifying at least 5 uses of things that God created
IRE	1. Telling/signing the meaning of Salat (Prayer)
	2. Telling/signing the name and time of each daily obligatory prayer
	3. Identifying at least 3 important virtues in Islam
PE	1. Jumping off, on and over as instructed
	2. Lifting and carrying as instructed
	3. Balancing with support
News	1. Telling/signing meaning of at least 3 riddles
	2. Telling/signing news
	3. Drawing news
Life Skills and Values	1. Caring for self and others
	2. Appreciating self and others
	3. Giving reasons for actions taken

Theme 4: Food and Nutrition

Learning Area	Competence
Mathematics	1. Counting, writing/brailing number symbols up to 600
	2. Multiplying by 2, 3, 4 and 5 correctly
	3. Collecting, reporting and recording data accordingly
Literacy I	1. Naming at least 4 different types of foods
	2. Reading 25 words and 12 short sentences related to Food and Nutrition
	3. Reading one simple short story
Literacy II	1. Writing/brailing at least 25 words
	2. Writing 5 letters
	3. Writing/brailing at least 12 short sentences
English	1. Reading at least 16 words and 8 short sentences
	2. Copying at least 16 words
	3. Copying at least 8 short sentences
CPA	1. Singing/signing a song related to Food and Nutrition
	2. Drawing/brailing, colouring/shading at least 3 different types of food
	3. Tracing at least 4 different pictures of foods
CRE	1. Identifying at least 3 different ways in which we can meet Jesus in our daily life
	2. Identifying at least 3 different ways in which Jesus meets our needs
	3. Telling and re-telling/signing at least 2 parts of the story when Jesus calmed the storm
IRE	1. Telling/signing the meaning of the Kaaba
	2. Mentioning the location and the importance of the Kaaba
	3. Mentioning the position of the black stone on the Kaaba
PE	1. Throwing and catching at least 2 different objects
	2. Aiming and hitting the target
	3. Bouncing the ball
News	1. Telling/signing a folk tale related to Food and Nutrition
	2. Answering at least four questions about the folk tale related to Food and Nutrition
	3. Telling and re-telling/signing news
Life Skills and Values	1. Sharing
	2. Expressing likes and dislikes
	3. Using polite language

TERM II**Theme 5: Our Environment**

Learning Area	Competence
Mathematics	1. Reading and writing number names 120-140
	2. Dividing 2-digit numbers by 2 without a remainder
	3. Subtracting 2- and 3-digit numbers up to 800, without borrowing
Literacy I	1. Read at least 5 names of animals
	2. Naming at least 3 parts of a plant
	3. Naming at least 3 useful and 3 harmful insects
Literacy II	1. Writing/brailing 25 words
	2. Writing/brailing 12 sentences correctly
	3. Copying a simple short story of 3 sentences
English	1. Reading/tactile at least 16 words and 8 short sentences correctly
	2. Responding to at least 5 different questions in full sentences correctly
	3. Writing/brailing 16 words and 8 short sentences with correct spacing and spelling
CPA	1. Moving according to rhythm
	2. Making and playing at least one percussion instrument
	3. Drawing and painting/shading/colouring at least 3 pictures related to the environment
CRE	1. Telling and re-telling/signing at least 2 parts of the story of the Last Supper
	2. Talking about the importance of Jesus' death to the believers
	3. Talking about at least 3 different events in the story of Jesus' death
IRE	1. Reciting/signing Surat Al-Nasr
	2. Telling/signing the meaning of Surat Al-Nasr
	3. Telling the importance of Surat Al-Nasr
PE	1. Responding to signals accordingly
	2. Identifying partners willingly
	3. Running as instructed
News	1. Telling, re-telling/signing news related to Our Environment
	2. Singing/signing a traditional folk song
	3. Answering 5 questions about the traditional folk song
Life Skills and Values	1. Caring for the environment
	2. Expressing likes and dislikes
	3. Giving reasons for actions taken

Theme 6: Things we Make

Learning Area	Competence
Mathematics	1. Reading and writing number symbols 600-800
	2. Adding 3-digit numbers without carrying
	3. Reading and writing fractions $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$
Literacy I	1. Naming and describing/signing three different common things we make
	2. Reading at least 25 words related to Things we Make
	3. Reading at least 12 sentences related to Things we Make
Literacy II	1. Writing at least 25 words correctly
	2. Writing/brailing 12 sentences related to Things we Make
	3. Writing a short story of at least 4 sentences
English	1. Reading at least 16 words
	2. Reading at least 8 sentences correctly
	3. Writing/brailing at least 16 words correctly
CPA	1. Singing a song following a given tune
	2. Naming at least 3 music instruments (percussion)
	3. Cutting and pasting at least 2 items
CRE	1. Talking about the importance of worshipping God
	2. Identifying different ways of worshipping God
	3. Telling/signing at least 2 events in the story of Pentecost
IRE	1. Telling/signing the importance of Angels to people
	2. Identifying at least 2 different roles of Angels
	3. Telling/signing the importance of Angels to Allah
PE	1. Balancing with/on objects steadily
	2. Sharing apparatus willingly
	3. Catching and holding objects skilfully
News	1. Telling and re-telling/signing news related to Things we Make
	2. Drawing news
	3. Playing a traditional game
Life Skills and Values	1. Sharing with others
	2. Caring for things
	3. Making different things to show creativity

Theme 7: Transport in Our Community

Learning Area	Competence
Mathematics	1. Counting up to 999
	2. Recording data on bar graphs
	3. Identifying missing numbers in a mathematical statement in addition
Literacy I	1. Reciting/signing a rhyme correctly
	2. Reading at least 25 words and 12 short sentences correctly
	3. Reading a simple story
	4. Answering questions about the story
Literacy II	1. Writing/brailing at least 25 words and 12 short sentences correctly
	2. Completing a story of at least 5 short sentences
English	1. Reading at least 25 words and 12 short sentences correctly
	2. Reading a simple story of 3 sentences and answering at least 3 comprehension questions correctly
	3. Writing/brailing at least 25 words and 12 short sentences correctly
CPA	1. Playing at least 2 percussion instruments correctly
	2. Singing/signing a song according to the tune
	3. Drawing/brailing and colouring/shading at least 3 pictures related to Transport in Our Community
CRE	1. Talking about at least 3 different ways in which our needs are met
	2. Telling and re-telling/signing at least 2 parts in the story of Jesus' visit to Mary and Martha
	3. Naming at least 5 different types of needs
IRE	1. Reciting/signing Adhan and Iqaamah
	2. Telling the importance of Adhan and Iqaamah
	3. Telling the difference between Adhan and Iqaamah
PE	1. Sharing apparatus willingly
	2. Holding, catching and throwing the ball skilfully
	3. Rolling, aiming and targeting
News	1. Telling/signing news related to Transport in Our Community
	2. Saying at least 3 different riddles and giving their meanings
	3. Drawing news
Life Skills and Values	1. Giving reasons for action taken
	2. Using polite language
	3. Sharing with others

Theme 8: Accidents and Safety

Learning Area	Competence
Mathematics	1. Counting, reading, writing/brailing number symbols up to 999
	2. Measuring at least 2 different objects using metres.
	3. Writing / brailing missing numbers in a mathematical statement in subtraction.
Literacy I	1. Naming at least 3 causes of common accidents
	2. Describing ways of managing accidents
	3. Reading words and short sentences related to accidents and safety
Literacy II	1. Writing/brailing words and 8 sentences related to accidents and safety
	2. Writing/brailing sentences
	3. Completing a simple story.
English	1. Reading words with the correct pronunciation
	2. Reading sentences related to accidents and safety
	3. Writing words and sentences
CPA	1. Singing/signing a song
	2. Moving to given rhythms and formations
	3. Drawing a picture
CRE	1. Talking about some of the difficulties Jesus met in healing the sick
	2. Talking about the importance of helping others
	3. Talking about at least 3 different ways of managing discouraging situations
IRE	1. Identifying at least 4 different ways of serving others
	2. Naming the first wife and at least 2 of the children of Prophet Mohammed (PBUH)
	3. Describing the conduct of the Prophet as a father
PE	1. Running as instructed to test coordination, timing and speed
	2. Singing as instructed to test fluency, accuracy, tone, stress and pitch
	3. Clapping and jumping as instructed to test rhythm, coordination and timing
News	1. Telling/signing and drawing news
	2. Singing/signing a traditional folk song
	3. Answering questions related to the traditional folk song
Life Skills and Values	1. Expressing sympathy
	2. Caring for others
	3. Volunteering

TERM III**Theme 9: Peace and Security**

Learning Area	Competence
Mathematics	1. Dividing 2-digit numbers by 3, no remainder
	2. Reading/tactile and writing/brailing number names 160-180
	3. Multiplying by 6, 8 and 10
Literacy I	1. Saying / signing at least one of each of the following: (i) Riddles (ii) Proverbs (iii) Tongue twisters
	2. Reading a simple story of 5 sentences
	3. Reading words
Literacy II	1. Writing/brailing a simple story of at least 5 sentences.
	2. Constructing sentences correctly
	3. Writing/brailing words
English	1. Reading words and sentences correctly
	2. Constructing sentences correctly
	3. Writing/brailing words and sentences correctly with correct punctuation
CPA	1. Playing at least 2 simple percussion instruments rightly
	2. Singing and dancing to the rhythm
	3. Modelling at least 3 items related to peace and security
CRE	1. Identifying different ways of being dishonest and its consequences
	2. Telling, re-telling/signing at least 3 parts of the story of Esau and Jacob
	3. Talking about the importance of honesty
IRE	1. Reciting/signing Surat Al-Lahab
	2. Telling/signing the meaning and importance of Surat Al-Lahab
	3. Measuring by strides and counting accordingly
News	1. Saying/signing at least 2 tongue twisters
	2. Telling/signing news
	3. Answering at least 5 reflective questions about the news
Life Skills and Values	1. Working and playing together
	2. Respecting others
	3. Using polite language

Theme 10: Child Protection

Learning Area	Competence
Mathematics	1. Counting up to 999
	2. Adding 3-digit numbers, no carrying
	3. Dividing 2-digit numbers by 2 and 3, with no remainder
Literacy I	1. Mentioning / signing 5 ways of child protection and abuse
	2. Responding to at least 5 questions about child protection and abuse
	3. Reading at least 25 words and 12 sentences correctly
Literacy II	1. Writing/brailing 25 words
	2. Writing/brailing 12 sentences
	3. Writing at least 3 patterns
English	1. Reading words and sentences correctly
	2. Forming 5 sentences correctly
	3. Writing/brailing words and sentences
CPA	1. Singing/signing at least 2 songs to the tune
	2. Moving according to rhythm
	3. Painting/colouring/shading at least 2 items of choice
CRE	1. Talking/signing about situations in which we can show concern for others
	2. Telling and re-telling/signing at least 2 parts of the story of Ruth and Naomi
	3. Talking/signing about the importance of showing concern to others
IRE	1. Telling/signing who the Archangel is and his functions
	2. Describing the relationship between Mohammed (PBUH) and the Archangel
	3. Describing the relationship between the Archangel and Mariam the mother of Jesus
PE	1. Batting balls to test accuracy, speed and timing
	2. Arranging, dodging to test orderliness, speed, coordination and timing
	3. Squatting to test balance and persistence
News	1. Telling/signing news
	2. Answering at least 7 questions about the news
	3. Saying / signing at least 2 proverbs with their meaning
Life Skills and Values	1. Caring for oneself and others
	2. Giving reasons for actions taken
	3. Expressing likes and dislikes

Theme 11: Measures

Learning Area	Competence
Mathematics	1. Recording and interpreting information on a calendar
	2. Naming, drawing and labelling at least 4 different shapes
	3. Playing a shopping game using different denominations from Shs 500 to Shs 1000
Literacy I	1. Reciting/signing at least 2 rhymes related to measures
	2. Naming at least 3 different times of the day
	3. Acting out at least one conversation or dialogue
Literacy II	1. Writing/brailing words
	2. Writing at least 12 sentences
English	1. Reading words and sentences related to the calendar
	2. Constructing 6 sentences
	3. Telling/signing the time in hours and halves
CPA	1. Moving according to rhythm
	2. Playing at least 2 percussion instruments correctly
	3. Making a calendar and a metre ruler as instructed
CRE	1. Telling/re-telling/signing at least 3 parts of the story of Jesus' birth
	2. Making Christmas cards and decorations
	3. Talking about the importance of Jesus' birth
IRE	1. Identifying the units (Rakats) for each prayer
	2. Demonstrating how prayer is performed
	3. Reciting/signing at least one type of dua for acquisition of knowledge
PE	1. Rolling the ball as instructed
	2. Targeting a given spot
	3. Filling containers with water, sand, etc (to test speed, accuracy, timing and confidence)
News	1. Telling/signing news
	2. Responding to at least 6 questions on news
	3. Saying/signing at least 3 similes
Life Skills and Values	1. Measuring accurately
	2. Giving reasons for actions taken
	3. Expressing honesty

Theme 12: Recreation, Festivals and Holidays

Learning Area	Competence
Mathematics	1. Multiplying up to the table of 10
	2. Subtracting 3-digit numbers without borrowing
	3. Dividing 2-digit numbers by 2 no remainder
Literacy I	1. Mentioning at least 3 public holidays
	2. Saying at least 2 of the following: riddles, tongue twisters and proverbs
	3. Reading words and sentences
Literacy II	1. Drawing at least 2 pictures related to recreation, festivals and holidays
	2. Copying a paragraph with correct punctuation
	3. Writing/brailing 25 words and 12 sentences
English	1. Reading at least 16 words and 8 sentences with correct pronunciation
	2. Reading a simple short story
	3. Writing words and sentences
CPA	1. Singing a songs related to the celebrations of any public holiday
	2. Moving according to rhythm
	3. Design and colour at least 2 seasons' cards
CRE	1. Naming the earthly parents of Jesus
	2. Mentioning the place where Jesus was born
	3. Drawing a Christmas scene
IRE	1. Reciting dua for the dead
	2. Mentioning the name of cave in which Prophet Mohammed (PBUH) retired
	3. Identifying at least 2 reasons why Prophet Mohammed (PBUH) went to the cave
PE	1. Running as instructed to assess alertness and steadiness
	2. Running (a three legged race) to assess balance
	3. Responding to instructions to assess the level of obedience to commands
News	1. Saying at least 2 tongue twisters fluently
	2. Telling/re-telling/signing news related to recreation, festivals and holidays
	3. Answering at least 7 questions about the news told
Life Skills and Values	1. Sharing with others
	2. Playing with others
	3. Making choice

PART B: SCHEMES OF WORK AND LESSON PLAN

GUIDELINES FOR P2

This section deals with schemes of work (matrices) and sample lesson plan guidelines. The competences across the different learning areas for different days as indicated in the matrices have been directly drawn from the strands in the Curriculum. However, for PE and RE competences, you are encouraged to draw them from Section B of the Curriculum. In addition, competences for the Free Activity should be drawn from the Teacher's Guide Part A.

For News competences, you are advised to formulate them basing on the themes and sub-themes respectively with the help of Part A of this Teacher's Guide. However, you are encouraged to provide an opportunity for free news that is not based on the given themes and sub-themes.

TERM I

Theme 1: Our School and Neighbourhood

Sub-theme 1.1: Location, Symbols and Benefits of Our School

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Singing a known song 	<ul style="list-style-type: none"> Telling news Drawing their news 	<ul style="list-style-type: none"> Telling news Drawing their news 	<ul style="list-style-type: none"> Saying riddles Asking and answering questions 	<ul style="list-style-type: none"> Saying tongue twisters
Mathematics	<ul style="list-style-type: none"> Counting 1-20 Sorting different concrete materials Forming sets Comparing sets 	<ul style="list-style-type: none"> Counting 1-40 Sorting different objects Forming sets Comparing sets 	<ul style="list-style-type: none"> Counting 1-60 Classifying Ordering sets Forming sets 	<ul style="list-style-type: none"> Counting 1-80 Reading number symbols 1-50 Writing number symbols 1-50 	<ul style="list-style-type: none"> Counting 1-99 Reading number symbols 51-99 Writing number symbols 1-99
Literacy I	<ul style="list-style-type: none"> Talking about things that show where our school is Naming symbols of the school Describing pictures of different symbols of the school Reading words 	<ul style="list-style-type: none"> Talking about benefits of school from neighbourhood Telling and re-telling / signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words Reading short sentences 	<ul style="list-style-type: none"> Reciting a known rhyme Matching words to pictures Reading words and sentences 	<ul style="list-style-type: none"> Listening to a story Matching word to word Reading words and sentences Asking and answering questions
Literacy II	<ul style="list-style-type: none"> Writing patterns and letters Drawing Labelling 	<ul style="list-style-type: none"> Writing patterns and letters Copying words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing missing letters in 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
			given words		
English	Vocabulary flag, tree Structures <ul style="list-style-type: none"> • What is this/that? - That/This is... • Is this/that ...? - Yes, it is. - No, it is not. Reading/Tactile <ul style="list-style-type: none"> • Matching words to pictures Writing/Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary uniform, badge Structures <ul style="list-style-type: none"> • What is this /that? - That/This is a ... Reading/Tactile <ul style="list-style-type: none"> • Matching words to objects Writing/Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary black, yellow, red Structures <ul style="list-style-type: none"> • What colour is this/that ...? - It is ... <ul style="list-style-type: none"> • Reciting a rhyme Reading/Tactile <ul style="list-style-type: none"> • Matching words to pictures • Reading words Writing/Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary in, on Structures <ul style="list-style-type: none"> • Where is the ...? - The (cup/bottle) is (on/in) the (table/cupboard /chair/pot). <ul style="list-style-type: none"> • Reciting a rhyme /acting a dialogue Reading/Tactile <ul style="list-style-type: none"> • Reading simple sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary under, near Structures <ul style="list-style-type: none"> • Where is the ...? - The ... is ... the (under/near) (broom/table) <ul style="list-style-type: none"> • Reciting a rhyme / acting a dialogue Reading/Tactile <ul style="list-style-type: none"> • Matching words to objects • Reading words and short sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words and short sentences
Creative Performing Arts	<ul style="list-style-type: none"> • Singing/signing a song • Dancing 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing /acting 	Free Activity	<ul style="list-style-type: none"> • Singing/signing a known song • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing /tracing • Colouring / shading / painting
CRE Our home and community Roles and interdependency among family members	Our experience. <ul style="list-style-type: none"> • Identifying roles of different family members • Describing how each member is important in the family God's message <ul style="list-style-type: none"> • Story-telling / signing • <i>Proverbs 23: 22</i> Our response Role-playing mother, father	Our experience. <ul style="list-style-type: none"> • Describing different roles of people in the community • Drawing different people in the community God's message <ul style="list-style-type: none"> • Story telling / signing • <i>Gal 5: 13-14</i> Our response <ul style="list-style-type: none"> • Role-playing different activities done by the people in the community 		Our experience. <ul style="list-style-type: none"> • Telling stories about different roles and activities of family and community members God's message <ul style="list-style-type: none"> • Bible story - (<i>Ephesians 6:1-4</i>) and (<i>Proverbs 23:22</i>) - Ask and answer questions about the story Our response <ul style="list-style-type: none"> • Learners role-play the message from the bible stories • Learners say thanks giving prayer 	
IRE Surat Al-Falaq	Our experience <ul style="list-style-type: none"> • Reciting <i>Surat</i> 	Our experience <ul style="list-style-type: none"> • Reciting <i>Surat</i> 		Our experience <ul style="list-style-type: none"> • Reciting <i>Surat</i> 	

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
	<p><i>Al-Falaq (113:1-5)</i></p> <ul style="list-style-type: none"> Telling the meaning of Surat Al-Falaq 	<p><i>Al-Falaq (113:1-5)</i></p> <ul style="list-style-type: none"> Telling the meaning of Surat Al-Falaq 		<p><i>Al-Falaq (113:1-5)</i></p> <ul style="list-style-type: none"> Telling the meaning of Surat Al-Falaq 	
PE	<p>Introductory Activities</p> <ul style="list-style-type: none"> Warm up Fly like an aeroplane Jump on the spot <p>Skill teaching</p> <ul style="list-style-type: none"> Arm tug of war <p>Skill practice</p> <ul style="list-style-type: none"> Play the tug of war game <p>Game situation</p> <ul style="list-style-type: none"> Pulling <p>Cool down</p> <ul style="list-style-type: none"> Breathe in and out exercise 	<p>Warm up</p> <ul style="list-style-type: none"> Apart together Walk on the spot <p>Skill teaching</p> <ul style="list-style-type: none"> Wheelbarrow push <p>Skill practice</p> <ul style="list-style-type: none"> Play the wheelbarrow push game <p>Game situation</p> <ul style="list-style-type: none"> Pushing <p>Cool down</p> <ul style="list-style-type: none"> Baby sleep 	<p>Warm up</p> <ul style="list-style-type: none"> Fly on the spot Wind, rain and thunder <p>Skill teaching</p> <ul style="list-style-type: none"> Back to back push <p>Skill practice</p> <ul style="list-style-type: none"> Play wind and thunder game <p>Game situation</p> <ul style="list-style-type: none"> Pulling <p>Cool down</p> <ul style="list-style-type: none"> Imitate the teacher 	<p>Warm up</p> <ul style="list-style-type: none"> Run here, run there Twist the waist <p>Skill teaching</p> <ul style="list-style-type: none"> Elbow tug of war <p>Skill practice</p> <ul style="list-style-type: none"> Play elbow tug of war <p>Game situation</p> <ul style="list-style-type: none"> Pulling <p>Cool down</p> <p>Stretching the body</p>	<p>Warm up</p> <ul style="list-style-type: none"> Jogging on the spot Skipping around <p>Skill teaching</p> <ul style="list-style-type: none"> Head to head push <p>Skill practice</p> <ul style="list-style-type: none"> Play head to head push game <p>Game situation</p> <ul style="list-style-type: none"> Skipping Cool down Breathe in and out exercise

Sample Lesson Plan Guidelines for Sub-theme 1.1: Location, Symbols and Benefits of Our School

Monday

Materials

- Picture cards of different resources in the neighbourhood
- Word cards and sentence cards
- Concrete materials from the local environment, e.g. sticks, stones
- Wall chart showing natural resources, e.g. forests/trees, water sources, mountains, lakes, rivers, gardens, etc.
- Number cards and number chart
- Drawing materials, e.g. paint/coloured pencils/crayons
- Simple percussion instruments

Preparation

- Prepare enough picture cards of different resources as found in the school neighbourhood
- Prepare songs and rhymes for the day
- Collect materials for Free Activity and Art and Crafts lessons

Lesson: News

- Tell your news and ask some questions
- Individual learners tell their news
- Encourage learners to ask and answer questions about their news
- Learners sing a known song

Lesson: Literacy I

- Learners talk about the things that show where their school is located e.g. tree, sign posts.
- Learners identify different resources in the neighbourhood from a chart.
- Learners name the different symbols of the school e.g. the flag, uniform, badge.
- Learners read words on word cards.
- Learners match words to pictures on cards.

Lesson: Literacy II

- Learners write patterns, letters and words.
- Learners draw and label different pictures of resources found in the school neighbourhood.
- Learners finish the lesson with a known rhyme.

Lesson: Mathematics

- Start with a simple counting song, revising counting in groups, i.e. 1-20, 1-40, up to 99.
- Learners sort different concrete materials and form sets.
- Learners compare the sets according to colours, sizes and numbers.
- End the lesson with a simple counting song.

