

CBC SCHEMES OF WORK
GRADE 1 TERM 2 (11 WEEKS)



**MAT, ENG, KIS, LIT, ENV, HYG, CRE, IRE, MOV,
ART, MUS**



MATHEMATICS SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	Mathematics Activities	2	

Week	Lesson	Strand	Sub-strand	Specific learning outcomes	Key inquiry questions	Learning experiences	Learning resources	Assessment	Remarks
1	1	Numbers	Addition	By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of 10	In how many ways can we add single digits that add to 10?	<ul style="list-style-type: none">•Learners in pairs/groups of not more than 10 to gather themselves and find their total number according to their gender etc.•Learners to count and add objects within the class that are not more than ten.	<ul style="list-style-type: none">•Boys and girls for counting•Objects within the class•JKF Primary Mathematics Learner's Activity Book 1 page 53-55	<ul style="list-style-type: none">•Observe how learners gather themselves and find their total numbers•Oral presentation of objects counted	
	2	Numbers	Addition	By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of 10	How many do we get?	Learners to add 2-single digits by counting on	<ul style="list-style-type: none">•Chalkboard•Charts•JKF Primary Mathematics Learner's Activity Book 1 page 53-55	<ul style="list-style-type: none">•Oral exercise [individual]	
	3	Numbers	Addition	By the end of the sub-strand, the learner should be able to add 2-single digit numbers up to a sum of 10	How many single digits can be added up to get 10?	Learners in pairs /groups to come up with single digits that can be added up to get 10 only	<ul style="list-style-type: none">•Chalk board•JKF Primary Mathematics Learner's Activity Book 1 page 53-55		



	4	Numbers	Addition	By the end of the lesson the learner should be able to: add 3-single digit numbers up to a sum of 10 in different contexts	Which 3 digits do you think we can add to get 10 or less than 10?	Learners to add 3-single digit numbers by counting on	<ul style="list-style-type: none">•Chalk board•JKF Primary Mathematics Learner's Activity Book 1 page 56-60	Writing exercises	
	5	Numbers	Addition	By the end of the lesson the learner should be able to: add 3-single digit numbers up to a sum of 10 in different contexts	Which three digits can be added to sum up ten?	Learners in pairs /groups to identify 3 digits in each group that can be added to get 10 or a number less than 10	<ul style="list-style-type: none">•Exercise books•Charts•JKF Primary Mathematics Learner's Activity Book 1 page 56-60	Writing in class exercises	
2	1	Numbers	Addition	By the end of the lesson the learner should be able to: add 3-single digit numbers up to a sum of 100 in different contexts	How can we add by using a number line?	Learners to add 3-single digit numbers using a number line	<ul style="list-style-type: none">•JKF Primary Mathematics Learner's Activity Book 1 page 56-60•Chalkboard	In class writing exercises	
	2	Numbers	addition	By the end of the lesson the learner should be able to: add 3-single digit numbers up to a sum of 100 in different contexts	In how many ways can we add 3,4, or 5 to any other digit to get 10?	Learners in pairs/groups to find out how many ways 3,4 and 5 can be added to any other number to get ten	<ul style="list-style-type: none">•Exercise books•JKF Primary Mathematics Learner's Activity Book 1 page 56-60	In class writing exercise	
	3	Numbers	Addition	By the end of the lesson the learner should be able to add a 2- digit number to a	Can we add up to 100?	Learners to add numbers less than 100	<ul style="list-style-type: none">•JKF Primary Mathematics Learner's Activity Book 1	Oral presentation of numbers from 1-100	



				1-digit number without regrouping, horizontally and vertically with sum not exceeding 100			page 61-62		
	4	Numbers	Addition	By the end of the lesson the learner should be able to add a 2- digit number to a 1-digit number without regrouping, horizontally and vertically with sum not exceeding 100	How can we add a 2- digit number to a 1-digit number?	Learner to add a 2-digit number to 1-digit number without regrouping horizontally and vertically with sum not exceeding 100	•JKF Primary Mathematics Learner's Activity Book 1 page 61-62	In class exercises	
	5	Numbers	Addition	By the end of the lesson the learner should be able to add a 2- digit number to a 1-digit number without regrouping, horizontally and vertically with sum not exceeding 100	How many do we get?	Learners grouping the number of objects having 2-digit to those having 1-digit to find out their sum	•Class room objects •JKF Primary Mathematics Learner's Activity Book 1 page 61-62	In class writing exercise	
3	1	Numbers	Addition	By the end of the lesson the learner should be able to :add a 2- digit number to a 1-digit number without regrouping , horizontally and vertically with sum not exceeding 100	How many are they?	Learners in pairs/groups of 5 to walk in school compound and collect concrete objects and ad them up to the number of the group members i.e. the collected objects should	•School compound •exercise books •JKF Primary Mathematics Learner's Activity Book 1 page 61-62	Observe leaners collecting and adding up objects from the school compound	