Lesson: English

- See **TP1** on teaching new vocabulary.
- Introduce the new vocabulary (flag, tree). Where possible use concrete materials.
- Introduce the structure, 'What is this/that?'
 - That/this is a ...
 - Is this/that a...?
 - Yes, it is.
 - No, it is not.
- Learners practice the above as whole class, in groups/pairs and as individuals.
- Learners match words to pictures.
- Learners write words learnt.
- End the lesson with a known song or rhyme.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE/IRE (Refer to Section B in the Curriculum)

Lesson: Creative Performing Arts (Music)

- See teaching procedure for teaching a new song.
- Learners start with a known song.
- Learners learn a new song related to location, symbols and benefits of our school.
- Learners are guided to dance to the rhythm of the song.
- Learners ask and answer some questions about the song.

Tuesday

Materials

- Picture cards of different resources in the neighbourhood
- Word and sentence cards
- Concrete materials from the local environment
- Wall chart showing natural resources
- Number cards and number chart
- Drawing materials e.g. coloured pencils, crayons and paint.

Preparation

- Prepare all the above before the lesson.
- Prepare a rhyme and role-play for the music lesson.

Lesson: News

- Learners tell their news.
- Learners ask and answer questions related to their news.
- Learners describe the things at school that are from the neighbourhood.
- Learners draw their news.

Lesson: Mathematics

- Learners count 1-40.
- Learners sort different concrete materials and form sets.
- They compare the sets formed according to size, colour and numbers.
- End the lesson with a counting song.

Lesson: Literacy I

- A few learners tell/sign their stories.
- Let other learners re-tell/sign the told stories.
- Learners answer questions from the told stories.
- Learners talk about benefits to the school from the neighbourhood.
- Learners read words and sentences from cards.

Lesson: Literacy II

- Learners write the letter pattern of the day.
- They copy words related to the resources in the school from the neighbourhood.
- They read the words they have copied in their books.

Lesson: English

- Using the teaching procedure for teaching new vocabulary, introduce the words (uniform, badge).
- Introduce the following structures using the learnt vocabulary:
 - What is this/that?
 - This/That is a ...
- Learners match words to objects.
- Learners write words and short sentences.

Lesson: CPA (Music)

- Learners recite a known rhyme.
- Learners role-play activities done by different people at school.
- Learners ask and answer questions about the role-play.
- Learners end with a known rhyme.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: IRE/CRE: (Refer to Section B in the Curriculum)

Wednesday

Materials

- Wall chart showing natural resources
- Number chart/cards
- Sentence/word cards
- Drawing materials e.g. crayons
- Concrete objects for Free Activity lesson
- Colours (yellow, black, red and others)

Preparation

- Prepare all the above materials before the lesson.

Lesson: News

- Learners tell their news.
- Learners ask and answer questions about their news.
- They describe things at school that are from the neighbourhood.
- Learners draw and colour their news.

Lesson: Mathematics

- Learners sing a counting song.
- They count 1–60.
- Learners classify materials.
- Learners order different concrete materials.
- Learners form sets.
- Learners then do the exercise in their books.
- End with a counting song.

Lesson: Literacy I

- Learners learn and recite a new rhyme related to neighbourliness.
- Learners read words related to the rhyme.
- Learners read short sentences.
- End the lesson with the same rhyme.

Lesson: Literacy II

- Learners write the patterns, letters and words for the day.
- Learners fill in missing letters in given words.
- Learners write sentences.

Lesson: English

- Using the teaching procedure for teaching new words, introduce the words: black, yellow and red.
- Learners recite a rhyme to practice the words learnt.
- Learners use the new words in the following structures:
 - What colour is this/that...? It is ...
- Learners match words to pictures.
- Learners write words and short sentences.

Lesson: Free Activity (Refer to Section A of the Curriculum)

Lesson: PE (Refer to Section B of the Curriculum)

Thursday

Materials

- Number cards and number chart
- Word and sentence cards
- Percussion instruments
- Wall chart showing natural resources, e.g. forests/trees, water sources, mountains, lakes, rivers, gardens, etc.

Preparation

- Prepare a song and riddles for the day's lesson and the percussion instrument.

Lesson: Oral literature

- Learners listen to a riddle.
- Learners respond to the riddles accordingly.
- Learners tell their riddles.
- Learners respond to the riddles.
- Learners explain the meaning of the riddles.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 80 using number cards.
- Learners read number symbols 1-50.

- Learners write number symbols 1-50.
- End with a counting song.

Lesson: Literacy I

- Learners recite the rhyme learnt previously.
- Learners identify the pictures on cards.
- Learners match pictures on cards to the wall chart about natural resources.
- Learners then match words to pictures.
- Learners read words and sentences.
- End the lesson with the same rhyme.

Lesson: Literacy II

- Learners write patterns, letters, words and sentences.

Lesson: English

- Using the teaching procedure for teaching new vocabulary, introduce the words 'in', 'on'.
- Using the new words, introduce the structure:
 - Where is the ...?
 - The (cup/bottle) is (in/on) the (table/cupboard/chair).
- Learners recite a rhyme using the words 'in' and 'on', e.g. *Paula put the kettle on*'
- Learners read simple sentences.
- Learners write words and sentences.

Lesson: CPA (Music)

- Learners sing a known song.
- Learners name the percussion instruments in the classroom.
- Learners play the percussion instruments to accompany the song.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE/ IRE (Refer to Section B in the Curriculum)

Friday**Materials**

Number cards and number chart

Words and sentence cards

Drawing materials like crayons, colours, etc.

Wall chart showing natural resources

Concrete objects

Preparation

- Prepare all the above before the lesson.

Lesson: Oral Literature

- Learners listen to tongue twisters.
- Learners say tongue twisters.
- Learners identify the repeated sounds/words in the tongue twister.

Lesson: Mathematics

- Learners count 1–99.
- Learners read number symbols 51-99.
- Learners write number symbols 51-99.

Lesson: Literacy I

- Learners listen to a story related to neighbourliness.
- Learners answer questions about the story.

- Learners read words from the story.
- Learners match word to word.
- Learners read sentences.

Lesson: Literacy II

- Learners write patterns, letters, words and sentences.
- They copy words and sentences.

Lesson: English

Use the teaching procedures for teaching new vocabulary.

- Introduce the words, 'under', 'near'.
- Use the learnt words to introduce the structures.
 - Where is the ...?
 - The (book/pen) is (near/under) the (table/chair/door).
- Learners match words to pictures and to objects.
- Learners write short simple sentences.
- Learners recite a known rhyme using the learnt words or sentences.

Lesson: CPA (Art and Crafts)

- Learners draw pictures of their choice about the school location/symbols/benefits.
- They colour/paint/shade their pictures.
- Learners display their work and talk about it.
- Learners tidy up the work area and store their work.

Lesson: PE (Refer to Section B in the Curriculum)

Sub-theme 1.2: Benefits to the Neighbourhood from School

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling/signing news • Reciting a known rhyme 	<ul style="list-style-type: none"> • Telling/signing news • Asking and answering questions 	<ul style="list-style-type: none"> • Telling/signing news • Drawing the news 	<ul style="list-style-type: none"> • Telling similes • Telling meaning of similes 	<ul style="list-style-type: none"> • Listening to a folk tale • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 99 • Forming sets • Drawing sets • Comparing sets • Singing a counting song 	<ul style="list-style-type: none"> • Counting up to 99 • Forming sets • Drawing sets • Comparing sets 	<ul style="list-style-type: none"> • Counting up to 99 • Reading number names 1-33 • Writing number names 1-33 	<ul style="list-style-type: none"> • Counting up to 99 • Reading number names 34-63 • Writing number names 34-63 	<ul style="list-style-type: none"> • Counting up to 99 • Reading number names 64-99 • Writing number names 64-99
Literacy I	<ul style="list-style-type: none"> • Naming • Describing • Reciting a new rhyme • Reading words and sentences 	<ul style="list-style-type: none"> • Reading words and sentences • Acting a dialogue 	<ul style="list-style-type: none"> • Telling / signing stories • Asking and answering questions • Reading words 	<ul style="list-style-type: none"> • Reciting/signing a known rhyme • Reading sentences • Matching sentences to pictures 	<ul style="list-style-type: none"> • Telling/signing stories • Asking and answering questions • Reading words and sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns and 	<ul style="list-style-type: none"> • Writing patterns, 	<ul style="list-style-type: none"> • Writing patterns, 	<ul style="list-style-type: none"> • Writing patterns, 	<ul style="list-style-type: none"> • Writing patterns,

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	letters <ul style="list-style-type: none"> • Writing words • Writing sentences 	letters, words and sentences	letters, words and sentences	letters, words and sentences	letters words and sentences
English	Vocabulary ball, blackboard Structures <ul style="list-style-type: none"> • What is this/that? • This/That is a ... • It is a ... • Show me a ... Reading/Tactile <ul style="list-style-type: none"> • Reading pictures • Reading words • Reading short sentences Writing /Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary desk, table Structures <ul style="list-style-type: none"> • What is this/that? • This/That is a ... • Show me a ... • That /This is a ... <ul style="list-style-type: none"> • Playing situational games Reading/Tactile <ul style="list-style-type: none"> • Reading pictures • Reading words • Reading short sentences Writing/brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary cupboard, chair Structure <ul style="list-style-type: none"> • What is this/that? • This /That is a ... • Show me a ... • That/This is a ... Reading/ Tactile <ul style="list-style-type: none"> • Reading pictures • Reading words • Reading short sentences Writing / Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary library, hall Structures <ul style="list-style-type: none"> • Where is the...? • The... is... (near, in) the ... • It is... the... Reading/ Tactile <ul style="list-style-type: none"> • Reading pictures • Reading words • Reading short sentences Writing / Brailing <ul style="list-style-type: none"> • Writing words and short sentences 	Vocabulary compound, book Structures <ul style="list-style-type: none"> • Where is the..? • The...is (near/in) the... • It is (on/in) the... Reading/Tac tile <ul style="list-style-type: none"> • Reading pictures • Reading words • Reading short sentences Writing / Brailing <ul style="list-style-type: none"> • Writing words and short sentences
CPA	<ul style="list-style-type: none"> • Singing / signing a song • Dancing 	<ul style="list-style-type: none"> • Singing / signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Free activity 	<ul style="list-style-type: none"> • Singing / signing a song • Dancing • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing • Colouring / painting
CRE	<ul style="list-style-type: none"> • My home and community • Respect and care for neighbours - Good Samaritan - Love your neighbour as you love yourself 	Our experience <ul style="list-style-type: none"> • Talking about ways in which we can respect and care for neighbours e.g. greeting, visiting, helping God's message <ul style="list-style-type: none"> • Gal. 5:13-14, Luke 10:25-37. • Asking and answering questions about the Bible text Our response <ul style="list-style-type: none"> • Role-playing Good Samaritan 	Our experience <ul style="list-style-type: none"> • Telling a story about respect and results of disrespect • Singing songs about respect God's message <ul style="list-style-type: none"> • Telling a story about respect and disrespect • Asking and answering questions Our response <ul style="list-style-type: none"> • Singing about respect and disrespect 		Our experience <ul style="list-style-type: none"> • Role-playing ways of respect and caring for our neighbours • Drawing God's message <ul style="list-style-type: none"> • Telling a story about caring for our neighbours • Asking and answering questions Our response <ul style="list-style-type: none"> • Role-playing ways of respect and caring for our neighbours

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
IRE	<ul style="list-style-type: none"> Reciting Surat Al-Falaq Telling the importance of Surat Al-Falaq 	<ul style="list-style-type: none"> Reciting Surat Al-Falaq Telling the importance of Surat Al-Falaq 		<ul style="list-style-type: none"> Drawing Reciting Surat Al-Falaq Telling the importance of Surat Al-Falaq 	
PE	PE	PE	PE	PE	PE

Sample Lesson Plan for Sub-theme 1.2: Benefits to the Neighbourhood from School

Monday

Materials

A wall chart showing objects found in the neighbourhood and school
 Picture cards
 Word cards
 Sentence cards

Number cards
 Number charts
 Percussion instruments
 Concrete objects

Preparations

- Prepare the above materials before the lesson.

Lesson: News

- Learners tell/sign news.
- Learners recite a known rhyme.

Lesson: Mathematics

- Learners sing a counting song/rhyme.
- Learners count 1–99.
- Learners form sets of materials.
- Learners draw sets of pictures of things in the school which the neighbourhood can use.

Lesson: Literacy I

- They identify benefits to the neighbourhood from school, using the chart.
- Learners name the different materials shown.
- Learners describe the pictures on the chart.
- They read the words and sentences.
- They recite a new rhyme.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write short sentences.

Lesson: English

- Use teaching procedure for teaching new vocabulary from Teachers' Guide.
- Introduce the new vocabulary, ball and blackboard. (Use concrete materials.)
- Use the learnt vocabulary above to practice the following structures:
 - What is this/that?
 - This/That is a ...
 - It is a ...
 - Show me a
 - That/This is ...
- Learners read words related to school objects.

- Learners read short sentences.
- Learners write words related to school objects.

Lesson: CPA (Music)

- Learners sing a known song.
- Learners dance according to the rhythm of the song.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE, IRE (Refer to Section B in the Curriculum)

Tuesday

Materials

Reading cards	Wall chart	Concrete objects
Number cards	Percussion instruments	Picture cards

Preparation

- Prepare all the above for the lesson.
- Prepare the abacus.

Lesson: News

- Learners tell/sign their news.
- Learners ask and answer questions about the news.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count 1–99.
- Learners use concrete materials to form sets.
- Learners draw sets.
- Learners compare different sets.

Lesson: Literacy I

- Learners identify materials from picture cards.
- Learners read words and sentences.
- Learners read short dialogues.

Lesson: Literacy II

- Learners write patterns and letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using the procedure for teaching new vocabulary, introduce the following vocabulary, 'desk', 'table'.
- Using the learnt vocabulary above, practice the following structures:
 - What is this/that?
 - This/That is a ...
 - Show me a...
 - That/This is a ...
 - Use a situational game to practice the structures.
- Learners read words related to objects found at school.
- Learners read short sentences.
- Learners write words related to objects found at school.
- Learners write short sentences.

Lesson: CPA (Music)

- Learners sing a known song.
- Introduce a new song using the procedure for teaching a new song.
- Learners play percussion instruments to accompany the new song.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE/ IRE (Refer to Section B in the Curriculum)

Wednesday

Materials

Coloured pencils, crayons	Concrete materials	Number cards
Reading cards	Real objects	Counters

Preparation

- Prepare enough materials for the Free Activity lesson.

Lesson: News

- Learners tell/sign their news.
- Learners draw the news.
- Learners display pictures or drawings.
- Learners talk about their pictures.

Lesson: Mathematics

- Learners count up to 99.
- Learners recite a counting rhyme.
- Learners read number names 1–33.
- Learners write the number names 1–33.

Lesson: Literacy I

- Learners listen to a story.
- Learners ask and answer questions about the story.
- Learners read words from the story.
- Learners re-tell/ sign the story.
- Learners read words.
- Learners sing a song.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using the teaching procedure for teaching new vocabulary: ‘chair’, ‘cupboard’.
- Use the following structures:
 - What is this/that?
 - This/That is a ...
 - Show me a ...
 - That/This is a ...
- Learners read pictures, words and sentences related to objects at school.
- Learners write the words they have read.
- Learners write short sentences.

Lesson: Free Activity (Refer to Part A, above)

Lesson: PE (Refer to Section B in the Curriculum)

Thursday

Materials

Number cards	Percussion instruments
Reading cards	Coloured pencils, crayons
Number name cards	Concrete objects e.g. stones, sticks
Wall chart	

Preparation

Prepare all the materials above before the lessons.

Lesson: Oral Literature

- Learners say similes.
- Learners tell the meaning behind the similes.
- Learners ask and answer questions.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 99.
- Learners read number names 34-63.
- Learners write number names 34-63.

Lesson: Literacy I

- Learners recite/sign a known rhyme.
- Learners read sentences.
- Learners match sentences to pictures.

Lesson: Literacy II

- Learners write patterns and letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using the teaching procedure, teach the new vocabulary: 'library', 'hall'. Use the following structures:
 - Where is the ...?
 - The ... is (near/in) the ...
 - It is ... the ...
- Learners read pictures.
- Learners read the new words.
- Learners write words and copy short sentences.

Lesson: CPA (Music)

- Learners sing a known song.
- Learners dance according to the rhyme.
- Learners play percussion instruments to accompany the song as they dance.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: RE (Refer to Section B in the Curriculum)

Friday

Materials

Reading cards	Wall chart	
Concrete objects	Coloured pencils	Crayons, paint, brushes.
Number cards	Picture cards	Counters

Preparation

Prepare enough materials for the lessons.

Lesson: Oral Literature

- Learners listen to a folk tale being read.
- They ask and answer questions.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 99.
- Learners read number names 64-99.
- Learners write number names from 64 to 99.

Lesson: Literacy I

- Learners tell and re-tell/sign stories.
- Learners ask and answer questions.
- Learners read words.
- Learners read sentences.

Lesson: Literacy II

- Learners write patterns and letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using the teaching procedure for teaching new words, teach the new vocabulary; 'compound', 'book'. Use all the structures for the week as below:
 - Where is the...?
 - The... is (near/in) the...
 - It is (near/in) the...
- Learners read pictures.
- Learners read words.
- Learners read short sentences.
- Learners write words and short sentences.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CPA (Art and Crafts)

- Learners draw pictures.
- Learners colour/ paint the pictures.
- Learners display their work.
- Learners talk about their work.
- Learners tidy up the working place.
- Learners store their work.

Sub-theme 1.3: Causes of Problems between School and Neighbourhood

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/signing news Talking about effects of bad neighbourlines 	<ul style="list-style-type: none"> Saying riddles Asking and answering questions 	<ul style="list-style-type: none"> Singing lullabies Asking and answering questions Role-playing rocking a baby
Mathematics	<ul style="list-style-type: none"> Counting up to 99 Sorting objects Forming sets Comparing sets 	<ul style="list-style-type: none"> Counting up to 99 Forming sets Comparing sets 	<ul style="list-style-type: none"> Counting up to 99 Forming sets Identifying empty sets 	<ul style="list-style-type: none"> Counting up to 99 Forming sets Identifying empty sets 	<ul style="list-style-type: none"> Counting up to 99 Forming sets Identifying empty sets Comparing sets Matching number names to number symbols
Literacy I	<ul style="list-style-type: none"> Talking about effects of bad neighbourliness Asking and answering questions Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words Reading sentences 	<ul style="list-style-type: none"> Telling/re-telling signing stories Asking and answering questions about the story Matching sentences to pictures 	<ul style="list-style-type: none"> Reciting a known rhyme Reading words Forming sentences Reading sentences 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Reading words Reading sentences about the effects of bad neighbourlines
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters and words Writing short sentences about causes of problems between school and neighbourhood 	<ul style="list-style-type: none"> Writing patterns, letters and words Writing short sentences
English	<p>Vocabulary policeman and policewoman</p> <p>Structures</p> <ul style="list-style-type: none"> Show me a... - This /That is a ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading pictures Reading words <p>Writing/Brailing</p>	<p>Vocabulary gun, thief, white, green, blue, uniform</p> <p>Structures</p> <ul style="list-style-type: none"> What is she/he ... (wearing)? - She/He is ... (wearing) a ... What colour is the ... - It is ... <p>Reading/Tactile</p>	<p>Vocabulary steal, fight, policeman, army man, policewoman</p> <p>Structures</p> <ul style="list-style-type: none"> What is he/she doing? - He/She is "...ing" <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Reading sentences 	<p>Vocabulary thief, fight, steal</p> <p>Structures</p> <ul style="list-style-type: none"> What is he / she doing - He /She is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading short sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing short sentences 	<p>Revise all the vocabulary and structures of the week</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences 	<p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words Writing sentences 		
CPA	<ul style="list-style-type: none"> Singing/signing a new song Dancing to the rhythm 	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing 	<ul style="list-style-type: none"> Free activity 	Making percussion instruments	<ul style="list-style-type: none"> Drawing / tracing Colouring / painting
IRE	<ul style="list-style-type: none"> Reading Surat Al-Falaq Reciting the Surat 	<ul style="list-style-type: none"> Reading Surat Al-Falaq Reciting the Surat 		<ul style="list-style-type: none"> Reading Surat Al-Falaq Reciting the Surat Telling the importance of Surat Al-Falaq 	
<p>CRE</p> <p>My home and community.</p> <ul style="list-style-type: none"> God's Love through the Church family The Church as God's family <p>Share gifts (Jesus feeding 5000 people) Mat.14:15-21</p>	<p>Our experience</p> <ul style="list-style-type: none"> Talking about ways in which we see God's love, e.g. answering of prayers, child birth, provision of food, healing of sickness Role-playing ways of God's love <p>God's message Mat. 14:15-21.</p> <ul style="list-style-type: none"> Asking and answering questions about the text 	<p>Our experience</p> <ul style="list-style-type: none"> Telling their experiences about God's love Explaining how the Church is part of God's family e.g. through baptism, holy matrimony... <p>God's message John 1:32-34</p> <ul style="list-style-type: none"> Asking and answering questions about the text <p>Our response</p> <ul style="list-style-type: none"> Saying a thanks giving prayer for God's love for us 		<p>Our experience</p> <ul style="list-style-type: none"> Drawing pictures of a mother and her baby to show God's love Drawing different foods learners eat at home to show God's love <p>God's message Genesis 21:1-7</p> <ul style="list-style-type: none"> Asking and answering questions about the text <p>Our response</p> <ul style="list-style-type: none"> Singing a thanksgiving song 	
PE	PE	PE	PE	PE	PE

Sample Lesson Plan for Sub-theme 1.3: Causes of Problems between School and Neighbourhood

Monday

Materials

Crayons	Reading cards
Coloured pencils	Counters
Number cards	Wall charts

Preparation

Prepare all the materials above and a song.

Lesson : News

- Learners tell/sign their news.
- Learners draw their news.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count from 1–99.
- Learners sort objects.
- Learners form sets.
- Learners compare sets.

Lesson: Literacy I

- Learners talk about effects of bad neighbourliness.
- Learners ask and answer questions.
- Learners read words.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using teaching procedure for teaching new vocabulary, teach the new vocabulary, 'policeman/policewoman'.
- Use these structures
 - Show me a
 - That/This is a ...
- Learners read pictures.
- Learners read words.
- Learners write words.

Lesson: CPA (Music)

- Using teaching procedure for teaching a new song.
- Learners sing a new song related to good neighbourliness.
- Learners dance according to rhythm.

Lesson: RE (Refer to Section B in the Curriculum)

Lesson: PE (Refer to Section B in the Curriculum)

Tuesday

Materials

Number cards, reading cards, counters, wall chart

Preparation

Prepare the above materials before the lesson.

Lesson: News

- Learners tell/sign their news.
- Learners ask and answer questions about their news.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 99.
- Learners form sets.
- Learners compare sets.

Lesson: Literacy I

- Learners recite a new rhyme.
- Learners read words.
- Learners read sentences.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write sentences.

Lesson: English

- Using teaching procedure for teaching new words, teach the words, 'gun', 'thief', 'white', 'green', 'blue', 'uniform'.
- Use these structures:
 - What colour is the ...?
 - It is ...
- Use a situational game.
- Learners read words learnt.
- Learners write sentences.

Lesson: CPA (Music)

- Learners recite a new rhyme.
- Learners role-play.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE/IRE (Refer to Section B in the Curriculum)

Wednesday

Materials

Wall chart	Calendar	Number cards
Reading cards	Counters	Concrete materials for free activities

Preparation

Prepare all the above materials before the lesson.

Lesson: News

- Learners tell/sign their news.
- Learners talk about effects of bad neighbourliness.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count 1–99.
- Learners form sets.
- Learners identify empty sets.

Lesson: Literacy I

- Learners tell/re-tell/sign stories.
- Learners ask and answer questions.
- Learners match sentences to pictures.

Lesson: Literacy II

- Learners write patterns, letters, words and sentences.

Lesson: English

- Using teaching procedure for teaching new words, teach the new vocabulary, 'steal', 'fight' and using the structures below:
 - What is he / she doing?
 - He / she is ...
- Learners read the words and sentences.
- Learners write words and sentences.