						range from 10-95			
	2	Numbers	Addition	By the end of the lesson the learner should be able to add a 2- digit number to a 1-digit number vertically with sum not exceeding 100	Can we work out word problems?	Learners to read out word sentences that involves adding Learners to practice working out problems	•JKF Primary Mathematics Learner's Activity Book 1 page 63	Writing exercises in class	
	3	Numbers	Addition	By the end of the lesson the learner should be able to add multiples of 10 up to 100 vertically	How do we add multiples of 10?	Learners to add multiples of 10 up to 100 vertically	•JKF Primary Mathematics Learner's Activity Book 1 page 64 •Chalk board	Writing exercise	
	4	Numbers	Addition	By the end of the lesson the learner should be able to add multiples of 10 up to 100 vertically	In how many ways can we add multiples of ten to get 100?	Learners in pairs/groups to find different ways in which the multiples of 10 can be added to get 100 and present them	•Exercise books •Charts •JKF Primary Mathematics Learner's Activity Book 1 page 64	In class oral presentation Writing exercises	
	5	Numbers	Addition	By the end of the lesson the learner should be able to add multiples of 10 up to 100 vertically	How many do we get?	Learners to group objects in groups of 10's and add them up including their number in class	•Objects in classroom •JKF Primary Mathematics Learner's Activity Book 1 page 64	Observe learners grouping and counting objects	
4	1	Numbers	Addition	By the end of the lesson the learner should be able to: work out missing numbers in patterns	Which number is missing?	Learners to make patterns involving addition with numbers up to 100	•JKF Primary Mathematics Learner's Activity Book 1 page 65	In class writing exercise	



				involving addition of whole numbers up to 100					
2	Numbers	Addition	By the end of the lesson the learner should be able to: work out missing numbers in patterns involving addition of whole numbers up to 100	How can we find the missing number?	Learners in groups/pairs to play games involving addition	<ul style="list-style-type: none">•Playing games•JKF Primary Mathematics Learner's Activity Book 1 page 65	Observe learners do the additions as they play		
3	Numbers	Subtraction	By the end of the lesson the learner should be able to model subtraction as 'taking away' using concrete objects	How do you subtract a number from the other?	Learners in pairs/groups to model subtraction using concrete objects	<ul style="list-style-type: none">•Objects within the class•JKF Primary Mathematics Learner's Activity Book 1 page 66-67	Observe learners collecting and model subtracting objects from others		
4	Numbers	Subtraction	By the end of the lesson the learner should be able to model subtraction as 'taking away' using concrete objects	How Many do we remain with?	Learners to collect objects of different colours and sort them out according to their colors	<ul style="list-style-type: none">•Coloured objects within the class.•JKF Primary Mathematics Learner's Activity Book 1 page 66-67	Observe learners collecting and sorting objects		
5	Numbers	Subtraction	By the end of the lesson the learner should be able to model subtraction as 'taking away' using concrete objects	How many were taken away?	Learners in pairs/groups to collect objects and take away the collected objects at random and find the number taken away	<ul style="list-style-type: none">•Concrete objects.•JKF Primary Mathematics Learner's Activity Book 1 page 66-67	Observe learners collect and take away objects		



5	1	Numbers	Subtraction	By the end of the lesson the learner should be able to: use the '-' and '=' signs in writing subtraction sentences	How do we use the '-' and '=' signs I subtraction?	Learners to practice using – and = sign in subtraction sentences	•Chalk board •JKF Primary Mathematics Learner's Activity Book 1 page 68-69	In class writing exercise	
	2	Numbers	Subtraction	By the end of the lesson the learner should be able to: use the '-' and '=' signs in writing subtraction sentences	How do we use the subtracting signs?	Learners to practice using the subtracting signs '-' and '=' in subtraction sentences while subtracting concrete objects within the class room	•Objects within the class •JKF Primary Mathematics Learner's Activity Book 1 page 68-69	Oral exercises on subtraction	
	3	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	How do we subtract single digits?	Learners in pairs/groups to subtract by counting backwards	•Chalk board •JKF Primary Mathematics Learner's Activity Book 1 page	Oral exercises on counting backwards	
	4	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	How do we subtract single digits number from the other?	Learners to practice subtracting single number from the other Learners to find out objects and take away some	•Chalk board •JKF Primary Mathematics Learner's Activity Book 1 page 66-68	In class writing exercise	
	5	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	How many are left?	Learners in pairs /groups to play game that involves subtracting and counting backwards	•Counting games and songs. •JKF Primary Mathematics Learner's	Observe learners play games by counting backwards	



						e.g. songs	Activity Book 1 page 69-75		
6	1	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	How can we subtract using a number line?	Learners in pair /groups to practice subtracting using a number line	•JKF Primary Mathematics Learner's Activity Book 1 page 69-75		
	2	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	Can we add and subtract?	Learners to add digits and then subtract the least digit from the total	•JKF Primary Mathematics Learner's Activity Book 1 page 69-75		
	3	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract single digit numbers	Can we work out word problems involving subtraction?	Learners to read out loudly the subtraction sentences Learners to work out word problems involving subtraction of single digits	•JKF Primary Mathematics Learner's Activity Book 1 page 69-75	Writing exercises in class	
	4	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract a 1-digit number from a 2-digit number based on basic addition facts	How do you subtract a single digit number from a 2- digit number?	Learners to practice subtracting a 1-digit from a 2-digit number	•Chalk board •Charts. •JKF Primary Mathematics Learner's Activity Book 1 page 76-80	In class writing exercise	
	5	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract a 1-digit	How many?	Learners to solve routine and non-routine problems involving	•Environmental activities. •JKF Primary Mathematics	Writing exercises	