Lesson: Free Activity (Refer to Section A)

Lesson: Physical Education (Refer to Section B in the Curriculum)

Thursday

Materials

Number cards	Counters	Reading cards	Concrete materials
Wall chart	Materials for making percussion instruments		

Preparation

Prepare all the materials above for the lessons.

Lesson: Oral Literature

- Learners say riddles.
- Learners ask and answer questions.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 99.
- Learners form sets.
- Learners identify empty sets.

Lesson: Literacy I

- Learners recite a known rhyme.
- Learners form sentences.
- Learners read the formed sentences.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write short sentences about effects of bad neighbourliness.

Lesson: English

- Using teaching procedure for teaching new words, teach the new vocabulary; 'thief', 'white', 'green'.
- Use these structures:
 - What is he/she doing?
 - He /She is ...
- Learners read sentences.
- Learners write short sentences.

Lesson: CPA (Music)

- Learners name the materials.
- Learners describe materials.
- Learners talk about percussion instruments already made.
- Learners make percussion instruments.
- Learners display and talk about their work.

- Learners store the work and tidy up.

Lesson: IRE/CRE (Refer to Section B in the Curriculum)

Lesson: PE (Refer to Section B in the Curriculum)

Friday

Materials

Number cards, wall chart, reading cards, counters

Preparation

Prepare all the materials for the above lessons.

Lesson: Oral Literature

- Learners sing a known lullaby.
- Learners sing a new lullaby.
- Learners role-play rocking a baby.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count up to 99.
- Learners form sets.
- Learners identify empty sets.
- Learners compare sets.
- Learners match number names to number symbols.

Lesson: Literacy I

- Learners tell/sign/re-tell stories.
- Learners ask and answer questions about the stories.
- Reading words and sentences.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write short sentences about the effects of bad neighbourliness.

Lesson: English

- Learners revise all the vocabulary and structures of the week.
- Learners read words and sentences.
- Learners write sentences.

Lesson: CPA (Art and Crafts)

- Learners draw pictures depicting effects of bad neighbourliness.
- Learners colour / paint their drawings.
- Learners display and talk about their work.
- Learners store and tidy up.

Lesson: PE (Refer to Section B in the Curriculum)

Theme 2: Our Home and Community

Sub-theme 2.1: Relationships among Family Members

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news about family members Drawing news 	<ul style="list-style-type: none"> Telling news about grand parents Asking and answering questions 	<ul style="list-style-type: none"> Telling news about uncles and aunts Asking and answering questions 	<ul style="list-style-type: none"> Reciting a rhyme Asking and answering questions 	<ul style="list-style-type: none"> Telling folk tales Asking and answering questions
Literacy I	<ul style="list-style-type: none"> Describing pictures related to family members Reciting a rhyme Reading words 	<ul style="list-style-type: none"> Telling / re-telling / signing stories Reading words and sentences 	<ul style="list-style-type: none"> Constructing simple sentences Reading pictures Matching words to pictures 	<ul style="list-style-type: none"> Fitting jigsaws Reading words Reading sentences 	<ul style="list-style-type: none"> Reading words Reading Sentences
Literacy II	<ul style="list-style-type: none"> Drawing Labelling Writing patterns 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words 	<ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> Writing patterns Writing sentences
Mathematics	<ul style="list-style-type: none"> Counting up to 200 Recognising numbers according to place values i.e. hundreds, tens and ones Reading number symbols 100-120 Writing number symbols 100-120 	<ul style="list-style-type: none"> Counting up to 200 Recognising numbers according to place values i.e. hundreds, tens and ones Reading number symbols 121-140 Writing number symbols 121-140 	<ul style="list-style-type: none"> Counting up to 200 Recognising place values of 3-digit numbers and 0 as a place holder Reading number symbols 141-160 Writing number symbols 141-160 	<ul style="list-style-type: none"> Counting up to 200 Adding 2-digit numbers no carrying horizontally Reading number symbols 161-180 Writing number symbols 161-180 	<ul style="list-style-type: none"> Counting up to 200 Adding 3-digit numbers, no carrying Reading number symbols 181-200 Writing number symbols 181-200
English	<p>Vocabulary father, mother, brother, sister</p> <p>Structures</p> <ul style="list-style-type: none"> Who is this / that? - This / That is ... Show me your ... - That/This is my ... - She/He is my ... Teach a rhyme related to family 	<p>Vocabulary aunt, uncle</p> <p>Structures</p> <ul style="list-style-type: none"> Who is this / that? - This / That is ... Show me your ... - That/This is my ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing 	<p>Vocabulary grandmother, grandfather</p> <p>Structures</p> <ul style="list-style-type: none"> Who is this / that? - That / this is ... Show me your ... - That/This is my ... - She/He is my ... <p>Reading /Tactile</p> <ul style="list-style-type: none"> Reading words and 	<p>Vocabulary brother, sister, son, daughter, number names one to five</p> <p>Structures</p> <ul style="list-style-type: none"> Show me your ... How many ... have you got?? - I / we have ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences 	<p>Vocabulary grandfather, grandmother, uncles, aunts</p> <p>Structures</p> <ul style="list-style-type: none"> Show me your ... - These/Those are my ... - They are my/our/their ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
	members. Reading/Tactile <ul style="list-style-type: none"> • Matching words to pictures • Reading number names 1-5 Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	words and sentences	sentences. Writing/Brailing <ul style="list-style-type: none"> • words and sentences 	<ul style="list-style-type: none"> • Reading number names one to five Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	
PE	PE	PE	PE	PE	PE
Creative Performing Arts	<ul style="list-style-type: none"> • Singing / signing a song • Listening 	<ul style="list-style-type: none"> • Singing / signing a song • Playing percussion instruments • Dancing 	Free Activity	<ul style="list-style-type: none"> • Singing / signing • Role-playing 	<ul style="list-style-type: none"> • Cutting and pasting • Drawing / shading/ colouring
CRE/IRE	CRE/IRE	CRE/IRE		CRE/IRE	

Sample Lesson Plan for Sub-theme 2.1: Relationship among Family Members

Monday

Materials

- | | |
|--|--|
| Counters | Wall chart |
| Coloured pencils, crayons | Number cards |
| Concrete objects with different shapes | Letter, word picture and sentence card |

Preparation

Prepare all the above materials for all the lessons.

Lesson: News

- Learners tell their news about family members.
- Learners draw their news.

Lesson: Mathematics

- Learners count up to 200.
- Learners read number symbols 100-200.
- Learners write number symbols 100-200.
- Learners recognise numbers according to place values, i.e. hundreds, tens, and ones.

Lesson: Literacy I

- Learners describe pictures related to family members.
- Learners recite a new rhyme.
- Learners read words related to family members.

Lesson: Literacy II

- Learners write patterns.
- Learners draw pictures of family members.
- Learners label pictures.

Lesson: English

- Using the teaching procedures for teaching new words, teach the vocabulary, 'father', 'mother', 'brother', 'sister'.
- Use these structures:

- Who is this/that?
- This/That is ...
- Show me your ...
- That/This is my.....
- She/He is my
- Teach the rhyme e.g. *"What a happy family"*.
- Learners match words to pictures.
- Learners read number names (1 to 5).
- Learners write words and sentences.

Lesson: CPA (Music)

- Learners sing/sign a known song.
- Learners listen to a song being sung or played.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: CRE / IRE (Refer to Section B in the Curriculum)

Tuesday

Materials

- Counters
- Chart showing extended family members.
- Number chart up to 200.
- Picture, word, letter and sentences cards.
- Percussion instruments.

Preparation

- Prepare all the above materials, songs and rhymes.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: Mathematics

- Learners count numbers up to 200.
- Learners recognise numbers according to place values – hundreds, tens and ones.
- Learners read number symbols 121–140.
- Learners write number symbols 121–140.

Lesson: Literacy I

- Learners tell and re-tell/sign stories.
- Learners read words.
- Learners read sentences.
- Learners end with a song.

Lesson: Literacy II

- Learners write patterns, letters, words and sentences.

Lesson: English

- See the teaching procedure on teaching new vocabulary.
- Introduce the new vocabulary: 'aunt', 'uncle'.
- Use a chart showing extended family members.
- Revise structures:
 - Show me your ...
 - This/That is my ...
 - She/He is my ...

- Learners use the learnt vocabulary in the structures.
- Learners read words.
- Learners write words and sentences.

Lesson: News

- Tell your news while learners listen.
- Learners tell their news about family members (extended).
- Learners ask and answer questions.

Lesson: CRE / IRE (Refer to Section B in the Curriculum)

Lesson: Creative Performing Arts (Music)

- Learners sing a song taught in the previous lesson about relationship among family members.
- Learners accompany the song with percussion instruments.
- Learners dance to the rhythm of the song.

Sub-theme 2.2: Roles of different People in the Community

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Telling/signing /re-telling news • Reciting a rhyme 	<ul style="list-style-type: none"> • Telling/signing news • Singing 	<ul style="list-style-type: none"> • Saying similes • Asking and answering questions 	<ul style="list-style-type: none"> • Singing traditional folk songs • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 300 • Reading number symbols 200-230 • Writing number symbols 200-230 	<ul style="list-style-type: none"> • Counting up to 300 • Reading number symbols 231-260 • Writing number symbols 231-260 	<ul style="list-style-type: none"> • Counting up to 300 • Reading number symbols 261-300 • Writing number symbols 231-260 	<ul style="list-style-type: none"> • Counting up to 300 • Adding 2-digit numbers vertically, no carrying 	<ul style="list-style-type: none"> • Counting up to 300 • Adding 2-digit numbers vertically, no carrying
Literacy I	<ul style="list-style-type: none"> • Naming people by title • Identifying people in the community with their roles • Reading words 	<ul style="list-style-type: none"> • Describing people by their roles • Talking about /signing roles • Matching word to word 	<ul style="list-style-type: none"> • Telling / re-telling/re-signing stories • Reading words and sentences 	<ul style="list-style-type: none"> • Reciting a new rhyme • Asking and answering questions • Fitting jigsaws 	<ul style="list-style-type: none"> • Listening to a story • Asking and answering questions • Reading sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns • Drawing • Labelling 	<ul style="list-style-type: none"> • Writing patterns • Writing letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns • Writing letters, words, sentences 	<ul style="list-style-type: none"> • Writing patterns and letters. • Writing words, sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences
English	<p>Vocabulary doctor, nurse, patient</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a/the... - This/That is a/the ... 	<p>Vocabulary teacher, shopkeeper, driver</p> <p>Structures</p> <ul style="list-style-type: none"> • Show me a/the... - This/That is a/the ... 	<p>Vocabulary on, in, under</p> <p>Structures</p> <ul style="list-style-type: none"> • Where is the...? - The (driver/doctor) is (in) the (class 	<p>Vocabulary treat, sell, drive</p> <p>Structures</p> <ul style="list-style-type: none"> • What is he / she doing? • He /She is ... playing a situational game 	<p>Vocabulary Revise the week's vocabulary</p> <p>Structures</p> <ul style="list-style-type: none"> • Where are...? - The

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	(doctor, nurse, patient) <ul style="list-style-type: none"> Reciting a rhyme Reading/Tactile <ul style="list-style-type: none"> Matching Writing/Brailing <ul style="list-style-type: none"> Writing words Writing sentences 	<ul style="list-style-type: none"> What does a...do? A... (treats/teaches/drives)... Reading/Tactile <ul style="list-style-type: none"> Reading words Reading sentences Writing/Brailing <ul style="list-style-type: none"> Writing words Writing sentences 	/ bed / shop / hospital). <ul style="list-style-type: none"> She/he is (in/on) the (shop/class) Reading/Tactile <ul style="list-style-type: none"> Matching Reading words Writing/Brailing <ul style="list-style-type: none"> Writing short simple sentences 	Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing short sentences 	(doctor) is between the... and the... Reading/Tactile <ul style="list-style-type: none"> Matching Writing/Brailing <ul style="list-style-type: none"> Writing short sentences
CPA	<ul style="list-style-type: none"> Singing/signing a song Dancing 	<ul style="list-style-type: none"> Listening to a song Role-playing 	<ul style="list-style-type: none"> Free activity 	<ul style="list-style-type: none"> Singing/signing a song Dancing 	<ul style="list-style-type: none"> Drawing Colouring/shading
CRE	CRE/IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sub-theme 2.3: Cultural Practices and Values in the Community

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Telling/signing news Reciting a known rhyme 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions 	<ul style="list-style-type: none"> Listening to a story Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 300 Reading number symbols 100-200 Writing number symbols 100-200 Recognising place values: hundreds, tens and ones 	<ul style="list-style-type: none"> Counting up to 300 Reading number symbols 200-300 Writing number symbols 200-300 Recognising place values: hundreds, tens and ones 	<ul style="list-style-type: none"> Counting up to 300 Reading number symbols 100-300 Writing number symbols 100-300 Recognising place values: hundreds, tens and ones 	<ul style="list-style-type: none"> Counting up to 300 Adding 2-digit numbers vertically no carrying 	<ul style="list-style-type: none"> Counting up to 300 Adding 2-digit numbers vertically no carrying
Literacy I	<ul style="list-style-type: none"> Naming different cultural practices Describing cultural practices Matching 	<ul style="list-style-type: none"> Telling/re-telling stories Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words and sentences 	<ul style="list-style-type: none"> Saying tongue twisters Reading a simple story 	<ul style="list-style-type: none"> Talking about good cultural practices and values in the community Playing a situational game on good cultural practices

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy II	<ul style="list-style-type: none"> • Writing patterns and letters • Writing words 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing words and sentences 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing words and sentences 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing words and sentences 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing words and sentences
English	<p>Vocabulary greet, pray, eat</p> <p>Structures</p> <ul style="list-style-type: none"> • What are you doing? - I am ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and simple sentences 	<p>Vocabulary eat, sing, sit, dance</p> <p>Structures</p> <ul style="list-style-type: none"> • What is he / she doing? - He / She is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and simple sentences 	<p>Vocabulary (past) sing, eat, dance</p> <p>Structures</p> <ul style="list-style-type: none"> • What are they doing? - They are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and simple sentences 	<p>Vocabulary (past) eat, greet, pray</p> <p>Structures</p> <ul style="list-style-type: none"> • What is Tom / Jane doing? - Tom / Jane is ... <ul style="list-style-type: none"> • Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and sentences 	<ul style="list-style-type: none"> • Revision of all vocabulary and structures for the week • Reading words and sentences • Writing words and simple sentences
CPA	<ul style="list-style-type: none"> • Singing / signing a new traditional song • Playing percussion instruments • Listening 	<ul style="list-style-type: none"> • Singing / signing a known traditional song • Dancing (traditional dance) 	Free activity	<ul style="list-style-type: none"> • Role-playing • Singing/signing a song 	<ul style="list-style-type: none"> • Drawing • Colouring/shading • Cutting and pasting
RE	CRE/IRE	CRE /IRE		CRE /IRE	
PE	PE	PE	PE	PE	• PE

Theme 3: Human Body and Health

Sub-theme 3.1: Parts of the Body and their Functions

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Listening to a folk tale Asking and answering questions 	<ul style="list-style-type: none"> Telling/signing news Singing a song 	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Talking about importance of lullaby Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100-105 Writing number names 100-105 	<ul style="list-style-type: none"> Counting up to 400 Reading number names 106-110 Writing number names 106-110 	<ul style="list-style-type: none"> Counting up to 400 Measuring heights and width using non-standard measures Comparing heights 	<ul style="list-style-type: none"> Counting up to 400 Measuring heights and width using non-standard measures Comparing heights 	<ul style="list-style-type: none"> Counting up to 400 Recognising shapes Measuring height and width using non-standard measures
Literacy I	<ul style="list-style-type: none"> Naming parts of the body and their functions Describing parts of the body Reading words 	<ul style="list-style-type: none"> Talking about pictures Matching words to pictures 	<ul style="list-style-type: none"> Telling/re-telling signing stories Reading words Reading short sentences 	<ul style="list-style-type: none"> Saying riddles Reading words Reading short sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words Reading short sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words 	<ul style="list-style-type: none"> Writing patterns and letters Drawing pictures Labelling pictures 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences
English	<p>Vocabulary (singular, plural) head, eye, nose, leg</p> <p>Structures</p> <ul style="list-style-type: none"> Show me your ... - This/That/These/Those ... is/are my ... Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Drawing pictures Writing letters 	<p>Vocabulary eye, mouth, knee, hand, ear</p> <p>Structures</p> <ul style="list-style-type: none"> How many ... have you got? - I have not ... Singing/signing a song <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Labelling pictures Writing letters Writing words 	<p>Vocabulary finger, toe, stomach, leg</p> <p>Structures</p> <ul style="list-style-type: none"> How many ... has he / she got? - She / He has got? She / He has ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Reading simple sentences. <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary kneel, see, hear, touch, smell</p> <p>Structures</p> <ul style="list-style-type: none"> Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Reading simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing simple sentences 	<ul style="list-style-type: none"> Revise the week's vocabulary and structures <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Writing simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words Writing simple sentences

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
CPA	<ul style="list-style-type: none"> Singing/signing a song Listening 	<ul style="list-style-type: none"> Singing/signing a song Playing percussion instruments Dancing 	Free activity	<ul style="list-style-type: none"> 	
RE	CRE/ IRE	CRE/ IRE		CRE/ IRE	
PE	PE	PE	PE	PE	PE

Sample lesson plan for Sub-theme 3.1: Parts of the Body and their Functions

Monday

Material

A chart showing different parts of the body
 Number chart from 0 to 400
 Coloured pencils

Drawing materials e.g. pencils, paper
 Word cards

Preparation

- Collect pictures of the parts of the body.
- Get a number chart from 0 to 400 (in tens) ready.
- Prepare word cards and writing patterns.

Lesson: News

- Learners tell news about different parts of the body and their functions.
- Learners draw parts of their bodies.

Lesson: Mathematics

- Learners count up to 400.
- Learners read number names 100-105.
- Learners write number names 100-105.

Lesson: Literacy I

- Learners name different parts of the body and their functions.
- They describe parts of the body.
- Learners read words on different parts of the body.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners draw different parts of the body.

Lesson: English

- Teach the vocabulary: 'head', 'eye', 'nose', 'leg', using the teaching procedure for teaching new vocabulary.
- Teach the structures.
- Learners read words.
- Learners match.
- Learners draw.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: RE (Refer to Section B in the Curriculum)

Lesson: Creative Performing Arts (Music)

- See teaching procedure for teaching a new song.

- Learners sing a known song.
- Learners listen to a song being sung.
- Learners ask and answer questions.

Sub-theme 3.2: Sanitation

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Telling news • Reciting a known rhyme 	<ul style="list-style-type: none"> • Telling news/re-telling/signing news 	<ul style="list-style-type: none"> • Saying riddles • Telling the meaning of the riddles 	<ul style="list-style-type: none"> • Telling folk tales • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting 300-400 • Reading number names 110-115 • Writing number names 110-115 	<ul style="list-style-type: none"> • Counting 300-400 • Reading number names 116-120 • Writing number names 116-120 	<ul style="list-style-type: none"> • Counting 300-400 • Subtracting 2-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> • Counting 300-400 • Subtracting 3-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> • Counting 300-400 • Subtracting 3-digit numbers vertically no borrowing
Literacy I	<ul style="list-style-type: none"> • Talking about pictures • Describing how to clean the parts of the body • Reading pictures, words and sentences 	<ul style="list-style-type: none"> • Reciting a new rhyme • Responding to commands • Reading words and pictures 	<ul style="list-style-type: none"> • Telling/re-telling/signing stories • Responding to commands • Reading words and sentences 	<ul style="list-style-type: none"> • Reciting a known rhyme • Reading words and sentences • Matching 	<ul style="list-style-type: none"> • Telling/ re-telling a story • Reading words and sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns, letters, words, sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words, sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences
English	<p>Vocabulary throw, boil, brush, wash, sweep</p> <p>Structures</p> <ul style="list-style-type: none"> • What do you do every day? - I ... everyday. <p>• Reciting a rhyme</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words • Matching • Writing words 	<p>Vocabulary burn, collect, cover, cut, slash, dig</p> <p>Structures</p> <ul style="list-style-type: none"> • What do you do every day? • Every day I ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing sentences 	<p>Vocabulary brush, water, boil, wash, sweep</p> <p>Structures</p> <ul style="list-style-type: none"> • What does he / she do every day? - He / She ... everyday. • Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing sentences 	<p>Vocabulary burn, collect, cover, cut, throw, dig</p> <p>Structures</p> <ul style="list-style-type: none"> • What does he / she do every day? - He / She ... everyday. <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing sentences 	<ul style="list-style-type: none"> • Revision of the week's words and structures • Writing sentences
CPA	<ul style="list-style-type: none"> • Singing/signing a 	<ul style="list-style-type: none"> • Reciting a rhyme 	<ul style="list-style-type: none"> • Free activity 	<ul style="list-style-type: none"> • Singing/signing a song 	<ul style="list-style-type: none"> • Drawing

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	song • Listening	• Role-playing / acting		• Role-playing	• Shading/ colouring
RE	CRE /IRE	CRE /IRE		CRE /IRE	
PE	PE	PE	PE	PE	PE

Sub-theme 3.3: Personal Hygiene

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Telling/re-telling /signing news 	<ul style="list-style-type: none"> Telling news Reciting a rhyme 	<ul style="list-style-type: none"> Saying riddles Telling meaning of riddles 	<ul style="list-style-type: none"> Singing a lullaby Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100-120 Writing number names 100-120 	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100-120 Subtracting 2-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100–120 Subtracting 2-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100–120 Subtracting 3-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> Counting up to 400 Reading number names 100–120 Subtracting 3-digit numbers vertically no borrowing
Literacy I	<ul style="list-style-type: none"> Naming good health habits Describing good health Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words and sentences 	<ul style="list-style-type: none"> Talking about good health habits Reading pictures, words Listening to a poem 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Matching words/sentences to pictures 	<ul style="list-style-type: none"> Reciting a known rhyme Reading words Identifying missing letters
Literacy II	<ul style="list-style-type: none"> Drawing Labelling 	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters and sentences 	<ul style="list-style-type: none"> Writing patterns, letters and sentences Writing missing letters and words
English	Vocabulary brush, drink, eat, clean, sweep Structures <ul style="list-style-type: none"> What do you do every day? I/We ... every day. Reading / Tactile <ul style="list-style-type: none"> Reading words and sentences Writing /Brailing <ul style="list-style-type: none"> Writing 	Vocabulary cut, teeth, wash Structures <ul style="list-style-type: none"> What do you do every day? I/We ... every day. Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing words and sentences 	Vocabulary clean, brush, comb, toothbrush, toothpaste Structures <ul style="list-style-type: none"> What do you use to ...? I/We use ... to ... Reading / Tactile <ul style="list-style-type: none"> Reading words and sentences Writing / Brailing	Vocabulary bathe, drink Structures (teach using a situational game) <ul style="list-style-type: none"> When do you (sweep/bathe / wash)? I/We ... everyday. Reading/Tactile <ul style="list-style-type: none"> Reading words and short sentences Writing / Brailing	Vocabulary Structures <ul style="list-style-type: none"> Revise all vocabulary and structures learnt this week Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing / Brailing <ul style="list-style-type: none"> Writing words and

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	words and sentences		<ul style="list-style-type: none"> • Writing words and sentences 	<ul style="list-style-type: none"> • Writing words and sentences 	sentences
CPA	<ul style="list-style-type: none"> • Singing/ signing a song • Dancing 	<ul style="list-style-type: none"> • Singing/ signing • Playing percussion instruments 	Free activity	<ul style="list-style-type: none"> • Reciting a known rhyme • Role-playing 	<ul style="list-style-type: none"> • Drawing, • Shading / Colouring
RE	CRE /IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Theme 4: Food and Nutrition

Sub-theme 4.1: Classification of Foods

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Telling news Reciting a known rhyme 	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Listening to a folk tale Asking and answering questions 	<ul style="list-style-type: none"> Reciting a rhyme Talking about the moral issues in the rhyme
Mathematics	<ul style="list-style-type: none"> Counting up to 500 Reading number symbols 400-425 Writing number symbols up to 400 	<ul style="list-style-type: none"> Counting up to 500 Collecting data of favourite foods Recording the data collected Reporting data collected 	<ul style="list-style-type: none"> Counting up to 500 Reading number symbols 400-500 Writing number symbols 426-450 Measuring weights using non-standard units 	<ul style="list-style-type: none"> Counting in twos and tens Multiplying by 2, 3 and 10 Reading number symbols 451-475 	<ul style="list-style-type: none"> Counting in twos and tens Multiplying by 2, 3 10 Reading number symbols 475-500
Literacy I	<ul style="list-style-type: none"> Naming foods Describing foods Reading words Drawing pictures Labelling pictures 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Asking and answering questions Matching 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Singing songs related to food Talking about pictures of food Asking and answering questions Matching sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words and simple stories
Literacy II	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing sentences 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing sentences 	<ul style="list-style-type: none"> Writing patterns Writing letters Writing words Writing sentences
English	<p>Vocabulary pawpaw, orange, mango, cabbage</p> <p>Structures</p> <ul style="list-style-type: none"> What is this? - This is a / an ... What do/don't you like...? - I like/don't like.... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading number 	<p>Vocabulary potato(es), yam(s), brown, orange (colour)</p> <p>Structures</p> <ul style="list-style-type: none"> What are these/those ...? - These/Those are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary meat, fish, egg(s), milk</p> <p>Structures</p> <ul style="list-style-type: none"> What is/are this/these ... - This is/an ... - These are ... <p>Acting a dialogue</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading short sentences <p>Writing/Brailing</p>	<p>Vocabulary bean(s), peas, rice, groundnuts</p> <p>Structures</p> <ul style="list-style-type: none"> Do you like ... - Yes, I do. - No, I don't . - Yes, I like. - No, I don't like. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading short sentences <p>Writing/Brailing</p>	<ul style="list-style-type: none"> Revise all the vocabulary and structures for the week Teach the colours orange, brown <p>Structures</p> <ul style="list-style-type: none"> What colour is/are...?

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	names six to ten Writing/Brailing <ul style="list-style-type: none"> • Writing number names six to ten 		<ul style="list-style-type: none"> • Drawing and labelling 	<ul style="list-style-type: none"> • Writing short sentences 	- It is/They are ... Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences
CPA	<ul style="list-style-type: none"> • Singing/signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing 	Free activity	<ul style="list-style-type: none"> • Singing/signing a song • Dancing 	<ul style="list-style-type: none"> • Drawing/Modelling • Shading/colouring
RE	CRE/IRE	CRE/IRE		CRE /IRE	
PE	PE	PE		PE	PE

Sub-theme 4.2: Good Feeding

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Telling news • Reciting a rhyme 	<ul style="list-style-type: none"> • Telling news • Asking and answering questions 	<ul style="list-style-type: none"> • Saying similes • Talking about meaning of the similes 	<ul style="list-style-type: none"> • Saying tongue twisters • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 500-520 • Writing number symbols 500-600 	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 500-540 • Writing number symbols 500-600 	<ul style="list-style-type: none"> • Counting up to 600 • Writing number symbols 541-550 • Counting in fives • Multiplying by 5 	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 561-580 • Writing number symbols 500-600 • Multiplying by 5 	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 581-600 • Writing number symbols 500-600
Literacy I	<ul style="list-style-type: none"> • Describing foods we eat • Talking about pictures • Telling and re-telling stories about food • Reading pictures and words • Drawing pictures of different foods • Labelling 	<ul style="list-style-type: none"> • Listening to a story about good feeding • Asking and answering questions • Reading words and sentences 	<ul style="list-style-type: none"> • Reciting a new rhyme about good feeding • Asking and answering questions • Reading words and sentences 	<ul style="list-style-type: none"> • Talking about good feeding • Asking and answering questions about the song • Reading the words and sentences 	<ul style="list-style-type: none"> • Identifying foods eaten at different times of the day • Asking and answering questions • Reading sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns 	<ul style="list-style-type: none"> • Writing letters, 	<ul style="list-style-type: none"> • Writing patterns, 	<ul style="list-style-type: none"> • Writing patterns, 	<ul style="list-style-type: none"> • Writing patterns,

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> • Writing letters • Writing words 	patterns and words	letters, words and short sentences	letters, words and short sentences	letters, words and a short story
English	Vocabulary eat, drink Structures <ul style="list-style-type: none"> • What are you eating? - I am eating ... Reading/Tactile <ul style="list-style-type: none"> • Reading words • Matching Writing/Brailing <ul style="list-style-type: none"> • Drawing and labelling 	Vocabulary eat, drink Structures <ul style="list-style-type: none"> • What is he/she eating/drinking? - He/she is eating ... <ul style="list-style-type: none"> • Playing situational games/rhymes Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words • Writing sentences 	Vocabulary cabbage, beans, millet, banana Structures <ul style="list-style-type: none"> • What is Tom/Mariam doing? - Tom/Mariam is ... Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words • Writing sentences 	Vocabulary eat, drink Structures <ul style="list-style-type: none"> • What are they doing? - They are ... • What did he/she do on ...? (day of the week) - He/she ... on (day of the week). Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Matching • Writing words • Writing sentences 	Vocabulary roast, cut, chop, make, grind Structures <ul style="list-style-type: none"> • When did you /we ... (on day of the week)? - I/We... on (day of the week). • What did he/she (grind/ roast) last week? - He/She ... last week? Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Matching • Writing words • Writing sentences
CPA	<ul style="list-style-type: none"> • Singing / signing a new song • Playing percussion instruments 	<ul style="list-style-type: none"> • Singing / signing a known song • Dancing 	<ul style="list-style-type: none"> • Free activity 	<ul style="list-style-type: none"> • Reciting a known rhyme • Role-playing / acting 	<ul style="list-style-type: none"> • Tracing • Shading/ colouring
RE	IRE/CRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sub-theme 4.3: Effects of Poor Feeding

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Asking and answering questions about news 	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Telling news • Reciting a known rhyme 	<ul style="list-style-type: none"> • Saying riddles • Telling the meaning of the riddles 	<ul style="list-style-type: none"> • Telling traditional folk tales • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 400-470 • Writing number symbols 400-470 	<ul style="list-style-type: none"> • Counting up to 600 • Reading number symbols 471-540 • Writing number symbols 471-540 	<ul style="list-style-type: none"> • Counting up to 600 • Multiplying by 4 	<ul style="list-style-type: none"> • Counting up to 600 • Multiplying by 4 	<ul style="list-style-type: none"> • Counting up to 600 • Reading and writing number symbols 541-600 • Multiplying by 4

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
Literacy I	<ul style="list-style-type: none"> Naming Describing effects of poor feeding Comparing Talking about pictures 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Asking and answering questions Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions Reading sentences Matching 	<ul style="list-style-type: none"> Talking about effects of poor feeding Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Reciting a known rhyme Reading a short story
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters and words Copying sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Copying sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Copying sentences Writing a short story
English	<p>Vocabulary dull, thin</p> <p>Structures</p> <ul style="list-style-type: none"> Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Writing words 	<p>Vocabulary well, ill, happy, sad</p> <p>Structures</p> <ul style="list-style-type: none"> Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Matching word to picture Writing words and short sentences 	<p>Vocabulary big, small, sick</p> <p>Structures</p> <ul style="list-style-type: none"> Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and short sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing simple words and short sentences 	<p>Vocabulary weak, tall, strong</p> <p>Structures</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and short sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing simple words and short sentences 	<p>Vocabulary short, tall, fat, thin, big, small</p> <p>Structures</p> <ul style="list-style-type: none"> Revise all the vocabulary for the week using a play <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading words and short sentences <p>Writing/ Brailing</p> <ul style="list-style-type: none"> Writing simple words and short sentences
CPA	<ul style="list-style-type: none"> Singing / signing a song Listening Dancing 	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing / acting 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing / signing a song Playing percussion instruments 	<ul style="list-style-type: none"> Modelling/ tracing/ colouring/ shading
RE	CRE/IRE	CRE /IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

TERM II

Theme 5: Our Environment

Sub-theme 5.1: Common Animals and Birds

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Reciting a rhyme 	<ul style="list-style-type: none"> Telling news Singing 	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Reciting rhymes Asking and answering questions 	<ul style="list-style-type: none"> Saying similes Talking about the meaning of similes
Mathematics	<ul style="list-style-type: none"> Counting up to 700 Reading number names 120-125 Writing number names 120-125 	<ul style="list-style-type: none"> Counting up to 700 Reading number names 125-130 Writing number names 126-130 Matching number names to number symbols up to 130 	<ul style="list-style-type: none"> Counting up to 700 Subtracting 2- and 3-digit numbers vertically no borrowing 	<ul style="list-style-type: none"> Counting up to 700 Subtracting 2- and 3-digit numbers vertically without borrowing 	<ul style="list-style-type: none"> Counting up to 700 Reading number names 120-130 Writing number names 120-130 Subtracting 2- and 3-digit numbers vertically without borrowing
Literacy I	<ul style="list-style-type: none"> Naming common animals and birds Describing characteristics of animals and birds Reading names of common animals and birds 	<ul style="list-style-type: none"> Naming young ones of common birds and animals Describing how common animals and birds protect themselves Reading words 	<ul style="list-style-type: none"> Telling /re-telling stories Asking and answering questions Reading words Identifying and imitating animals' sounds 	<ul style="list-style-type: none"> Naming homes of animals and birds Reading sentences Matching sentences to pictures Identifying and imitating birds' sounds 	<ul style="list-style-type: none"> Talking about pictures of animals and birds Talking about uses of animals and birds Asking and answering questions Reading words
Literacy II	<ul style="list-style-type: none"> Drawing pictures of animals and birds Writing patterns 	<ul style="list-style-type: none"> Writing patterns Writing names of animals, birds and their young ones 	<ul style="list-style-type: none"> Writing patterns Drawing pictures of animals, birds and their young ones 	<ul style="list-style-type: none"> Writing patterns Writing sentences Drawing animals and birds and their homes 	<ul style="list-style-type: none"> Writing names of animals and birds Matching names to pictures
English	Vocabulary cow, goat, dog Structures <ul style="list-style-type: none"> What is this / that? - This/That is a ... Reading/Tactile	Vocabulary duck, hen, dove, eagle, weaver bird Structures <ul style="list-style-type: none"> What are these/those? - These/Those are ... 	Vocabulary pig, cat, zebra, sheep Structures <ul style="list-style-type: none"> What are these/those ...? - These/Those are ... 	Vocabulary duckling, calf, kid, puppy Structures <ul style="list-style-type: none"> What are these/those ...? - These/Those are ... 	Vocabulary Revise vocabulary learnt Structures <ul style="list-style-type: none"> Revise all the vocabulary and structures learnt this

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> • Reading words • Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Drawing and labelling 	<ul style="list-style-type: none"> • Are these/those? - Yes, they are ... - No they are not..... • Singing / signing a song <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Matching words to pictures • Writing words and sentences 	<p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words, short stories <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words • Writing sentences 	<ul style="list-style-type: none"> • How many... can you see? - I can see... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words • Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words • Writing sentences 	<p>week</p> <ul style="list-style-type: none"> • What is the home of a ...? - It is a ... • Playing situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Matching animals and their homes
Creative Performing Arts	<ul style="list-style-type: none"> • Singing / signing a song • Dancing 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing 	Free Activity	<ul style="list-style-type: none"> • Making simple percussion instruments 	<ul style="list-style-type: none"> • Drawing • Colouring/shading/painting
RE	• IRE / CRE	• IRE / CRE		• IRE / CRE	
PE	• PE	• PE	PE	• PE	• PE

Sample Lesson Plan for Sub-theme 5.1: Common Animals and Birds

Monday

Materials

- A chart showing domestic animals
- Drawing materials e.g. paper, pencils
- A chart showing wild animals
- Word cards
- Number chart from 0 to 700
- Sentence cards
- Coloured pencils
- Percussion instruments

Preparation

- Collect enough pictures of animals and birds and a chart showing domestic animals and get them ready before the lesson.
- Get the number chart from 0 to 700 (in tens) ready.
- Prepare the word cards, sentence cards and drawing materials.
- The music instruments could be made by the learners during lessons before.

Lesson: News

- Learners tell news about common animals and birds.
- Learners recite a rhyme.
- Learners ask and answer questions.

Lesson: Literacy I

- Learners name common animals and birds.
- They describe common animals and birds.
- Learners read the names of common animals and birds.

Lesson: Literacy II

- Learners write the patterns.
- Learners draw pictures of common animals and birds.

Lesson: Mathematics

- Learners count numbers up to 700.
- Learners read number names from 120 to 125.
- Learners write number names from 120 to 125.

Lesson: English

- Teach the vocabulary, 'cow', 'goat', 'dog', using the procedure for teaching new vocabulary.
- Learners use the structures:
 - What is this/that?
 - This/That is a ...
- Learners read words and sentences.
- Learners draw and label.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: RE (Refer to Section B in the Curriculum)

Lesson: Creative Performing Arts (Music)

- See teaching procedure for teaching a new song.
- Learners sing.
- Learners listen.
- Guide them to dance to the rhythm of the song.
- Learners ask and answer questions.

Sub-theme 5.2: Common Insects

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Asking and answering questions 	<ul style="list-style-type: none"> • Telling news • Reciting a rhyme 	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Singing a lullaby • Role-playing / rocking a baby to sleep 	<ul style="list-style-type: none"> • Singing a traditional folk song • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 800 • Reading number names 130-135 • Writing number names up to 130-135 	<ul style="list-style-type: none"> • Counting up to 800 • Reading number names 136-140 • Writing number names 136-140 • Naming useful and harmful insects 	<ul style="list-style-type: none"> • Counting up to 800 • Subtracting 2- and 3-digit numbers no borrowing 	<ul style="list-style-type: none"> • Counting up to 800 • Subtracting 2- and 3-digit numbers no remainder 	<ul style="list-style-type: none"> • Counting up to 800 • Subtracting 2- and 3-digit numbers, no borrowing • Measuring liquids using non-standard units
Literacy I	<ul style="list-style-type: none"> • Describing common insects • Naming common insects • Reading words • Talking about pictures of insects 	<ul style="list-style-type: none"> • Classifying useful and harmful insects • Talking about the life cycle of a housefly • Asking and answering questions • Reading pictures, words and sentences 	<ul style="list-style-type: none"> • Talking about the life cycle of a cockroach • Asking and answering questions 	<ul style="list-style-type: none"> • Naming parts of an insect • Reading short stories • Asking and answering questions 	<ul style="list-style-type: none"> • Imitating sounds of insects • Talking about how insects protect themselves • Reading sentences and stories
Literacy II	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Writing 	<ul style="list-style-type: none"> • Writing

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>patterns</p> <ul style="list-style-type: none"> Drawing and labelling insects 	<p>patterns, letters and words</p>	<p>patterns, letters, words and sentences</p>	<p>patterns, letters, words and sentences</p>	<p>patterns, letters, words and sentences</p>
English	<p>Vocabulary bee, grasshopper, wasp</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those? - These/Those are ... Are these/those...? - Yes, they are. - No, they aren't Singing/signing a song <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary mosquito, fly, cockroach</p> <p>Structures</p> <ul style="list-style-type: none"> What are these/those? - These/Those are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Drawing and labelling parts of an insect 	<p>Vocabulary spider, ant, insect</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that ...? - This/That is a /an ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary, butterfly, bee, insect</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that ...? - This/That is a ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Revise all the vocabulary and structures for the week</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences
CPA	<ul style="list-style-type: none"> Singing/signing a song Dancing 	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing 	<ul style="list-style-type: none"> Free activity 	<ul style="list-style-type: none"> Singing/signing a song Playing percussion instruments 	<ul style="list-style-type: none"> Drawing/modelling Shading/colouring/painting
R E	CRE/IRE	CRE/IRE		CRE/IRE	
P E	PE	PE	PE	PE	PE

Sub-theme 5.3: Common Plants

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Reciting a rhyme 	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Telling news Asking and answering questions 	<ul style="list-style-type: none"> Saying riddles Asking and answering questions 	<ul style="list-style-type: none"> Saying tongue twisters Identifying common sounds
Mathematics	<ul style="list-style-type: none"> Counting up to 800 Reading number names up to 140 Writing number names up to 140 	<ul style="list-style-type: none"> Counting up to 800 Reading number names up to 140 Writing number names up to 140 	<ul style="list-style-type: none"> Counting up to 800 Dividing 2-digit numbers by 2 no remainder 	<ul style="list-style-type: none"> Counting up to 800 Dividing 2-digit numbers by 2 no remainder Measuring liquids using non-standard units 	<ul style="list-style-type: none"> Counting up to 800 Writing number names up to 140 Measuring liquids using non-standard units
Literacy I	<ul style="list-style-type: none"> Naming common plants Describing parts of plants. Reading pictures Reading words 	<ul style="list-style-type: none"> Talking about uses of plants Asking and answering questions. Reading words and sentences. 	<ul style="list-style-type: none"> Describing stages of plant growth Asking and answering questions. Reading words and sentences 	<ul style="list-style-type: none"> Reciting a poem Asking and answering questions. Reading words and sentences. 	<ul style="list-style-type: none"> Talking about dangers of plants Asking and answering questions Reading short stories.
Literacy II	<ul style="list-style-type: none"> Writing patterns and letters Writing words and sentences 	<ul style="list-style-type: none"> Writing patterns and letters Drawing and labelling 	<ul style="list-style-type: none"> Writing patterns, letters and sentences 	<ul style="list-style-type: none"> Writing patterns, letters and a story 	<ul style="list-style-type: none"> Writing patterns, letters, words and a story
English	<p>Vocabulary beans, maize, millet</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that ...? - This/That is ... What are these/those ...? - These/Those are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing letters, words, patterns 	<p>Vocabulary leaf(ves), stem(s), root(s)</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those ...? - These/Those are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words labelling <p>Writing/Brailing</p> <ul style="list-style-type: none"> Drawing and labelling 	<p>Vocabulary medicine, weed, seeds</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those ...? - These/Those are ... <p>Acting a dialogue</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary flower, millet, beans</p> <p>Structures</p> <ul style="list-style-type: none"> What is this/that ...? - This/That is ... Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Matching word to word Writing words and sentences 	<p>Vocabulary red, blue, yellow</p> <p>Structures</p> <ul style="list-style-type: none"> What are these/those ...? - These/Those are ... What colour are the ...? - They are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences
CPA	<ul style="list-style-type: none"> Reciting a rhyme 	<ul style="list-style-type: none"> Singing Dancing 	<ul style="list-style-type: none"> Free activity 	<ul style="list-style-type: none"> Singing Listening 	<ul style="list-style-type: none"> Drawing / modelling

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Role-playing 			<ul style="list-style-type: none"> Playing percussion instruments 	<ul style="list-style-type: none"> Shading/colouring/painting
R E	CRE/IRE	CRE/IRE		CRE/IRE	
P E	PE	PE	PE	PE	PE

Theme 6: Things we Make

Sub-theme 6.1: Things we Make in the Community

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Telling news Asking and answering questions 	<ul style="list-style-type: none"> Telling news Reciting a known rhyme 	<ul style="list-style-type: none"> Saying riddles Telling the meaning 	<ul style="list-style-type: none"> Saying tongue twister Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Sorting items Reading number symbols 600-700 Writing number symbols 600-700 	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 600-700 Writing number symbols 600-700 	<ul style="list-style-type: none"> Counting up to 999 Dividing two-digit numbers by 3, no remainder 	<ul style="list-style-type: none"> Counting up to 999 Dividing two-digit numbers by 3, no remainder 	<ul style="list-style-type: none"> Counting up to 999 Dividing two-digit numbers by 3, no remainder
Literacy I	<ul style="list-style-type: none"> Naming things we make Describing things we make Reading words Matching 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Role-playing/miming Responding to instructions Reading simple story 	<ul style="list-style-type: none"> Reciting a known rhyme Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words Drawing 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words Writing a short story
English	<p>Vocabulary ball, doll, string, mat</p> <p>Structures</p> <ul style="list-style-type: none"> Where is the ... - The ... is/on the ... How many ... are there? - There are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary chair, cushion, ladle, mortar, stool</p> <p>Structures</p> <ul style="list-style-type: none"> Where is the ... - The ... is/on the ... How many ... are there? - There are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary ball, doll, rope, basket</p> <p>Structures</p> <ul style="list-style-type: none"> Where are the ... - The ... are on/in the ... How many ... are there? - There are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary saucepan, stove, pestle, mortar, ladle</p> <p>Structures</p> <ul style="list-style-type: none"> How many ... are there? - There are ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<ul style="list-style-type: none"> Revise all the vocabulary and structures learnt in the week Drawing and labelling
CPA	<ul style="list-style-type: none"> Singing / signing a song Dancing 	<ul style="list-style-type: none"> Reciting a known rhyme Making simple percussion 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing / signing a song Playing simple percussion instruments 	<ul style="list-style-type: none"> Weaving / drawing / constructing Colouring /

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
		instruments			painting
RE	• CRE/IRE	• CRE / IRE		• IRE / CRE	
PE	PE	PE	PE	PE	PE

Sub-theme 6.2: Materials used and their Sources

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Drawing news 	<ul style="list-style-type: none"> Telling news Asking and answering questions 	<ul style="list-style-type: none"> Telling news Reciting a rhyme 	<ul style="list-style-type: none"> Saying riddles Telling the meaning 	<ul style="list-style-type: none"> Saying proverbs Identifying the meaning
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 700-800 Writing number symbols 700-800 	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 700-800 Writing number symbols 700-800 	<ul style="list-style-type: none"> Counting up to 999 Naming fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ Drawing fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ 	<ul style="list-style-type: none"> Counting up to 999 Drawing fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ Shading $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ 	<ul style="list-style-type: none"> Counting up to 999 Writing fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$
Literacy I	<ul style="list-style-type: none"> Identifying Naming materials used and their sources Describing Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions Reading words Matching 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Asking and answering questions Reading words 	<ul style="list-style-type: none"> Role-playing Talking about pictures Reciting a rhyme Reading words and sentences 	<ul style="list-style-type: none"> Reciting a rhyme Talking about pictures Reading sentences and a short story
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Drawing 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences
English	<p>Vocabulary sisal, banana fibre, raffia, clay, grass</p> <p>Structures</p> <ul style="list-style-type: none"> What do you use to make a ... I / We use ... to make a ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary thread, straws, sticks, papyrus, palm leaf</p> <p>Structures</p> <ul style="list-style-type: none"> What do you use to make a ... I / We use ... to make a ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary sticks, straws, papyrus, banana fibres</p> <p>Structures</p> <ul style="list-style-type: none"> What is ... doing? Tom is making a ... from ... <ul style="list-style-type: none"> Reciting a rhyme <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading sentences <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing sentences 	<p>Vocabulary forest, garden, grass swamp, sisal, raffia, clay</p> <p>Structures</p> <ul style="list-style-type: none"> What is ... doing? Tom is making a ... from ... <ul style="list-style-type: none"> Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing a simple story 	<p>Vocabulary Revise all vocabulary and structures of the week</p> <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading short simple stories <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing short simple stories
CPA	<ul style="list-style-type: none"> Singing/signing a song Dancing 	<ul style="list-style-type: none"> Making simple percussion 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing/signing a song 	<ul style="list-style-type: none"> Weaving/modelling Constructing/

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
		instruments		<ul style="list-style-type: none"> Playing simple percussion instruments 	drawing <ul style="list-style-type: none"> Colouring/painting/shading
RE	CRE/IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sub-theme 6.3: Importance of Things we Make

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Telling news Reciting a known rhyme 	<ul style="list-style-type: none"> Saying tongue twisters Identifying common sounds 	<ul style="list-style-type: none"> Listening to folk tales Role-playing
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 600-800 Writing number symbols 600-800 	<ul style="list-style-type: none"> Counting up to 999 Naming fractions $\frac{1}{3}$, $\frac{1}{6}$ Drawing and shading $\frac{1}{3}$ and $\frac{1}{6}$ 	<ul style="list-style-type: none"> Counting up to 999 Drawing $\frac{1}{5}$ and $\frac{1}{10}$ Shading $\frac{1}{5}$ and $\frac{1}{10}$ Writing $\frac{1}{5}$ and $\frac{1}{10}$ 	<ul style="list-style-type: none"> Counting up to 999 Adding three digit numbers vertically without carrying 	<ul style="list-style-type: none"> Counting up to 999 Adding three digit numbers vertically without carrying
Literacy I	<ul style="list-style-type: none"> Naming things we make Talking about the importance of things we make Reading words and sentences 	<ul style="list-style-type: none"> Telling/ re-telling/ signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Constructing sentences Reading words and sentences Matching 	<ul style="list-style-type: none"> Reciting a rhyme Reading words and sentences 	<ul style="list-style-type: none"> Telling/ re-telling/ signing stories Asking and answering questions Reading a story
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing stories 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing a story
English	Vocabulary box(es), bus(es) Structures <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those? - These/Those are ... Show me a/the ... - This/That/These/Those is/are 	Vocabulary bench(es), dress(es) Structures <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are those/these? - These/Those are ... Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing words 	Vocabulary house(es), dish(es) Structures <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those? - These/Those are ... How many are there? - There are ... Acting a dialogue 	Vocabulary dish(es), house(es) Structures <ul style="list-style-type: none"> What is this/that? - This/That is a ... What are these/those? - These/Those are ... How many are there? - There are ... Reading/Tactile <ul style="list-style-type: none"> Reading 	Vocabulary <ul style="list-style-type: none"> Revise all the learnt vocabulary and structures for the week Reading/Tactile <ul style="list-style-type: none"> Reading a short story Writing / Brailing <ul style="list-style-type: none"> Writing short

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Reciting a rhyme Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing words and simple sentences 	and simple sentences	Reading/Tactile <ul style="list-style-type: none"> Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing words and simple sentences 	words and sentences Writing/Brailing <ul style="list-style-type: none"> Writing words and sentences 	sentences <ul style="list-style-type: none"> Writing a short story
CPA	<ul style="list-style-type: none"> Singing/ signing a new song Dancing 	<ul style="list-style-type: none"> Singing/ signing a song Role-playing 	Free Activity	<ul style="list-style-type: none"> Making percussion instruments 	Modelling
R E	CRE /IRE	CRE/IRE		CRE/IRE	
P E	PE	PE	PE	PE	PE

Theme 7: Transport in Our Community

Sub-theme 7.1: Means and Uses of Transport in our Community

Learning Areas	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling news Asking and answering questions 	<ul style="list-style-type: none"> Telling news Drawing their news 	<ul style="list-style-type: none"> Telling news Role-playing the news 	<ul style="list-style-type: none"> Singing / signing a traditional song Asking and answering questions 	<ul style="list-style-type: none"> Singing / signing a lullaby Drawing a baby and a mother
Mathematics	<ul style="list-style-type: none"> Counting numbers up to 999 Reading number names 140-145 Writing number names 140-145 	<ul style="list-style-type: none"> Counting numbers up to 999 Reading number names 146-150 Writing number names 146-150 	<ul style="list-style-type: none"> Counting numbers up to 999 Solving algebraic statements in additions e.g. $\square + 3 = 6,$ $3 + \square = 10$ 	<ul style="list-style-type: none"> Counting numbers up to 999 Solving algebraic statements in additions e.g. $\square + 2 = 5,$ $3 + \square = 10$ 	<ul style="list-style-type: none"> Counting numbers up to 999 Multiplying by 6
Literacy I	<ul style="list-style-type: none"> Naming different means of transport in our community Describing different means of transport Reading words 	<ul style="list-style-type: none"> Telling and re-telling / signing a story Asking and answering questions Reading words and sentences Talking about uses of transport 	<ul style="list-style-type: none"> Role-playing means of transport in our community Asking and answering questions Reading words Reading sentences 	<ul style="list-style-type: none"> Imitating sounds made by different means of transport Reading words and short stories 	<ul style="list-style-type: none"> Telling / re-telling / signing stories related to means of transport Acting a dialogue Matching words to pictures
Literacy II	<ul style="list-style-type: none"> Writing patterns and letters Drawing pictures on means of transport Labelling pictures 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters and sentences Copying pictures and words 	<ul style="list-style-type: none"> Writing patterns and letters Tracing pictures of means of transport 	<ul style="list-style-type: none"> Writing patterns and letters Writing a short story
English	<p>Vocabulary bus, train, bicycle, boat</p> <p>Structures</p> <ul style="list-style-type: none"> Where is the ...? The bus is on the road. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing 	<p>Vocabulary black, yellow, grey</p> <p>Structures</p> <ul style="list-style-type: none"> What colour is the ...? The ... is ... It is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary (plural) food, people, water, cement</p> <p>Structures</p> <ul style="list-style-type: none"> Where is/are the ...? The food is/on the lorry. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/ Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary fly, drive, cycle</p> <p>Structures</p> <ul style="list-style-type: none"> Who is ... (flying / driving) Musa is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a short story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing a short story Playing a situational 	<p>Vocabulary and structures</p> <ul style="list-style-type: none"> Revise all the vocabulary and structures for the week <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a short story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and a short story

Learning Areas	Monday	Tuesday	Wednesday	Thursday	Friday
	words and sentences • Drawing • Labelling	• Matching		game	
Creative Performing Arts	• Singing / signing a song • Listening • Dancing	• Singing / signing a song • Playing percussion instruments • Dancing	Free Activity	• Reciting a new rhyme • Role-playing	• Constructing / modelling e.g. buses, cars
RE	CRE/IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sample Lesson Plan for Sub-theme 7.1: Means and Uses of Transport in our Community

Friday

Materials

- A chart showing types of transport
- A chart showing means of transport
- Sentence cards, word cards, letter cards
- Pencils, paper, coloured pencils, real objects
- Number chart

Preparation

- Collect enough materials ready for use before the lesson.
- Get the number chart from 0-999.
- Prepare the word, sentence and letter cards.
- Prepare drawing materials.

Lesson: Oral Literature

- Learners sing a lullaby.
- Learners draw a baby and a mother.

Lesson: Mathematics

- Learners count up to 999.
- Learners multiply by 6.
- Learners end the lesson with a counting song.

Lesson: Literacy I

- Learners tell and re-tell/sign stories related to means of transport.
- Learners read short dialogues.
- Learners match words to pictures.

Lesson: Literacy II

- Learners write patterns and letters.
- Learners copy a short story.

Lesson: English

- Revise all the vocabulary and structures for the week.
- Learners read a short story.
- Learners write a short story.

Lesson: Art and Crafts

- Learners construct/model different means of transport.
- Learners display their work.
- Learners talk about their work.
- Learners tidy up the activity area.

Lesson: PE (Refer to Section B in the Curriculum)

Sub-theme 7.2: Road Safety

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Telling news • Role-playing 	<ul style="list-style-type: none"> • Telling news • Drawing news 	<ul style="list-style-type: none"> • Saying riddles • Responding to the riddles 	<ul style="list-style-type: none"> • Singing a traditional folk song • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 999 • Reading number names 150 – 155 • Writing number names 150 – 155 	<ul style="list-style-type: none"> • Counting up to 999 • Reading number names 156 - 160 • Writing number names 156 - 160 	<ul style="list-style-type: none"> • Counting up to 999 • Interpreting information from a bar graph 	<ul style="list-style-type: none"> • Counting up to 999 • Interpreting information from a bar graph 	<ul style="list-style-type: none"> • Counting up to 999 • Multiplying by 8
Literacy I	<ul style="list-style-type: none"> • Identifying places where they are not supposed to cross the road from • Matching • Reading words 	<ul style="list-style-type: none"> • Describing ways of using the road safely • Asking and answering questions • Reading words and sentences 	<ul style="list-style-type: none"> • Telling and re-telling/signing a story • Asking and answering questions • Reading words and sentences 	<ul style="list-style-type: none"> • Reciting a known rhyme • Reading words • Talking about safe and unsafe places on the road 	<ul style="list-style-type: none"> • Talking about road signs • Reading words and sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns, letters and words 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters, words and stories • Drawing road signs
English	<p>Vocabulary road, left, right, walk, cross</p> <p>Structures</p> <ul style="list-style-type: none"> • Look right • Look left • Cross the road • Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and pictures <p>Writing/Brailing</p>	<p>Vocabulary car, motorcycle, bicycle</p> <p>Structures</p> <ul style="list-style-type: none"> • Stop • Cross <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words • Drawing 	<p>Vocabulary car, look, carry, stop</p> <p>Structures</p> <ul style="list-style-type: none"> • Look right • Stop • Use a rhyme to teach the above words <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and 	<p>Vocabulary graze, read, play, fight</p> <p>Structures</p> <ul style="list-style-type: none"> • Don't run • Don't play along the road. <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words, stories <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and short stories 	<ul style="list-style-type: none"> • Revision of the week's work <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words and sentences

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Writing words 		sentences.		
CPA	<ul style="list-style-type: none"> Singing/ signing a song Role-play 	<ul style="list-style-type: none"> Singing / signing and dancing 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing / signing a song Playing percussion instruments 	<ul style="list-style-type: none"> Drawing Colouring/ Shading/ painting
R E	CRE/IRE	CRE/IRE		CRE/IRE	
P E	PE	PE	PE	PE	PE

Sub-theme 7.3: Dangerous Things on the Road

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/ signing news Drawing news 	<ul style="list-style-type: none"> Telling / signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling / signing news Reciting a rhyme 	<ul style="list-style-type: none"> Singing / signing a traditional folk song Asking and answering questions 	<ul style="list-style-type: none"> Saying similes Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number names 140-160 Writing number names 140-160 	<ul style="list-style-type: none"> Counting up to 999 Drawing bar graphs 	<ul style="list-style-type: none"> Counting up to 999 Drawing bar graphs 	<ul style="list-style-type: none"> Counting up to 999 Multiplying using commutative concept e.g. $10 \times 5 = 5 \times 10$ 	<ul style="list-style-type: none"> Counting up to 999 Multiplying using commutative concept e.g. $10 \times 5 = 5 \times 10$
Literacy I	<ul style="list-style-type: none"> Identifying dangerous things on the road Reading words 	<ul style="list-style-type: none"> Talking about dangerous things along the road Asking and answering questions Matching Reading sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words, sentences and a simple story 	<ul style="list-style-type: none"> Telling and re-telling stories Reading words and sentences Sequencing words into sentences 	<ul style="list-style-type: none"> Role-playing Responding to commands Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns and letters Writing missing words in a sentence 	<ul style="list-style-type: none"> Writing patterns, letters and words Writing sentences 	<ul style="list-style-type: none"> Writing patterns, letters and words
English	<p>Vocabulary policewoman/policeman lollipop, warden</p> <p>Structures</p> <ul style="list-style-type: none"> Who helps you to cross the road? The ... helps me to cross the road. Playing situational games <p>Reading/Tactile</p>	<p>Vocabulary broken bottles, nails, electric wires</p> <p>Structures</p> <ul style="list-style-type: none"> Avoid ... Playing situation games <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading 	<p>Vocabulary rubbish, pot holes, electric wire</p> <p>Structures</p> <ul style="list-style-type: none"> Be careful of ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching <p>Writing/Brailing</p>	<p>Vocabulary rock, nails, stones</p> <p>Structures</p> <ul style="list-style-type: none"> Be careful of ... What is wrong? <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences 	<p>Vocabulary and structures</p> <ul style="list-style-type: none"> Revision of the week's work <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a story <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> • Reading words Writing/Brailing <ul style="list-style-type: none"> • Writing and completing sentences 	words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing sentences 	<ul style="list-style-type: none"> • Writing words and sentences 	Writing/Brailing <ul style="list-style-type: none"> • Writing missing words in a sentence • Writing sentences 	sentences
CPA	<ul style="list-style-type: none"> • Reciting a known rhyme • Singing/ signing a song 	<ul style="list-style-type: none"> • Singing / signing a song • Dancing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Singing/ signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing / modelling/ colouring/ painting/ shading
RE	IRE /CRE	IRE /CRE		IRE /CRE	
PE	PE	PE	PE	PE	PE

Theme 8: Accidents and Safety

Sub-theme 8.1: Causes of Common Accidents in Our Community

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Reciting a rhyme 	<ul style="list-style-type: none"> Telling/signing news Drawing their news 	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling / signing stories Singing/signing 	<ul style="list-style-type: none"> Singing/ signing a traditional folk song Asking and answering questions
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 800-850 Writing number symbols 800-850 	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 850-900 Writing number symbols 850-900 	<ul style="list-style-type: none"> Counting up to 999 Subtracting 2-digit numbers, no borrowing 	<ul style="list-style-type: none"> Counting up to 999 Subtracting 3-digit numbers, no borrowing 	<ul style="list-style-type: none"> Counting up to 999 Subtracting 2- and 3-digit numbers, no borrowing Recording and reporting
Literacy I	<ul style="list-style-type: none"> Naming different causes of common accidents Reading words Reading sentences 	<ul style="list-style-type: none"> Telling / re-telling/ signing stories about common accidents Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Talking about causes of accidents Reciting a rhyme Reading sentences Matching words to pictures 	<ul style="list-style-type: none"> Reciting a rhyme Asking and answering questions Matching word to picture Reading sentences 	<ul style="list-style-type: none"> Telling/re-telling/signing a story Answering questions about the story Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns Writing letters Drawing pictures Labelling pictures 	<ul style="list-style-type: none"> Writing letters Writing words and sentences Tracing pictures 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences
English	<p>Vocabulary needle, pin, razor blade</p> <p>Structures</p> <ul style="list-style-type: none"> Don't play with ... What is wrong? - I am / she / he is ... Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and pictures <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary knife, spear, axe</p> <p>Structures</p> <ul style="list-style-type: none"> Do not play with ... It can burn / kill ... Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching words to pictures <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences 	<p>Vocabulary panga, hoe, fire, electricity</p> <p>Structures</p> <ul style="list-style-type: none"> Do not play with ... It can burn / kill ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Matching words to pictures Writing words 	<p>Vocabulary insect, poison, medicine, vehicle, water</p> <p>Structures</p> <ul style="list-style-type: none"> What is wrong? - I am ... - He / she is ... <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading words and sentences Writing words and sentences 	<p>Vocabulary cut, hurt, bleed, blood</p> <ul style="list-style-type: none"> Revise all the structures of the week Teach the new structure Are you hurt? - Yes, I am. - No, I am not. Situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences
Creative Performing Arts	<ul style="list-style-type: none"> Singing / signing a song Dancing 	<ul style="list-style-type: none"> Reciting a rhyme 	Free Activity	<ul style="list-style-type: none"> Making percussion instruments 	<ul style="list-style-type: none"> Drawing Painting/colouring /shading

				<ul style="list-style-type: none"> Naming percussion instrument 	
RE	CRE/IRE	<ul style="list-style-type: none"> CRE / IRE 		<ul style="list-style-type: none"> CRE/ IRE 	
PE	PE	<ul style="list-style-type: none"> PE 	PE	<ul style="list-style-type: none"> PE 	PE

Lesson Plan Guidelines for Sub-theme 8.1: Causes of Common Accidents in Our Community

Wednesday

Materials

- Chart showing numbers up to 999
- Chart showing pictures with various accidents
- Letter, word and sentence cards
- Materials for Free Activity
- Drawing materials, e.g. pencils, colours, papers

Preparation

- Collect all the needed materials before the lessons begin.

Lesson: News

- Learners tell their news.
- Learners ask and answer questions about the news they have told.
- Conclude the lesson with a song.

Lesson: Mathematics

- Learners sing a counting song.
- Learners count numbers up to 999.
- Learners subtract 2-digit numbers no borrowing.

Lesson: Literacy I

- Learners observe the chart related to accidents and safety.
- Learners construct sentences.
- Learners read the words in the sentences related to accidents and safety.
- Learners match words to pictures.
- Learners read the short sentences related to accidents and safety.
- Learners recite a rhyme.

Lesson: Literacy II

- Learners write patterns.
- Learners write letters.
- Learners write words.
- Learners write sentences related to accidents.

Lesson: English

- Use the normal procedure to teach the given vocabulary, ‘panga’, ‘hoe’, ‘fire’, ‘electricity’.
- Use structures:
 - Don’t play with ...
 - Be careful with/of ...
 - It can ... (burn, kill)
- Learners read words and sentences.
- Learners match words to pictures.

Lesson: Free Activity: (Refer to 9.2 in Section A)

Lesson: CRE/IRE (Refer to Section B in the Curriculum)

Lesson: PE (Refer to Section B in the Curriculum)

Sub-theme 8.2: Management of Accidents

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Telling/re-telling /signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/re-telling /signing news Drawing news 	<ul style="list-style-type: none"> Saying riddles Telling meaning of the riddle 	<ul style="list-style-type: none"> Playing traditional games Singing traditional folk songs
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number symbol 900 - 950 Writing number symbols 900 – 950 	<ul style="list-style-type: none"> Counting up to 999 Reading number symbols 951 – 999 Writing number symbols 951 – 999 	<ul style="list-style-type: none"> Counting up to 999 Solving algebraic problems in subtraction e.g. $\square - 5 = 2$ $8 - \square = 4$ 	<ul style="list-style-type: none"> Counting up to 999 Solving algebraic problems in subtraction e.g. $\square - 6 = 3$ $7 - \square = 4$ 	<ul style="list-style-type: none"> Counting up to 999 Solving algebraic problems in subtraction e.g. $\square - 2 = 3$ $4 - \square = 1$
Literacy I	<ul style="list-style-type: none"> Telling / re-telling / signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Describing what is used to manage accidents Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Talking about pictures Asking and answering questions 	<ul style="list-style-type: none"> Talking about management of the accidents Reading words Matching words to pictures 	<ul style="list-style-type: none"> Talking about prevention of accidents Reading words, sentences and a short story
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns Writing letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing a simple story
English	<p>Vocabulary clinic, hospital, dispensary, accident</p> <p>Structures</p> <ul style="list-style-type: none"> Where do you go when you are hurt? - I go to the ... (hospital/clinic/dispensary) Acting a play-let <p>Reading/Tactile</p> <ul style="list-style-type: none"> Matching words to pictures <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing short sentences 	<p>Vocabulary bandage, medicine, ambulance, telephone (v)</p> <p>Structure</p> <ul style="list-style-type: none"> What is he/she doing? - He / she is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing short 	<p>Vocabulary treat, carry, injection, care</p> <p>Structures</p> <ul style="list-style-type: none"> What is he / she doing? - He / she is ... I can see a/an (nurse/ doctor). <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences 	<p>Vocabulary call, shout, cry, clean</p> <p>Structures</p> <ul style="list-style-type: none"> Always (shout/call / cry/ rush) when in trouble. <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading Matching Reading pictures 	<p>Vocabulary</p> <ul style="list-style-type: none"> Revise all vocabulary and structures learnt <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing simple sentences

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
		simple sentences <ul style="list-style-type: none"> • Drawing • Shading / colouring 	Writing/Brailin g <ul style="list-style-type: none"> • Writing words and sentences 	<ul style="list-style-type: none"> • Reading words and short sentences Writing / Brailin g <ul style="list-style-type: none"> • Writing words, short simple sentences 	
Creative Performing Arts	<ul style="list-style-type: none"> • Singing/ signing a song • Dancing 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Singing/ signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing • Shading / colouring • Painting
RE	<ul style="list-style-type: none"> • IRE/CRE 	<ul style="list-style-type: none"> • IRE/CRE 		<ul style="list-style-type: none"> • IRE/CRE 	
PE	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE

Sub-theme 8.3: First Aid Concept

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling / signing news • Drawing news 	<ul style="list-style-type: none"> • Telling / re-telling / signing stories • Reciting a rhyme 	<ul style="list-style-type: none"> • Telling / re-telling / signing news • Asking and answering questions 	<ul style="list-style-type: none"> • Telling/ signing traditional folk tale 	<ul style="list-style-type: none"> • Telling /signing stories • Singing / signing
Mathematics	<ul style="list-style-type: none"> • Counting up to 999 • Reading number symbols 800–999 • Writing number symbols 800–999 	<ul style="list-style-type: none"> • Counting up to 999 • Solving algebraic problems in subtraction e.g. $\square - 7 = 3,$ $6 - \square = 2$ 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring length in metres 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring length in metres 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring length in metres
Literacy I	<ul style="list-style-type: none"> • Talking about the meaning of First Aid • Naming items in the First Aid box • Talking about objects in the First Aid box • Reading words 	<ul style="list-style-type: none"> • Telling / re-telling / signing stories • Reading words and matching words to objects in the box 	<ul style="list-style-type: none"> • Reading stories • Talking about how First Aid is done practically according to type of accidents 	<ul style="list-style-type: none"> • Role-playing helping accident victims • Reading stories 	<ul style="list-style-type: none"> • Practicing dialogue • Reading stories
Literacy II	<ul style="list-style-type: none"> • Writing patterns • Writing words 	<ul style="list-style-type: none"> • Drawing pictures • Writing patterns 	<ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing sentences 	<ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing sentences 	<ul style="list-style-type: none"> • Writing letters • Writing words • Writing sentences

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Vocabulary needle, safety pin</p> <p>Structures</p> <ul style="list-style-type: none"> • What is this / that? - This /That is / it is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Matching words to pictures <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing short sentences 	<p>Vocabulary bandage, cotton wool, basin, cold pad</p> <p>Structures</p> <ul style="list-style-type: none"> • What do we use ... for? - We use ... for ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing short simple sentences 	<p>Vocabulary needle, a pair of scissors</p> <p>Structures</p> <ul style="list-style-type: none"> • May I have ...? - Yes, you may. - No, you may not. • Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading short simple sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing short simple sentences 	<p>Vocabulary bandage, basin, help</p> <p>Structures</p> <ul style="list-style-type: none"> • May/can I ... you? - Yes, you may/can. - No, you may not. • Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading a short story <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing a short simple story 	<ul style="list-style-type: none"> • Revise all the vocabularies and structures of the week. <p>Reading / Tactile</p> <ul style="list-style-type: none"> • Reading short sentences <p>Writing / Brailing</p> <ul style="list-style-type: none"> • Writing short simple sentences
CPA	<ul style="list-style-type: none"> • Singing / signing a song • Dancing 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Singing / signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing • Shading/ colouring/ painting
RE	IRE/CRE	IRE/CRE		IRE/RE	
PE	PE	PE	PE	PE	PE

TERM III

Theme 9: Peace and Security

Sub-theme 9.1: Roles of People who Keep Peace and Security

Learning Area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling / signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling / signing news Drawing news 	<ul style="list-style-type: none"> Telling / signing news about peace Asking and answering questions 	<ul style="list-style-type: none"> Saying / signing similes Asking and answering questions 	<ul style="list-style-type: none"> Saying / signing riddles Responding to riddles
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number names 160-165 Writing number names 160-165 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 166-170 Writing number names 166-170 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours
Literacy I	<ul style="list-style-type: none"> Naming people who keep peace and security Describing roles of people who keep peace and security Matching Reading words 	<ul style="list-style-type: none"> Telling / re-telling / signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Talking about pictures of people who keep peace and security Reading words and sentences 	<ul style="list-style-type: none"> Role-playing the roles of people who keep peace and security Reading words and sentences 	<ul style="list-style-type: none"> Reading a simple story about people who keep peace and security Asking and answering questions
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters and words Writing sentences 	<ul style="list-style-type: none"> Writing patterns, letters and sentences 	<ul style="list-style-type: none"> Writing patterns and letters Writing a short story 	<ul style="list-style-type: none"> Writing letters and patterns Drawing and labelling
English	<p>Vocabulary teacher, policeman / woman, prefect, army man/woman</p> <p>Structures</p> <ul style="list-style-type: none"> Show me a/an/the - This/That is a/an <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing 	<p>Vocabulary church, mosque, school</p> <p>Structures</p> <ul style="list-style-type: none"> Show me a/an/the ...? - This is a/an ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences. <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary school, matron, learners, near, behind</p> <p>Structures</p> <ul style="list-style-type: none"> Who ... (teaches / preaches) ... - The/A ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading sentences <p>Writing/Brailing</p>	<p>Vocabulary priest, imam, nun</p> <p>Structures</p> <ul style="list-style-type: none"> Who ... (teaches / preaches)? - The/A ... Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a short story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing short story 	<p>Vocabulary preach, teach, keep</p> <p>Structures</p> <ul style="list-style-type: none"> Who (preaches / teaches)? - The/A ... (keeps law and order / teaches/ preaches) <ul style="list-style-type: none"> Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a story <p>Writing/ Brailing</p>

	words		• Writing sentences		• Writing a story
Creative Performing Arts	<ul style="list-style-type: none"> • Singing / signing • Dancing 	<ul style="list-style-type: none"> • Singing / signing • Playing percussion instruments 	Free Activity	<ul style="list-style-type: none"> • Reciting a new rhyme • Role-playing 	<ul style="list-style-type: none"> • Drawing/ colouring/ shading/ painting
RE	CRE/IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sample Lesson Plan Guidelines Sub-theme 9.1: Roles of people who keep peace and security

Thursday

Materials

- A chart on peace and security
- Sentence and word cards
- Counters
- Music instruments

Preparation

- Have the chart for people who keep peace and security
- Prepare flash cards for words and sentences

Lesson: Oral Literature

- Learners say similes
- Learners ask and answer questions

Lesson: Mathematics

- Learners recite a counting rhyme
- Learners count up to 999
- Learners tell time in hours
- Learners end with a song about time

Lesson: Literacy I

- Learners revise the learnt words with the help of flash cards
- Learners role-play people who keep peace and security
- Learners read new words related to peace and security
- Learners read sentences

Lesson: Literacy II

- Demonstrate pattern writing
- Learners write the pattern using correct letter formation
- Learners write letters
- Learners write a short story

Lesson: English

- Use a game to introduce the lesson e.g. *'The last man in'*. Say the words related to keeping peace and security. If you say a word not related they sit.
- Introduce the new words, 'priest', 'Imam', 'nun', referring to the chart.
- Use the given structures to practice the new word.

Structures

- Who ... (teaches / preaches)?
- The / a ... (teaches / preaches).
- Learners read a short story.

- Learners write a short story.
- End the lesson with a dialogue.

Lesson: PE (Refer to Section B in the Curriculum)

Lesson: RE (Refer to Section B in the Curriculum)

Lesson: Creative Performing Arts (Music)

- Learners learn a new rhyme.
- Learners sing the rhyme.
- Learners role-play.
- Conclude with the rhyme.

Sub-theme 9.2: Ways of Promoting Peace and Security

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling / signing news • Drawing news 	<ul style="list-style-type: none"> • Telling / signing and re-telling/ signing news • Asking and answering questions 	<ul style="list-style-type: none"> • Telling / signing news • Reciting a rhyme 	<ul style="list-style-type: none"> • Saying / signing riddles • Responding to riddles 	<ul style="list-style-type: none"> • Listening to a folk tale • Asking and answering questions
Mathematics	<ul style="list-style-type: none"> • Counting up to 999 • Reading number names 170-175 • Writing number names 170-175 	<ul style="list-style-type: none"> • Counting up to 999 • Reading number names 176-180 • Writing number names 176-180 	<ul style="list-style-type: none"> • Counting up to 999 • Dividing up to 2-digit numbers, no remainder 	<ul style="list-style-type: none"> • Counting up to 999 • Dividing up to 2-digit numbers no remainder 	<ul style="list-style-type: none"> • Counting up to 999 • Dividing up to 2-digit numbers, no remainder
Literacy I	<ul style="list-style-type: none"> • Describing • Naming • Talking about ways of promoting peace and security • Reading pictures and words 	<ul style="list-style-type: none"> • Reciting a new rhyme • Asking and answering questions • Reading words • Matching 	<ul style="list-style-type: none"> • Telling/ re-telling/ signing stories • Asking and answering questions • Reading words • Reading sentences 	<ul style="list-style-type: none"> • Reciting a known rhyme • Role-playing • Reading sentences • Reading a short story 	<ul style="list-style-type: none"> • Talking about pictures • Telling/ re-telling/ signing a story • Asking and answering questions • Reading sentences.
Literacy II	<ul style="list-style-type: none"> • Writing patterns, letters and words 	<ul style="list-style-type: none"> • Writing patterns, letters and words • Copying words 	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, short sentences • Copying words 	<ul style="list-style-type: none"> • Writing patterns • Writing a short story
English	<p>Vocabulary skip, friend, play, pray</p> <p>Structures</p> <ul style="list-style-type: none"> • What do you like? • I like ... <p>Reading /</p>	<p>Vocabulary thank, help, greet</p> <p>Structures</p> <ul style="list-style-type: none"> • Singing/ signing a song <p>Reading / Tactile</p> <ul style="list-style-type: none"> • Reading words • Reading sentences 	<p>Vocabulary give, share, obey</p> <p>Structures</p> <ul style="list-style-type: none"> • What are you/they doing...? • I am/we/they 	<p>Vocabulary play, pray, greet</p> <p>Structures</p> <ul style="list-style-type: none"> • Acting a dialogue <p>Reading / Tactile</p> <ul style="list-style-type: none"> • Reading short 	<ul style="list-style-type: none"> • Revise all the vocabulary and structure of the week <p>Reading / Tactile</p>

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	Tactile <ul style="list-style-type: none"> • Reading words • Matching word to picture Writing / Brailing <ul style="list-style-type: none"> • Writing words 	Writing / Brailing <ul style="list-style-type: none"> • Writing words • Writing simple sentences 	are Reading/Tactile <ul style="list-style-type: none"> • Reading words • Reading sentences • Reading a short story Writing / Brailing <ul style="list-style-type: none"> • Writing short stories 	sentences Writing / Brailing <ul style="list-style-type: none"> • Sequencing short sentences to form a story 	<ul style="list-style-type: none"> • Reading words and sentences Writing / Brailing <ul style="list-style-type: none"> • Sequencing short sentences to form stories
CPA	<ul style="list-style-type: none"> • Singing/ signing a song • Dancing 	<ul style="list-style-type: none"> • Singing/ signing a song • Listening • Playing percussion instruments 	<ul style="list-style-type: none"> • Free activity 	<ul style="list-style-type: none"> • Singing / signing a song • Reciting a rhyme • Role-playing 	<ul style="list-style-type: none"> • Drawing • Shading/ colouring
RE	CRE/IRE	CRE/IRE		CRE/IRE	
PE	PE	PE	PE	PE	PE

Sub-theme 9.3: Importance of Promoting Peace and Security

Learning Areas	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling / signing news • Drawing news 	<ul style="list-style-type: none"> • Telling/signing news • Asking and answering questions 	<ul style="list-style-type: none"> • Telling / signing news • Reciting a rhyme 	<ul style="list-style-type: none"> • Singing a traditional folk song • Asking and answering questions 	<ul style="list-style-type: none"> • Saying riddles • Telling the meaning of the riddles
Mathematics	<ul style="list-style-type: none"> • Counting up to 999 • Reading numbers names 160-180 • Writing number names 160-180 	<ul style="list-style-type: none"> • Counting up to 999 • Dividing 2-digit numbers by 4 no remainder 	<ul style="list-style-type: none"> • Counting up to 999 • Dividing 2-digit numbers by 4 no remainder 	<ul style="list-style-type: none"> • Counting up to 999 • Using money to buy and sell (Shs 500 and Shs 1000) 	<ul style="list-style-type: none"> • Counting up to 999 • Using money to buy and sell (Shs 500 and Shs 1000)
Literacy I	<ul style="list-style-type: none"> • Talking about importance of peace and security • Reading words 	<ul style="list-style-type: none"> • Telling / re-telling / signing stories • Asking and answering questions • Reading words 	<ul style="list-style-type: none"> • Talking about the effects of insecurity • Completing a story 	<ul style="list-style-type: none"> • Reciting a rhyme • Matching • Reading words and sentences 	<ul style="list-style-type: none"> • Talking about pictures • Asking and answering questions • Reading words and sentences
Literacy II	<ul style="list-style-type: none"> • Writing patterns and letters • Drawing and labelling 	<ul style="list-style-type: none"> • Writing patterns, letters and words 	<ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words and sentences 	<ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing a simple story 	<ul style="list-style-type: none"> • Writing patterns • Writing letters • Writing words and sentences
English	Vocabulary respect, love, care,	Vocabulary slap, push, beat,	Vocabulary steal, abuse, pinch	Vocabulary work, help, share,	<ul style="list-style-type: none"> • Revision of the week's

	help, forgive Structures <ul style="list-style-type: none"> • It is good to ... Reading/Tactile <ul style="list-style-type: none"> • Reading words • Matching Writing/Brailing <ul style="list-style-type: none"> • Writing words 	bite Structures <ul style="list-style-type: none"> • It is bad to ... Reading/Tactile <ul style="list-style-type: none"> • Reading words • Reading short sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words • Writing short sentences 	Structures <ul style="list-style-type: none"> • Do not • Reciting a rhyme Reading/Tactile <ul style="list-style-type: none"> • Reading words Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	play Structures <ul style="list-style-type: none"> • It is good to ... • Acting a dialogue Reading/Tactile <ul style="list-style-type: none"> • Reading a short story Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	work Reading/Tactile <ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing a short story
CPA	<ul style="list-style-type: none"> • Reciting a new rhyme • Role-playing 	<ul style="list-style-type: none"> • Singing / signing • Dancing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Singing / signing a known song • Playing percussion instruments 	<ul style="list-style-type: none"> • Drawing • Colouring / painting / shading
RE	IRE / CRE	IRE / CRE		IRE / CRE	
PE	PE	PE	PE	PE	PE

Theme 10: Child Protection

Sub-theme 10.1: Child Work and Child Abuse

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/ signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/ signing news Drawing news 	<ul style="list-style-type: none"> Telling/ signing news Reciting a rhyme 	<ul style="list-style-type: none"> Saying proverbs Telling the meaning 	<ul style="list-style-type: none"> Saying riddles Telling the meaning
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number names 180-190 Writing number names 180-190 	<ul style="list-style-type: none"> Counting up to 999 Dividing 2-digit numbers by 2, no remainder 	<ul style="list-style-type: none"> Counting up to 999 Dividing 2 digit numbers by 2, no remainder 	<ul style="list-style-type: none"> Counting up to 999 Adding sample fractions e.g. $\frac{1}{2} + \frac{1}{2}$ 	<ul style="list-style-type: none"> Counting up to 999 Adding fractions e.g. $\frac{1}{4} + \frac{1}{4}$
Literacy I	<ul style="list-style-type: none"> Naming Describing Talking about bad acts done to learners e.g. defilement, child abduction Reading words Reading sentences 	<ul style="list-style-type: none"> Telling/ signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words 	<ul style="list-style-type: none"> Reciting a rhyme Reading words and sentences Matching Completing sentences 	<ul style="list-style-type: none"> Naming Matching Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words, sentences Writing a simple story 	<ul style="list-style-type: none"> Writing patterns, letters, words, sentences and simple stories 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences
English	<p>Vocabulary walk, burn, listen, night</p> <p>Structures</p> <ul style="list-style-type: none"> It is bad to ... <p>Reading/Tactile.</p> <ul style="list-style-type: none"> Reading a story and answering questions Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary beat, abuse, fight</p> <p>Structures</p> <ul style="list-style-type: none"> It is bad to ... others. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary alone, night, late, dark, touches</p> <p>Structures</p> <ul style="list-style-type: none"> It is bad to ... (move alone) <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences 	<p>Vocabulary fetch, sweep, clean, work</p> <p>Structures</p> <ul style="list-style-type: none"> It is good to ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<ul style="list-style-type: none"> Acting a dialogue related to vocabulary and structures learnt in the week <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading short stories <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing short stories
CPA	<ul style="list-style-type: none"> Singing/signing a song Dancing 	<ul style="list-style-type: none"> Singing/signing a song Playing percussion instruments 	Free Activity	<ul style="list-style-type: none"> Reciting rhymes Singing 	<ul style="list-style-type: none"> Drawing Shading/colouring/pasting
RE	<ul style="list-style-type: none"> CRE/IRE 	<ul style="list-style-type: none"> CRE/IRE 		<ul style="list-style-type: none"> CRE/IRE 	
PE	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE

Sub-theme 10.2: Effects of Child Abuse

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling signing news Singing/signing 	<ul style="list-style-type: none"> Telling/signing news Drawing 	<ul style="list-style-type: none"> Telling/signing news Reciting a known rhyme 	<ul style="list-style-type: none"> Saying/signing riddles Telling the meaning 	<ul style="list-style-type: none"> Saying/signing similes Telling the meaning
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number names 190-200 Writing number names 190-200 	<ul style="list-style-type: none"> Counting up to 999 Adding 3-digit numbers vertically no carrying 	<ul style="list-style-type: none"> Counting up to 999 Adding 3-digit numbers vertically, no carrying 	<ul style="list-style-type: none"> Counting up to 999 Adding 3-digit numbers vertically, no carrying 	<ul style="list-style-type: none"> Counting 1-999 Adding 3-digit numbers vertically no carrying
Literacy I	<ul style="list-style-type: none"> Identifying effects of child abuse Reciting a new rhyme Reading pictures Reading posters 	<ul style="list-style-type: none"> Talking about effects of child abuse Role-playing Reading pictures Reading posters 	<ul style="list-style-type: none"> Identifying effects of child abuse Telling/re-telling/signing stories Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Reciting a known rhyme Matching pictures to sentences Completing a story 	<ul style="list-style-type: none"> Talking about effects of child abuse Role-playing Reading short dialogues
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Completing words/sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Completing sentences/a story
English	Vocabulary fear, worry Structures Reading/Tactile <ul style="list-style-type: none"> Reading a story and answering questions Reading words Writing/Brailing <ul style="list-style-type: none"> Writing words 	Vocabulary lame, deaf Structures <ul style="list-style-type: none"> Use a play-let to bring out meaning of the words Reading/Tactile <ul style="list-style-type: none"> Reading words Writing/Brailing <ul style="list-style-type: none"> Writing words 	Vocabulary cry, angry, pain Structures <ul style="list-style-type: none"> Use a situational game to teach the new words Reading/Tactile <ul style="list-style-type: none"> Reading sentences Writing/Brailing <ul style="list-style-type: none"> Writing sentences 	Vocabulary run, blind Structures <ul style="list-style-type: none"> Use a situational game to teach the new words Reading/Tactile <ul style="list-style-type: none"> Reading a simple story Writing/Brailing <ul style="list-style-type: none"> Writing words 	<ul style="list-style-type: none"> Revise all vocabulary, structures and situational games Reading/Tactile <ul style="list-style-type: none"> Reading a simple story Writing/Brailing <ul style="list-style-type: none"> Writing sentences
CPA	<ul style="list-style-type: none"> Singing/signing a song Listening 	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing/signing a song Acting a playing game 	<ul style="list-style-type: none"> Drawing/cutting and pasting Shading/colouring/painting
RE	<ul style="list-style-type: none"> CRE/IRE 	<ul style="list-style-type: none"> CRE/IRE 		<ul style="list-style-type: none"> CRE/IRE 	
PE	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE

Sub-theme 10.3: Ways of Child Protection

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/ signing news Drawing 	<ul style="list-style-type: none"> Telling / signing news Reciting a known rhyme 	<ul style="list-style-type: none"> Telling / signing news Singing/ signing 	<ul style="list-style-type: none"> Singing / signing a traditional song Asking and answering questions 	<ul style="list-style-type: none"> Singing / signing a lullaby
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Reading number names 180-185 Writing number names 180-185 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 186-190 Writing number names 186-190 	<ul style="list-style-type: none"> Counting up to 999 Reading number names 191-200 Writing number names 191-200 	<ul style="list-style-type: none"> Counting up to 999 Multiplying by the tables of 2, 3 and 4 	<ul style="list-style-type: none"> Counting 1-999 Multiplying the tables of 5, 6, 8 and 10
Literacy I	<ul style="list-style-type: none"> Telling learners' responsibilities and activities done at home Talking about types of child abuse Reading words 	<ul style="list-style-type: none"> Talking about activities done at school and in the community and their positive and negative effects e.g. carrying heavy loads, domestic chores, looking after animals, keeping the school clean, digging for long hours Reading words 	<ul style="list-style-type: none"> Describing bad acts done to learners and their negative effects to learners' health; defilement, bad touches, bad language Reading words 	<ul style="list-style-type: none"> Talking about ways of child abuse inappropriate punishments child neglect child abduction child sacrifice Reading words 	<ul style="list-style-type: none"> Naming basic needs: types of basic needs Talking about different ways of denial of basic needs Talking about what the child can do when denied of the basic needs Reading sentences using words learnt this week
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Labelling pictures related to ways of child protection 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing a short story 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing a short story 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences
English	<p>Vocabulary help, listen, advise</p> <p>Structures</p> <ul style="list-style-type: none"> It is good to ... Listening to PIASCY messages <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary help, listen, advise</p> <p>Structures</p> <ul style="list-style-type: none"> Always listen to advice. It is good to ... Reciting a rhyme. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary parent(s), guide</p> <p>Structures</p> <ul style="list-style-type: none"> Report bad people. It is good to ... Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading 	<p>Vocabulary advise, gift, listen</p> <p>Structure</p> <ul style="list-style-type: none"> Don't take gifts from strangers. It is good to ... Use situational games to teach the 	<ul style="list-style-type: none"> Revise all the vocabulary and structures <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading PIASCY messages <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
			sentences Writing/Brailing • Writing sentences	words above • Listening to PIACY messages Reading/Tactile • Reading PIACY messages Writing/Brailing • Writing PIACY messages	PIACY messages
CPA	<ul style="list-style-type: none"> • Singing/signing a song • Dancing 	<ul style="list-style-type: none"> • Singing/signing a song • Reciting/signing a rhyme • Role-playing 	• Free Activity	<ul style="list-style-type: none"> • Singing/signing a song • Playing percussion instruments 	• Printing PIACY messages
RE	• CRE/IRE	• CRE/IRE		• CRE/IRE	
PE	• PE	• PE	• PE	• PE	• PE

Theme 11: Measures

Sub-theme 11.1: Time

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Reciting a known rhyme 	<ul style="list-style-type: none"> Telling/singing news Drawing news 	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Listening to a traditional song Asking and answering questions 	<ul style="list-style-type: none"> Singing a traditional song Role-playing
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Telling days of the week 	<ul style="list-style-type: none"> Counting up to 999 Making the calendar Interpreting the calendar 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours and half hours 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours and half hours 	<ul style="list-style-type: none"> Counting up to 999 Telling time in hours and half hours
Literacy I	<ul style="list-style-type: none"> Naming times of the day Describing times of the day Reading words 	<ul style="list-style-type: none"> Telling/re-telling/signing stories Asking and answering questions Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words and sentences Completing pictures 	<ul style="list-style-type: none"> Acting a dialogue Constructing sentences Reading words and sentences 	<ul style="list-style-type: none"> Role-playing Sequencing sentences into a paragraph
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters and words 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters Writing a short story 	<ul style="list-style-type: none"> Writing patterns, letters, words Writing a short story
English	<p>Vocabulary, time, two, three, seven</p> <p>Structures</p> <ul style="list-style-type: none"> What time is it? It is ... o'clock. It is ... past (hour). It is ... to ... (hour). Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary, first, second, third, fourth, fifth, sixth, seventh, day, week, Friday, Monday, Saturday, Sunday, Tuesday, Wednesday, Thursday</p> <p>Structures</p> <ul style="list-style-type: none"> What day is? It is ... What is the ... day of the week? ... is the ... day of the week. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary, first, second, third, fourth, fifth, sixth, January, February, March, April, May, June, twelve</p> <p>Structures</p> <ul style="list-style-type: none"> What is the ... month of the year? The ... month of the year is is the ... month of the year. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary, seventh, eighth, ninth, tenth, eleventh, twelfth, July, August, September, October, November, December</p> <p>Structures</p> <ul style="list-style-type: none"> What is the ... month of the year? ... is the ... month of the year. The ... month of the year is ... Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary, Revise vocabulary learnt</p> <p>Structures</p> <ul style="list-style-type: none"> Revise structure learnt <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading a short story <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing sentence
CPA	<ul style="list-style-type: none"> Singing/ 	<ul style="list-style-type: none"> Singing/ 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing/ 	<ul style="list-style-type: none"> Drawing

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> signing a song Playing percussion instruments 	<ul style="list-style-type: none"> signing a song Dancing 		<ul style="list-style-type: none"> signing a song Listening 	<ul style="list-style-type: none"> Colouring/painting/shading
RE	<ul style="list-style-type: none"> IRE/CRE 	<ul style="list-style-type: none"> IRE/ CRE 		<ul style="list-style-type: none"> IRE/ CRE 	
PE	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE

Sub-theme 11.2: Units of Measure

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling/signing news Drawing news 	<ul style="list-style-type: none"> Telling/signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/signing news Singing a known song 	<ul style="list-style-type: none"> Reciting a rhyme Asking and answering questions 	<ul style="list-style-type: none"> Saying similes Talking about the similes
Mathematics	<ul style="list-style-type: none"> Counting up to 999 Measuring length and height in metres Recording measures in metres 	<ul style="list-style-type: none"> Counting up to 999 Writing number symbols up to 999 Measuring length and height Recording measures in metres 	<ul style="list-style-type: none"> Counting up to 999 Capacity in litres and half litres Recording in litres and half litres 	<ul style="list-style-type: none"> Counting up to 999 Capacity in litres and half litres Recording in litres and half litres 	<ul style="list-style-type: none"> Counting up to 999 Capacity in litres and half litres Recording in litres and half litres
Literacy I	<ul style="list-style-type: none"> Reciting a rhyme Asking and answering questions Reading letters and words Matching 	<ul style="list-style-type: none"> Playing a shopping game Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Playing a shopping game Completing pictures Acting a dialogue 	<ul style="list-style-type: none"> Reciting a known rhyme Answering questions Reading a short story 	<ul style="list-style-type: none"> Telling and retelling/signing a story Asking and answering questions Reading words and sentences Matching
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, and words Tracing 	<ul style="list-style-type: none"> Writing patterns and letters Writing a shopping list 	<ul style="list-style-type: none"> Writing patterns and letters Writing a short story 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns and letters Drawing and labelling
English	<p>Vocabulary money, shillings, coin</p> <p>Structures</p> <ul style="list-style-type: none"> May I have ...? - No, I am sorry. - Yes, you may. <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary short, tall, long, big</p> <p>Structures</p> <ul style="list-style-type: none"> Show me a (long/short/tall) rope/boy. - This/That is a ... rope/boy. Is this stick/rope (long/short)? 	<p>Vocabulary kilogram, metre, litre, half litre</p> <p>Structures</p> <ul style="list-style-type: none"> How much is a ... of ...? - It is ... shillings May I have ... (kilograms, litres) please? - Yes, you may. Acting a dialogue 	<p>Vocabulary litre, kilogram, half litre</p> <p>Structures</p> <ul style="list-style-type: none"> How many (kg /litres) of ... are there? - There is/are ... How much (sugar/milk/money) do you have? - I have 	<p>Vocabulary</p> <ul style="list-style-type: none"> Revise: sugar, milk, litre, shillings, packet, number names one - five <p>Structure</p> <ul style="list-style-type: none"> How many (kg/litres) of (sugar, milk) do you have? - I have ... of

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
		<ul style="list-style-type: none"> - Yes, it is. - No, it is not. Reading/Tactile <ul style="list-style-type: none"> • Reading sentences Writing/Brailing <ul style="list-style-type: none"> • Writing sentences 	Reading/Tactile <ul style="list-style-type: none"> • Reading words, sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	<ul style="list-style-type: none"> • Playing a situational game Reading/Tactile <ul style="list-style-type: none"> • Reading sentences Writing/Brailing <ul style="list-style-type: none"> • Writing sentences 	... Reading/Tactile <ul style="list-style-type: none"> • Reading short stories Writing / Brailing <ul style="list-style-type: none"> • Writing a short story
CPA	<ul style="list-style-type: none"> • Singing/signing a song • Dancing 	<ul style="list-style-type: none"> • Reciting a new rhyme • Role-playing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Singing / signing a song • Playing simple percussion instruments 	<ul style="list-style-type: none"> • Making mock money
RE	<ul style="list-style-type: none"> • CRE/ IRE 	<ul style="list-style-type: none"> • CRE/ IRE 		<ul style="list-style-type: none"> • CRE/ IRE 	
PE	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE

Sub-theme 11.3: Shapes and Solids

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> • Telling / signing news • Reciting a rhyme 	<ul style="list-style-type: none"> • Telling / signing news • Drawing news 	<ul style="list-style-type: none"> • Telling/signing news • Role-playing 	<ul style="list-style-type: none"> • Singing/signing a lullaby 	<ul style="list-style-type: none"> • Saying tongue twisters • Identifying words with similar sounds
Mathematics	<ul style="list-style-type: none"> • Counting up to 999 • Naming shapes and solids • Drawing shapes 	<ul style="list-style-type: none"> • Counting up to 999 • Shading and cutting shapes • Drawing shapes 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring weights in kilograms 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring weight in kilograms 	<ul style="list-style-type: none"> • Counting up to 999 • Measuring weight in kilograms
Literacy I	<ul style="list-style-type: none"> • Talking about shapes and solids • Reading words and sentences • Matching 	<ul style="list-style-type: none"> • Talking about pictures • Reading words and sentences 	<ul style="list-style-type: none"> • Reciting a new rhyme • Asking and answering questions • Reading words 	<ul style="list-style-type: none"> • Reciting a known rhyme • Fitting jigsaws • Reading a short story 	<ul style="list-style-type: none"> • Role-play • Reciting a known rhyme • Completing a short story
Literacy II	<ul style="list-style-type: none"> • Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> • Writing patterns, letters and words • Completing pictures 	<ul style="list-style-type: none"> • Writing patterns and letters • Drawing and labelling 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing a simple story 	<ul style="list-style-type: none"> • Writing patterns and letters • Writing a simple story
English	Vocabulary circle, square, rectangle, triangle Structures <ul style="list-style-type: none"> • What shape is this? - It is a ... • Is this a ...? 	Vocabulary square, rectangle, triangle, three, four Structures <ul style="list-style-type: none"> • How many sides/corners has a ...? 	Vocabulary shorter, longer, wider, heavier Structures <ul style="list-style-type: none"> • Which is longer / shorter? • Which is heavier 	Vocabulary side, corner, shape Structures <ul style="list-style-type: none"> • This/That ... is the same as this/that. • This/That ... is different 	Vocabulary yellow, white, green Revise all the vocabulary of the week Structures <ul style="list-style-type: none"> • What

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> - Yes, it is. - No, it is not. <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words 	<ul style="list-style-type: none"> • How many (sides/corners) does a ... have? - It has ... (sides/corners) • Reciting a rhyme <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Writing words 	<ul style="list-style-type: none"> - This/That is ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Drawing pictures • Labelling 	<p>from this/that.</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> • Reading words and sentences. <p>Writing/Brailing</p> <ul style="list-style-type: none"> • Drawing pictures • Labelling 	<p>colour is this/that ...?</p> <ul style="list-style-type: none"> - It is ... • Acting a dialogue <p>Reading / Tactile</p> <ul style="list-style-type: none"> • Reading sentences <p>Writing / Brailing</p> <ul style="list-style-type: none"> • Writing sentences
CPA	<ul style="list-style-type: none"> • Singing/signing a song • Playing percussion instruments 	<ul style="list-style-type: none"> • Singing/signing a song • Dancing 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Reciting a rhyme • Role-playing 	<ul style="list-style-type: none"> • Drawing/modelling/constructing/ tracing • Colouring/shading
RE	<ul style="list-style-type: none"> • CRE/IRE 	<ul style="list-style-type: none"> • CRE/IRE 		<ul style="list-style-type: none"> • CRE/IRE 	
PE	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE 	<ul style="list-style-type: none"> • PE

Theme 12: Recreation, Festivals and Holidays

Sub-theme 12.1: Recreation Activities at Home and at School

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling / signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling / signing news Reciting a rhyme 	<ul style="list-style-type: none"> Telling / signing news Drawing the work they do at home 	<ul style="list-style-type: none"> Saying proverbs Telling / signing meaning 	<ul style="list-style-type: none"> Saying riddles Telling / signing the meaning
Mathematics	<ul style="list-style-type: none"> Counting numbers up to 999 Reading number names 200-230 Writing number names 200-230 Matching number names to number symbols 	<ul style="list-style-type: none"> Counting numbers up to 999 Reading number names 231-270 Writing number names 231-270 Matching number names to number symbols 	<ul style="list-style-type: none"> Counting numbers up to 999 Reading number names 271-300 Writing number names 271-300 	<ul style="list-style-type: none"> Counting numbers up to 999 Subtracting 3-digit numbers, no borrowing 	<ul style="list-style-type: none"> Counting numbers up to 999 Subtracting 3-digit numbers no borrowing
Literacy I	<ul style="list-style-type: none"> Naming activities learners do during holidays Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Telling/ re-telling/ signing stories Asking and answering questions Matching 	<ul style="list-style-type: none"> Reciting a rhyme Reading a simple story 	<ul style="list-style-type: none"> Talking about activities they do during holidays Role-playing holiday activities Reading words 	<ul style="list-style-type: none"> Reciting a new rhyme Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Drawing 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns and words Copying letters 	<ul style="list-style-type: none"> Writing patterns, letters, words and copying sentences 	<ul style="list-style-type: none"> Writing patterns, letters and a short story
English	<p>Vocabulary clean, care, rest, play</p> <p>Structures</p> <ul style="list-style-type: none"> What did you do last (holiday / Sunday / Saturday)? - I/We ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words Matching <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words 	<p>Vocabulary shop (v.) visit, watch, read</p> <p>Structures</p> <ul style="list-style-type: none"> Using dialogue teach the vocabulary <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary Revise vocabulary and structures done on Monday and Tuesday</p> <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a simple story Asking and answering questions <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing words and sentences 	<p>Vocabulary milk (v.), cook (v.), watch (v.), serve</p> <p>Structures</p> <ul style="list-style-type: none"> What did he / she do? - He / She ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading pictures, words and sentences Reading short stories and answering questions <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing sentences 	<p>Vocabulary, picnic, ride, pray</p> <p>Structures</p> <ul style="list-style-type: none"> Use a dialogue to teach the vocabulary Revise all vocabulary and structures of the week <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a simple story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing simple stories

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
CPA	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing 	<ul style="list-style-type: none"> Singing/ signing a known song Playing percussion instruments Dancing 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing / signing a song Acting 	<ul style="list-style-type: none"> Cutting and pasting Drawing/ modelling/ colouring/ shading
RE	<ul style="list-style-type: none"> IRE/CRE 	<ul style="list-style-type: none"> IRE/CRE 		<ul style="list-style-type: none"> IRE/CRE 	
PE	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE

Sub-theme 12.2: Cultural Festivals

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling / signing news Drawing news 	<ul style="list-style-type: none"> Telling / signing news Singing/ signing 	<ul style="list-style-type: none"> Telling / signing news Reciting a rhyme 	<ul style="list-style-type: none"> Reciting a rhyme Drawing 	<ul style="list-style-type: none"> Listening to a folk tale Re-telling the folk tale
Mathematics	<ul style="list-style-type: none"> Reading number names 300-350 Writing number names 300-350 Matching number names to number symbols 	<ul style="list-style-type: none"> Reading number names 351-400. Writing number names 351-400. 	<ul style="list-style-type: none"> Dividing 2-digit numbers by 3 no remainder 	<ul style="list-style-type: none"> Dividing 2-digit numbers by 4 no remainder 	<ul style="list-style-type: none"> Dividing 2-digit numbers by 3 and 4 no remainder
Literacy I	<ul style="list-style-type: none"> Talking about cultural festivals Reading words, sentences 	<ul style="list-style-type: none"> Telling/ re-telling/ signing stories Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Asking and answering questions Reading sentences 	<ul style="list-style-type: none"> Talking about pictures Acting a short dialogue 	<ul style="list-style-type: none"> Playing a situational game Reading sentences Sequencing sentences into a paragraph
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters Drawing and labelling 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Copying words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences
English	<p>Vocabulary name (v.), twin(s), mother, grandmother</p> <p>Structures</p> <ul style="list-style-type: none"> Who named ...? - ... named ... Acting a dialogue <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p>	<p>Vocabulary sing, dance, name</p> <p>Structures</p> <ul style="list-style-type: none"> What did he / she do? - He / She ... Playing a situational game <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words and sentences <p>Writing/Brailing</p>	<p>Vocabulary eat, give, twins</p> <p>Structures</p> <ul style="list-style-type: none"> Acting a dialogue <p>Reading / Tactile</p> <ul style="list-style-type: none"> Reading a simple story <p>Writing / Brailing</p> <ul style="list-style-type: none"> Writing simple sentences 	<p>Vocabulary, uncle, father, grandfather</p> <p>Structures</p> <ul style="list-style-type: none"> What did uncle / father do ...? - Uncle / father ... <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a simple story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing 	<ul style="list-style-type: none"> Revise all the vocabulary and structures of the week <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading words, sentences and a simple story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing a simple story

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	<ul style="list-style-type: none"> Writing words and sentences 	<ul style="list-style-type: none"> Writing words and sentences 		<ul style="list-style-type: none"> simple sentences 	
CPA	<ul style="list-style-type: none"> Singing/ signing Dancing 	<ul style="list-style-type: none"> Reciting a known rhyme Role-playing 	<ul style="list-style-type: none"> Free Activity 	<ul style="list-style-type: none"> Singing/ signing Playing percussion instruments 	<ul style="list-style-type: none"> Drawing/ modelling Colouring/ shading/ painting
RE	<ul style="list-style-type: none"> CRE/IRE 	<ul style="list-style-type: none"> CRE/IRE 		<ul style="list-style-type: none"> CRE/IRE 	
PE	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE 	<ul style="list-style-type: none"> PE

Sub-theme 12.3: Holidays

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
News	<ul style="list-style-type: none"> Telling / signing news Drawing the news 	<ul style="list-style-type: none"> Telling/ re-telling/ signing news Asking and answering questions 	<ul style="list-style-type: none"> Telling/ signing news about what they did during the last holiday 	<ul style="list-style-type: none"> Saying tongue twisters 	<ul style="list-style-type: none"> Saying proverbs Telling the meaning
Mathematics	<ul style="list-style-type: none"> Reading number names 200-400 Writing number names 200-400 Matching number names to number symbols 	<ul style="list-style-type: none"> Multiplying by 2, 5, 10 	<ul style="list-style-type: none"> Multiplying by 3, 4, 6, 8 	<ul style="list-style-type: none"> Dividing 2-digit numbers by 2 and 3, no remainder 	<ul style="list-style-type: none"> Dividing 2-digit numbers by 4, no remainder
Literacy I	<ul style="list-style-type: none"> Telling/ re-telling/ signing a story Asking and answering questions Reading words and sentences 	<ul style="list-style-type: none"> Reciting a new rhyme Role-playing Reading sentences Matching 	<ul style="list-style-type: none"> Playing situational games Reading a simple story 	<ul style="list-style-type: none"> Reciting a known rhyme Reciting a poem 	<ul style="list-style-type: none"> Playing situational games Saying proverbs Reading words and sentences
Literacy II	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Completing words/ sentences/ patterns 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences 	<ul style="list-style-type: none"> Writing patterns, letters Writing a simple story 	<ul style="list-style-type: none"> Writing patterns, letters, words and sentences Writing missing words in a sentence
English	<p>Vocabulary sing, play, dance Structures</p> <ul style="list-style-type: none"> What did you / they do during the holidays? - I/We/They ... (sing/dance/ play).... What did Mary / John do last holiday? 	<p>Vocabulary eat, drink Structures</p> <ul style="list-style-type: none"> What did you do during the holidays? - I/We ate/drank). Acting a dialogue <p>Reading/Tactile</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Revise vocabulary and structures for Monday and Tuesday Playing situational games <p>Reading/Tactile</p>	<p>Vocabulary pray, play, match Structures</p> <ul style="list-style-type: none"> What did you do during the last holidays? - I/We (sang/ danced/ acted) What did they do during the 	<ul style="list-style-type: none"> Revise all the vocabulary and structures of Thursday <p>Reading/Tactile</p> <ul style="list-style-type: none"> Reading a short story <p>Writing/Brailing</p> <ul style="list-style-type: none"> Writing a short story

Learning area	Monday	Tuesday	Wednesday	Thursday	Friday
	- Mary / Tom Reading/Tactile <ul style="list-style-type: none"> • Reading words Writing/Brailing <ul style="list-style-type: none"> • Writing words 	<ul style="list-style-type: none"> • Reading words and sentences Writing/Brailing <ul style="list-style-type: none"> • Writing words and sentences 	<ul style="list-style-type: none"> • Reading sentences and a short story Writing/Brailing <ul style="list-style-type: none"> • Writing short stories 	last holidays? - They ... Reading/Tactile <ul style="list-style-type: none"> • Reading a short story Writing/Brailing <ul style="list-style-type: none"> • Writing sentences 	
CPA	<ul style="list-style-type: none"> • Singing/ signing • Playing percussion instruments • Dancing 	<ul style="list-style-type: none"> • Singing/ signing • Playing percussion instruments 	<ul style="list-style-type: none"> • Free Activity 	<ul style="list-style-type: none"> • Reciting a rhyme • Acting a dialogue 	<ul style="list-style-type: none"> • Drawing/ modelling/ cutting/ pasting • Colouring/ shading/ painting/ decorating
RE	<ul style="list-style-type: none"> • IRE/CRE 	<ul style="list-style-type: none"> • IRE/CRE 		<ul style="list-style-type: none"> • IRE/CRE 	
PE	PE	PE	PE	PE	PE

PART C: SAMPLE SCHEME OF WORK AND LESSON PLANS

This Scheme of Work is merely a sample to help you draw your own, using the scheme of work guidelines/matrices. You will realise that all learning areas are schemed at once to avoid too many schemes and to bring out the logical flow of concepts/ideas.

The detailed lesson plans that follow are also samples of each learning area. Since each learning area has a different kind of lesson plan, you will need to follow suit. The two samples should show the relationship in content and competences.

Appendix 1: Sample Scheme of Work for P2

Learning Outcome: The learner appreciates and relates to others in the school, neighbourhood and understands that every member has a role to play in the community.

Wk	Day	Lesson	Theme	Sub-theme	Learning Area	Content	Competences	Methods / Techniques	Activities	Indicators of Life skills and values	Instructional Materials	Reference
	Monday	1	1. Our School and Neighbourhood	1.2 Benefits to neighbourhood from school	News	<ul style="list-style-type: none"> Free news Known rhyme 	<ul style="list-style-type: none"> Telling / signing news Reciting a rhyme Asking and answering questions 	<ul style="list-style-type: none"> Discussion Question and answer 	<ul style="list-style-type: none"> Telling / signing news Reciting Asking and answering 	<ul style="list-style-type: none"> Fluency Confidence Listening Audibility Logic 	Chart depicting the teacher's news	Thematic Curriculum P2 Teacher's Guide P2
		2	"	"	Mathematics	<ul style="list-style-type: none"> Numbers from 1-99 Sets 	<ul style="list-style-type: none"> Counting numbers 1-99 Sorting Forming sets Comparing sets Drawing sets 	<ul style="list-style-type: none"> Group work Question and answer Demonstration 	<ul style="list-style-type: none"> Counting Sorting Grouping Asking and answering Drawing Comparing 	<ul style="list-style-type: none"> Logical reasoning Orderliness Taking decisions Sharing 	<ul style="list-style-type: none"> Real objects, e.g. counters (bottle tops, seeds, straws, stones, sticks, pictures) Wall charts Picture cards 	Thematic Curriculum P2, page ... Teacher's Guide P2, page ...
		3	"	"	Literacy I	<ul style="list-style-type: none"> Importance of the school to the neighbourhood Things got from school e.g. desks, chairs, halls, balls 	<ul style="list-style-type: none"> Naming resources in the school Talking about importance of school to neighbourhood Describing different school 	<ul style="list-style-type: none"> Discussion Guided discovery Question and answer Whole word Whole sentences 	<ul style="list-style-type: none"> Describing Discussing Reading Asking and answering 	<ul style="list-style-type: none"> Fluency Confidence Listening Logical reasoning Articulation Appreciation Sharing respect 	<ul style="list-style-type: none"> Wall charts Word cards Real objects Syllable cards 	Thematic Curriculum P2, page ... Teacher's Guide P2, page ...

					resources <ul style="list-style-type: none"> • Reciting a rhyme • Reading words 	<ul style="list-style-type: none"> • Discussion • Demonstration • Observation • Imitation 	<ul style="list-style-type: none"> • Writing • Observing • Copying 	<ul style="list-style-type: none"> • Observation • Accuracy 	<ul style="list-style-type: none"> • Pencils, • Exercise books • Slates, chalk • Work cards 	Thematic Curriculum P2 Teacher's Guide P2
					<ul style="list-style-type: none"> • Reading words and sentences • Pronouncing words • Constructing sentences • Writing words and sentences 	<ul style="list-style-type: none"> • Direct substitutional situation (DSS) • Whole word • Whole sentence 	<ul style="list-style-type: none"> • Reading • Pronouncing • Constructing • Writing • Matching • Copying 	<ul style="list-style-type: none"> • Fluency • Confidence • Accuracy • Intonation • Articulation 	<ul style="list-style-type: none"> • Word cards • Wall charts • Sentence cards • Picture cards 	Thematic Curriculum P2 Teacher's Guide P2
					<ul style="list-style-type: none"> • Singing to the tune • Dancing to the rhythm 	<ul style="list-style-type: none"> • Role method • Demonstration • Observation • Storytelling • Question and answer 	<ul style="list-style-type: none"> • Singing • Dancing 	<ul style="list-style-type: none"> • Fluency • Confidence • Articulation • Accuracy • Stress • Tone • Mood • Appreciation 	<ul style="list-style-type: none"> • Wall charts showing benefits of neighbourhood from school • Percussion instruments - clappers - shakers - drum - sticks 	Thematic Curriculum P2 Teacher's Guide P2
					<ul style="list-style-type: none"> • Drawing • Colouring the pictures 	<ul style="list-style-type: none"> • Discussion • Demonstration • Imitation • Observation • Question and answer 	<ul style="list-style-type: none"> • Drawings • Colouring / shading 	<ul style="list-style-type: none"> • Confidence • Appreciation • Sharing • Accuracy • Creativity • Tidiness 	<ul style="list-style-type: none"> • Pencils • Crayons • Coloured pencils • Wall charts • Pictures • Charcoal • Stylus (SNE) • Art paper 	Thematic Curriculum P2 Teacher's Guide P2

8	“	“	PE	Traditional games • Wheel barrow push	Pushing • Sorting pictures • Counting things • Measuring using non-standard units • Tracing • Fitting jig-saws • Playing lotto games	• Demonstration • Observation • Imitation • Instruction • Commands	• Wheel barrow push	• Listening • Confidence • Accuracy • Friendliness • Acceptance • Tolerance • Flexibility • Coordination • Enjoyment • Alertness	• Whistle • Demarcators	Thematic Curriculum Teacher's Guide, P2
9	Our School and neighbourhood	Benefits to school from neighbourhood	Free Activity	Hands on activities across learning areas	• Sorting pictures • Counting things • Measuring using non-standard units • Tracing • Fitting jig-saws • Playing lotto games	• Instruction • Group work • Discovery • Demonstration • Question and answer	• Discussing • Measuring • Tracing • Fitting jig-saws • Asking and answering questions • Playing games	• Sharing • Accuracy • Logical reasoning • Coordination • Punctuality • Choice	• Sand • Story books • Seeds • Sticks • Water • Tins • Jig saws • Clay / plasticine • Pictures • Lotto	Thematic Curriculum P2, page ... Teacher's Guide P2, page ...
10	Christians living together in God's family	My home and community	RE (CRE)	Respect and care for neighbours	• Talking about respect and care for neighbours • Asking and answering questions • Role-playing The Good Samaritan	• Role-play • Storytelling • Question and answer • Singing	• Taking about • Asking and answering • Role-playing	• Sharing • Togetherness • Responsibility • Care • Concern • Taking turns	• Wall charts showing people caring for neighbours • Picture cards • Materials for the role-play	Thematic Curriculum P2 Teacher's Guide P2
11	Reading from the Quran	Surat Al-falaq	RE (IRE)	Surat Al-Falaq	• Reciting Surat Al-Falaq • Telling the meaning of Surat Al-Falaq	• Brainstorming • Oral recitation • Memorisation • Question and answer	• Reading • Reciting • Asking and answering	• Loyalty • Fluency • Accuracy • Sharing • Consistency • Articulation • stress	• Chart • Quran	Holy Quran Islamic Book 1 by Hassan Mvesigye
12	Our School and neighbourhood	Benefits to neighbourhood from school	Oral Literature	Similes	• Saying / signing similes • Telling meaning of similes	• Discussion • Question and answer	• Saying similes • Asking and answering questions • Discussing	• Logical thinking • Fluency • Confidence	• A picture of community members fetching water from school • Similes written on cards (sentence cards)	Thematic Curriculum P2 Teacher's Guide P2

Appendix 2: Sample Lesson Plan Format for News Lesson

Date	Class	Learning Area	Number of learners	Time
2 / 02 / 2008	P2	News	55	08.30-09.00 a.m.

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits of neighbourhood from school
Content	<ul style="list-style-type: none"> • Free news • Known rhyme
Competences	<ul style="list-style-type: none"> • Telling news • Reciting a rhyme
Methods/Techniques	<ul style="list-style-type: none"> • Discussion • Question and answer
Activities	<ul style="list-style-type: none"> • Telling / signing • Asking and answering questions • Reciting
Indicators of Life Skills and Values	<ul style="list-style-type: none"> • Confidence • Attentive listening • Fluency • Logical reasoning • Audibility
Instructional Materials	<ul style="list-style-type: none"> • Pictures • Chart depicting teacher's news
References	<ul style="list-style-type: none"> • Teacher's Guide for P2 (page ...) • Thematic Primary School Curriculum P2 (page ...) • Teachers' Resource Book for P2 (page ...)

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
3 mins	I	<ul style="list-style-type: none"> Introduce the lesson using a short song about the benefits the neighbourhood gets from school. Then ask learners some relevant and reflective questions about the short song. 	<ul style="list-style-type: none"> Sing the song Answer questions about the song
5 mins	II	<ul style="list-style-type: none"> Tell own news using wall chart and pictures 	<ul style="list-style-type: none"> Listen to the news Observe pictures on the chart
15 mins	III	<ul style="list-style-type: none"> Ask learners to tell their news Encourage learners to ask and answer relevant and reflective questions and re-tell news 	<ul style="list-style-type: none"> Individual learners tell their news Ask and answer the questions
5 mins	IV	<ul style="list-style-type: none"> Guide some learners to re-tell their friends' news 	<ul style="list-style-type: none"> Learners re-tell their friends news
2 mins	V	<ul style="list-style-type: none"> Guide learners to recite a known rhyme 	<ul style="list-style-type: none"> Learners recite a known rhyme

Self-evaluation

Strengths:.....

Areas that need improvement:

Way forward:

Appendix 3: Sample Lesson Plan Format for Mathematics

Date	Class	Learning Area	Number of learners	Time
2 / 11 / 2006	P2	Mathematics	35	09.30–10.00 a.m.

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Content	<ul style="list-style-type: none"> Numbers 1-99, Sets
Competences	<ul style="list-style-type: none"> Counting 1-99 Drawing sets Forming sets Comparing sets
Methods/Techniques	<ul style="list-style-type: none"> Group work Question and answer Demonstration
Activities	<ul style="list-style-type: none"> Counting Sorting Grouping Comparing Asking and answering questions Drawing Singing
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> Logical reasoning Orderliness Sharing Taking decisions
Instructional Materials	<ul style="list-style-type: none"> Real objects Wall chart Picture cards
References	<ul style="list-style-type: none"> Teacher's Guide for P2 (page ...) Thematic Primary School Curriculum P2 (page ...) Teacher's Resource Book, P2 (page ...) Maths Practice Book for P2 (page ...)

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
3 mins	I	<ul style="list-style-type: none"> Introduce the lesson with a short known counting song "...". 	<ul style="list-style-type: none"> Sing the song
5 mins	II	<ul style="list-style-type: none"> Ask questions about the song Using counters, guide learners to revise counting numbers 1-99 	<ul style="list-style-type: none"> Answer questions about the song Count numbers 1-99 as revision
10 mins	III	<ul style="list-style-type: none"> Using the wall chart, guide learners to name and group different school resources used by the neighbourhood according to type, colour, size, make. 	<ul style="list-style-type: none"> Name different benefits from school to neighbourhood using pictures and wall chart Classify the different benefits from school to the neighbourhood according to size, make, type

10 mins	IV	<ul style="list-style-type: none"> Group learners for more practice in making sets Using group leaders, learners distribute materials Explain the task to be done by the groups Move around to give individual help to learners 	<ul style="list-style-type: none"> Observe the teacher Group leaders help in the distribution of materials i.e. seeds, straws, sticks, bottle tops, stones In groups learners form sets
2 mins	V	<ul style="list-style-type: none"> Guide learners to sing a counting song that they sang at the beginning 	<ul style="list-style-type: none"> Sing the counting song

Self-evaluation

Strengths:.....

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Areas that need improvement:

Way forward:.....

Appendix 4: Sample Lesson Plan Format for Literacy Hour

Date	Class	Learning Area	Number of learners	Time
2 / 02 / 2008	P2	Literacy I and II	76	09.00 a.m. – 10.00 a.m.

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Content	<ul style="list-style-type: none"> Importance of school to the neighbourhood Patterns, words and sentences Things got from school, e.g. desks, chairs, halls, balls
Competences	<ul style="list-style-type: none"> Naming resources in the school Reciting a rhyme Describing pictures of different resources Reading words Writing patterns, words and sentences.
Methods/Techniques	<ul style="list-style-type: none"> Discussion, whole word, whole sentence, demonstration
Activities	<ul style="list-style-type: none"> Describing, discussing, reading, writing Asking and answering Observing Copying
Indicators of Life Skills and Values	<ul style="list-style-type: none"> Fluency, confidence, logical reasoning, listening, articulation, appreciation, respect, accuracy, sharing, observation
Instructional Materials	<ul style="list-style-type: none"> Pencils, slates, work cards, wall charts, picture cards, word cards, exercise books, syllable cards
References	<ul style="list-style-type: none"> Teacher's Guide for P2 (page ...) Thematic Primary School Curriculum P2 (page ...) Teachers' Resource Book P2 (page ...)

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
15 mins	I	<i>Whole class</i> <ul style="list-style-type: none"> Introduce the lesson with a known rhyme. Guide learners to identify and talk about good things the neighbourhood get from school. If the learners capture the intended word from the chart, flash and read the words several times. In case the targeted words are not captured by the learners, ask guiding questions to prompt learners to discover and generate the intended words for the lesson in progress. Give enough opportunity to learners as a whole class, in groups and as individuals. Guide learners to match words to pictures. Guide learners to match syllables to words. 	<ul style="list-style-type: none"> Learners recite a known rhyme Identify and talk about good things the neighbourhood get from school using a wall chart Learners listen as they look at the flashed words Learners read the words after you several times Learners read as whole class, in groups and individually Learners match words to pictures Learners match syllables to words
10 mins	II	<i>Group / pair work</i> <ul style="list-style-type: none"> Guide learners to build words using syllables. Moves around encouraging and helping groups finding difficulty in building words. Identify members from different groups to group members. Ask the different groups to read to the whole class. 	<ul style="list-style-type: none"> In groups learners build up words Learners read built words to group members Each group reads out the built words to the whole class
5 mins	III	<i>Individual work</i> <ul style="list-style-type: none"> Give individual learners syllables to build up words. Go around encouraging and helping those who find difficulty in building words. 	<ul style="list-style-type: none"> Individual learners build up words using syllables
5 mins	IV	<i>Whole class</i> <ul style="list-style-type: none"> Lead learners to recite a known rhyme. 	<ul style="list-style-type: none"> Learners recite the rhyme
25 mins	V	<i>Writing</i> <ul style="list-style-type: none"> Demonstrate pattern writing on the chalkboard. Tell learners to practice the pattern. Move around encouraging and helping those finding difficulty. Guide learners to write words and sentences on the provided lines. Move around encouraging and helping those with difficulty. Lead learners to sing a known song. 	<ul style="list-style-type: none"> Learners observe demonstration of pattern writing Learners practice writing pattern in the air, on desks, tables, etc, using the finger Learners write patterns, words and sentence in their exercise books/slates Learners sing a known song

Self-evaluation

Strengths:.....

Areas that need improvement:.....

Way forward:.....

Appendix 5: Sample Lesson Plan Format for English

Date	Class	Learning Area	Number of learners	Time
2 / 02 / 2008	P2	English	63	11.00 a.m. – 11.30 a.m.

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Content	<p>Vocabulary ball, chalkboard</p> <p>Structures</p> <ul style="list-style-type: none"> • What is this / that? - This / That is ... - It is ... • Show me a ... • Reading pictures, words and sentences • Writing words and sentences
Competences	<ul style="list-style-type: none"> • Reading words and sentences • Pronouncing words • Constructing sentences • Matching words to pictures • Writing words and sentences
Methods/Techniques	<ul style="list-style-type: none"> • Direct substitutional situational approach (DSS), phonic, whole word, whole sentence
Activities	<ul style="list-style-type: none"> • Reading, pronouncing, constructing, matching, writing
Instructional Materials	<ul style="list-style-type: none"> • Wall chart, word cards, sentence cards and picture cards, real objects
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> • Fluency • Confidence • Articulation • Accuracy • Intonation
References	<ul style="list-style-type: none"> • Thematic Primary School Curriculum P2 (page ...) • Teacher's Guide P2 (page ...) • Teacher's Resource Book P2 (page ...)

Appendix 6: Sample Lesson Plan Format for CPA - Music

Date	Class	Learning Area	Number of learners	Time
2 / 02 / 2008	P2	Music	90	12.00 – 12.30

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Aspect	<ul style="list-style-type: none"> • Listening • Singing • Movement / dancing
Content	<ul style="list-style-type: none"> • A simple traditional Adhola song "Jageri beri abera swa"
Methods/Techniques	<ul style="list-style-type: none"> • Demonstration, role-play, storytelling, question and answer, observation
Competences	<ul style="list-style-type: none"> • Singing/signing, listening, moving freely to rhythm of song
Instructional Materials	<ul style="list-style-type: none"> • Iron bars, sticks, rattles, shakers, drums, bottles, wall charts, clappers
Life Skills and Values	<ul style="list-style-type: none"> • Fluency

(Indicators)	<ul style="list-style-type: none"> • Confidence • Articulation • Accuracy • Stress • Tone • Mood • Appreciation
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Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
3 mins	I	<ul style="list-style-type: none"> • Introduces lesson with a known song "Okusoma kulungi". 	<ul style="list-style-type: none"> • Learners sing the song.
12 mins	II	<ul style="list-style-type: none"> • Introduce a new song using a story. • Ask questions about the story. • Sing the song. • Sing together with the learners. • Withdraw and listen to learners continuing with singing. • Correct the learners where they have difficulty. 	<ul style="list-style-type: none"> • Learners listen to the story • Learners answer questions • Learners listen to you singing • Learners repeat after you phase by phase • Learners sing together with you • Learners continue with singing
10 mins	III	<ul style="list-style-type: none"> • Encourage learners to sing in groups, individually and as a whole class. • Demonstrate how to move to the rhythm. • Correct those who may be finding difficulty according to the demonstrated movement. 	<ul style="list-style-type: none"> • Learners sing in groups, individually and as a whole class • Learners move according to the rhythm of the song following your demonstration • Learners sing the new song and move freely according to your demonstration
5 mins	IV	<ul style="list-style-type: none"> • Encourage learners to ask reflective questions about the song. 	<ul style="list-style-type: none"> • Learners ask and answer reflective questions about the song

Self-evaluation

Strengths

Areas of improvement

Way forward

Appendix 7: Sample Lesson Plan Format for CPA - Art and Crafts

Date	Class	Learning Area	Number of learners	Time
2 / 02 / 2008	P2	Art and Crafts	40	12.00 – 01.00

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Content	School resources (chair, table)
Competences	<ul style="list-style-type: none"> • Drawing chair and table • Colouring/shading
Methods/Techniques:	<ul style="list-style-type: none"> • Discussion • Demonstration • Question and answer • Imitation
Activities	<ul style="list-style-type: none"> • Drawing • Colouring/shading
Instructional Materials	<ul style="list-style-type: none"> • Charcoal, pencils, coloured pencils, crayons, stylus (SNE) • Art papers, wall charts, Braille paper (SNE) • Braille board, slates
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> • Confidence • Appreciation • Sharing • Accuracy • Tidiness • Creativity
Reference	<ul style="list-style-type: none"> • Thematic Primary School Curriculum P2 (page ...) • Teacher's Guide P2 (page ...) • Teacher's Resource Book P2 (page ...)

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 mins	I	<ul style="list-style-type: none"> • Introduce the lesson using a brief story about the school and neighbourhood. • Ask some relevant questions about the story. • Give clarifying answers to questions from learners. 	<ul style="list-style-type: none"> • Answer some oral questions about the brief story • Answer questions about the story
5 mins	II	<ul style="list-style-type: none"> • Use a wall-chart about 'Our School and Neighbourhood' to discuss with the learners the different resources the neighbourhood can use from school e.g. halls, desks, balls, chairs. 	<ul style="list-style-type: none"> • Identify some of the resources that neighbourhood can use from the school on the chart
5 mins	III	<ul style="list-style-type: none"> • Instruct group leaders to distribute the materials. • Discuss with learners the materials to be used. 	<ul style="list-style-type: none"> • Learners receive materials from group leaders • Learners discuss with you
20 mins	IV	<ul style="list-style-type: none"> • Ask learners to draw a chair and table. • Move around to encourage learners. 	<ul style="list-style-type: none"> • Learners draw chair and table
15 mins	V	<ul style="list-style-type: none"> • Encourage learners to colour / shade their work. • Guide learners to display and talk about their work. 	<ul style="list-style-type: none"> • Colour / shade their pictures • Display their work • Talk about their work

Time	Step	Teacher's Activity	Learners' Activity
10 mins	VI	<ul style="list-style-type: none"> Ask learners to tidy up the activity area and organise the materials for storage. 	<ul style="list-style-type: none"> Tidy up the activity area and store the materials accordingly.

Self-evaluation

Strengths

Areas of improvement

Way forward

Appendix 8: Sample Lesson Plan Format for Physical Education

Date	Class	Learning Area	Number of learners	Time
2 / 11 / 2006	P2	Physical Education	90	09.30 a.m. – 10.00 a.m.

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to neighbourhood from school
Content	<ul style="list-style-type: none"> Traditional games Partner work – wheelbarrow push
Competences	<ul style="list-style-type: none"> Pushing
Methods/Techniques	<ul style="list-style-type: none"> Demonstration Observation Imitation Instruction Question and answer Commands
Activities	<ul style="list-style-type: none"> Observing Pushing Singing Asking and answering relevant and reflective questions
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> Listening, confidence, accuracy, friendliness, acceptance, tolerance, flexibility, coordination, enjoyment, alertness
Instructional Materials	<ul style="list-style-type: none"> Whistle Demarcators
References	<ul style="list-style-type: none"> Thematic Primary School Curriculum P2 (page ...) Teacher's Guide P2 (page ...) Teacher's Resource Book P2 (page ...)

Preparation: Demarcate the activity area before the lesson

Phase	Time	Activity / Details	Class Organization
Preparation	3 mins	<ul style="list-style-type: none"> Health inspection Change to PE attire and move to the activity area 	<i>Double file</i> x x x x x x x x x x x x x x Teacher
Introduction (warm up)	3 mins	Through question and answer learners play the games below	<i>Free space</i> x x x x x x x x x x x x x x

		<ul style="list-style-type: none"> Apart together Fly like a bird 	<p>x x x x x x x x x x x x x x x x</p> <p>x x x x x x x x x x x x x x x x</p> <p>Teacher</p>
Skill teaching and development	5 mins	Through demonstration with a small group, learners observe how the game 'wheel barrow push' will be played	<p><i>Double semi-circle</i></p> <p>xx T xx</p> <p>xx xx</p> <p>xx xx xx</p>
Skill practice	4 mins	Learners imitate and play the game in pairs	<p><i>Free space</i></p> <p>xx xx xx xx xx</p> <p>xx xx xx xx</p> <p>xx xx xx xx</p> <p>Teacher</p>
Game situation (application)	10 mins	In pairs, learners push each other to a given point then vice-versa	<p><i>Double file (with end points)</i></p> <p>• Point</p> <p>x x x x x x x</p> <p>↑ ↑ ↑ ↑ ↑ ↑ ↑</p> <p>↓ ↓ ↓ ↓ ↓ ↓ ↓</p> <p>x x x x x x x</p> <p>• Point</p> <p>Teacher</p>
Conclusions	5 mins	Warm down activities "Do this, do that" <ul style="list-style-type: none"> Feed back Collect the equipment Move back to class 	<p><i>Free space</i></p> <p>x x</p> <p>x x x x x</p> <p>x x x x x x x x</p> <p>Teacher</p>
			<p><i>Double file</i></p> <p>xx xx xx xx xx</p> <p>xx xx xx xx xx</p> <p>Teacher</p>

Self-evaluation

Strong points

Areas that need improvement.....

Way forward

Appendix 9: Sample Lesson Plan Format for Free Activity

Date	Class	Learning Area	Number of Learners	Time
2 / 11/ 2006	P2	Free Activity	90	09.00 – 10.00

Theme 1	Our School and Neighbourhood
Sub-theme 1.2	Benefits to school from neighbourhood
Content	Hands-on-activities across learning areas
Methods/Techniques	<ul style="list-style-type: none"> • Observation • Brainstorming • Discussion • Asking and answering questions • Group work • Discovery
Competences	<ul style="list-style-type: none"> • Sorting pictures of different things got from the school • Counting things got from the school • Measuring things using non-standard units • Tracing pictures • Fitting jig saws • Playing lotto games
Activities	<ul style="list-style-type: none"> • Measuring, sorting, counting, reading, writing, playing, drawing
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> • Sharing • Accuracy • Logical reasoning • Coordination • Punctuality • Choice

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
15 mins	I	<ul style="list-style-type: none"> • Ask learners to talk about the materials to be used. • Encourage learners to talk about how they are going to use the materials. 	<ul style="list-style-type: none"> • Learners talk about the materials • Learners talk about how they are going to use the materials
20 mins	II	<ul style="list-style-type: none"> • Ask learners to go to the different learning areas and start working with the materials. • Move around to observe, encourage and identify life skills displayed by learners. • Encourage learners to talk about their work. 	<ul style="list-style-type: none"> • Learners go to the different learning areas and start working with the materials • Learners continue working with the materials • Learners talk about their work
20 mins	III	<ul style="list-style-type: none"> • Encourage learners to change over to different learning areas and begin working with different materials. • Move around to observe, identify life skills displayed and encourages learners to talk about their work. 	<ul style="list-style-type: none"> • Learners change over to different learning areas and begin working with different materials
5 mins	IV	<ul style="list-style-type: none"> • Guide and encourage learners to tidy up the activity area. 	<ul style="list-style-type: none"> • Learners tidy up the activity area
15 mins	V	<ul style="list-style-type: none"> • Encourage learners to colour/shade their work. • Guide learners to display and talk about their work. 	<ul style="list-style-type: none"> • Colour/shade their pictures • Display their work • Talk about their work
10 mins	VI	<ul style="list-style-type: none"> • Ask learners to tidy up the activity area and organise the materials for storage. 	<ul style="list-style-type: none"> • Tidy up the activity area and store the materials accordingly

Self-evaluation

Strengths *Areas of improvement*

Way forward

Learning Centres	Materials
1. Sorting pictures	maize, ripe bananas, seeds, beans, tins, sticks, workers
2. Counting	maize, beans, tins, sticks, ripe bananas
3. Measuring	clay, tins, water, sand, bottles, small jerry cans, basins, sticks, ropes
4. Tracing pictures	pictures of, e.g. workmen, learners carrying water, tracing paper
5. Reading corner	story books, word cards, sentence cards
6. Drawing pictures	pencils, crayons, paper, rubbers, coloured pencils
7. Games	balls, ropes, dolls, stones, seeds, Wendy house

Appendix 10: Sample Lesson Plan Format for CRE

Date	Class	Learning Area	Number of Learners	Time
2 / 11/ 2006	P2	Christian Religious Education	63	30 Minutes

Theme 1	Christians Living Together in God's Family
Sub-theme 1.2	My Home and Community
Content	<ul style="list-style-type: none"> Respect and care for our neighbours (Gal 5: 13-14), (Lk 10: 25-37)
Competences	<ul style="list-style-type: none"> Talking about how we can respect and care for our neighbours Role-playing The Good Samaritan
Activities	<ul style="list-style-type: none"> Talking about Role-playing Asking and answering questions Singing / signing
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> Sharing, taking turns, concerns and care, responsibility, togetherness
Methods/ Techniques	<ul style="list-style-type: none"> Story-telling Role-playing Singing
References	<ul style="list-style-type: none"> Thematic Primary School Curriculum P2 (page ...) Teacher's Guide P2 (page ...) Teacher's Resource Book P2 (page ...)

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 mins	1: Our Experience	<ul style="list-style-type: none"> Ask learners to sing a known song about family. Ask learners to mention different ways we can help and show respect to our neighbours. 	<ul style="list-style-type: none"> Sing a known song Mention different ways we can show respect and care to neighbours
10 mins	2: God's Message	<ul style="list-style-type: none"> Narrate the Bible story, "The Good Samaritan" (Lk 10: 25-37) Ask questions about the story. 	<ul style="list-style-type: none"> Listen to the Bible story and answer the questions orally Recite the verse from Bible
15 min	3: Our Response	<ul style="list-style-type: none"> Ask learners to role-play 'The Good Samaritan'. Guide learners to say a "Thank you" prayer 	<ul style="list-style-type: none"> Role-play the message from the text (The Good Samaritan) Learners say a prayer thanking God for the neighbours

*Self-evaluation**Strong points**Areas that need improvement.*.....*Way forward*

Appendix 11: Sample Lesson Plan format for IRE

Date	Class	Time	Learning Area	Number of learners
02.2.2007	P2	10.00 – 10.30	IRE	56

Theme 1	Reading from the Quran
Sub-theme 1.1	Surat Al-Falaq (113: 1-5)
Content	<ul style="list-style-type: none"> • Surat Al-Falaq
Competences	<ul style="list-style-type: none"> • Reading the Surah • Reciting the Surah
Life Skills and Values	<ul style="list-style-type: none"> • Confidence • Responsibility • Cooperation • Logic • Fluency • Articulation
References	<ul style="list-style-type: none"> • 'The Noble Quran', Translated Version • 'A Textbook of Islam'

Teaching Procedure

Time	Step	Teacher's Activity	Learners' Activity
5 mins	1 Our Experience	<ul style="list-style-type: none"> • Ask learners to say one of the Surahs which they read before going to sleep. 	<ul style="list-style-type: none"> • Mention Surat Al-Nas (114: 1-6), Al-Ikhlās (112: 1-4)
5 mins	2 God's Message	<ul style="list-style-type: none"> • Read the Surah from the Quran. 	<ul style="list-style-type: none"> • Listen to the teacher
10 mins	3 Our Experience	<ul style="list-style-type: none"> • Ask learners to read the Surah from the Quran. • Ask learners to recite the Surah. 	<ul style="list-style-type: none"> • Learners read and recite the Surah
10 mins	4 Sharing of Experience	<ul style="list-style-type: none"> • Ask learners to divide into groups such that those who mastered the Surah can help those who have difficulties in reciting while you supervises. 	<ul style="list-style-type: none"> • Learners divide into groups and help each other while you monitor them

Self-evaluation

Strong points

Areas that need improvement.....

Way forward

Appendix 12: Sample Lesson Plan Format For Oral Literature

Date	Class	Time	Learning Area	Number of learners
02 / 11 / 2007	P2	8.00 – 8.30	Oral Literature	90

Theme 1	Our School and Neighbourhood
Sub-theme 1.1	Benefits to neighbourhood from school
Content	<ul style="list-style-type: none"> • Similes
Skills	<ul style="list-style-type: none"> • Listening and speaking
Competences	<ul style="list-style-type: none"> • Asking and answering questions • Saying similes • Listening to similes • Telling meaning of similes
Methods / Techniques	<ul style="list-style-type: none"> • Discussion • Question and answer
Instructional Materials	<ul style="list-style-type: none"> • A picture of community members fetching water from the school
Life Skills and Values (Indicators)	<ul style="list-style-type: none"> • Logical reasoning • Fluency • Confidence • Creativity
References	<ul style="list-style-type: none"> • Thematic Primary School Curriculum P2 (page ...) • Teacher’s Guide P2 (page ...) • Teacher’s Resource Book P2 (page ...)

Teaching Procedure

Time	Step	Teacher’s Activity	Learners’ Activity
	I	<ul style="list-style-type: none"> • Guide learners to recite a known rhyme about benefits of neighbourhood from school. 	<ul style="list-style-type: none"> • Recite a known rhyme
	II	<ul style="list-style-type: none"> • Through discussion, introduce the concept of similes to the learners. 	<ul style="list-style-type: none"> • Give appropriate response to similes, e.g. “As black as charcoal”
	III	<ul style="list-style-type: none"> • Through question and answer, ask learners ask learners many other alternatives to given similes. 	<ul style="list-style-type: none"> • Give and respond to similes accordingly.
	IV	<ul style="list-style-type: none"> • Through guided discussion, help learners to mention cultural values in the similes e.g.: <ul style="list-style-type: none"> - appreciation - love - concern 	<ul style="list-style-type: none"> • Mention cultural values in the similes.
	Conclusion	<ul style="list-style-type: none"> • Ask learners to conclude with a known rhyme. 	<ul style="list-style-type: none"> • Recite a known rhyme.

*Self-evaluation**Strong points**Areas that need improvement**Way forward*









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