				number from a 2-digit number based on basic addition facts		subtraction of 1-digit number from a 2-digit number based on basic addition facts	Learner's Activity Book 1 page 76-80		
7	1	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract a 1-digit number from a 2-digit number based on basic addition facts	How many do we get?	Learners in pairs /groups to identify numbers with 1-digit and subtracting them from a 2-digit number	•Exercise books charts •JKF Primary Mathematics Learner's Activity Book 1 page 76-80	Writing in class exercise	
	2	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract a 1-digit number from a 2-digit number based on basic addition facts	How many?	Learners to practice subtracting a 1-digit number from a 2-digit number in class	•Chalk board •JKF Primary Mathematics Learner's Activity Book 1 page 76-80		
	3	Numbers	Subtraction	By the end of the lesson the learner should be able to: subtract multiple of 10 up to 90	How do we subtract multiples of 10?	Learners to do several exercises involving subtracting items that are multiples of ten	•JKF Primary Mathematics Learner's Activity Book 1 page 81	Writing exercises	
	4	Numbers	Subtraction	By the end of the lesson the learner should be able to: work out missing numbers in patterns involving subtraction	How do we get missing numbers using a number line?	Learners in groups/pairs to create patterns involving subtraction	•JKF Primary Mathematics Learner's Activity Book 1 page 82	Writing exercise	



				of whole numbers up to 100					
	5	Numbers	Subtraction	By the end of the lesson the learner should be able to: work out missing numbers in patterns involving subtraction of whole numbers up to 100	How do we work patterns in subtraction?	Learners to work out exercise involving patterns in subtraction	<ul style="list-style-type: none">•Chalkboard•JKF Primary Mathematics Learner's Activity Book 1 page 82	Writing exercises Observe learners work out patterns involving subtraction	
8	1	Numbers	Subtraction	By the end of the lesson the learner should be able to: work out missing numbers in patterns involving subtraction of whole numbers up to 100	How many remains?	Learners to carry out subtractions involving both single numbers and 2-digit numbers up to 90	<ul style="list-style-type: none">•JKF Primary Mathematics Learner's Activity Book 1 page 82	Writing in class exercise	
	2	measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	How do you compare the length of objects?	Learners in pairs /groups to collect objects having different lengths just from the appearance without measuring	<ul style="list-style-type: none">•Objects within the class•JKF Primary Mathematics Learner's Activity Book 1 page 83-85	Observe learners collect objects of different lengths	
	3	Measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	Which one is longer?	Learners to identify the longer and shorter objects from the ones they collected and group them together	<ul style="list-style-type: none">•Pencils/ books•Bottles /pairs of shoes etc.•JKF Primary Mathematics Learner's Activity Book 1 page 83-85	Observe learners group objects of the same length together	



	4	Measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	Can we draw objects of different lengths?	Learners to draw objects of different lengths of different objects and color the objects of the same length with their unique colors	•JKF Primary Mathematics Learner's Activity Book 1 page 83-85 •Charts •Exercise books	Observe learners drawing objects In class drawing exercises	
	5	Measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	Which one is shorter, longer, same as?	Learners to check on their text books and color objects that are shorter, longer and of the same length	•JKF Primary Mathematics Learner's Activity Book 1 page 86-87	In class exercise on coloring of objects of the same lengths	
9	1	Measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	How many of this?	Learner sin pairs/groups to measure: The teachers desk The length of the class room window Their desk	•Desks •Classroom window. •JKF Primary Mathematics Learner's Activity Book 1 page 88-89	Observe learners carrying out measurement	
	2	Measurement	Length	By the end of the lesson the learner should be able to: compare lengths of objects directly	How many of this?	Learners in groups/pairs to measure: One side of the classroom Width of the classroom door Learners to get out of the class and measure the distance from classroom to:	•JKF Primary Mathematics Learner's Activity Book 1 page 88-89 •Exercise book	Observe learners determine the distances Writing exercises	



						The gate The playground Head teachers office			
	3	Measurement	Length	By the end of the lesson the learner should be able to conserve length through manipulation,	How long?	Learners to place objects of equal length in different orientations and describe them using words such as longer than, shorter than and same as	<ul style="list-style-type: none"> •Concrete objects •JKF Primary Mathematics Learner's Activity Book 1 page 88-89 	Observe learners carrying out the measurements	
	4	Measurement	Length	By the end of the lesson the learner should be able to: measure lengths using arbitrary units	Which object can be used to measure the teachers table?	Learners in pairs/groups to measure lengths using different objects as arbitrary units and discuss the measurements from the various groups	<ul style="list-style-type: none"> •Sticks •JKF Primary Mathematics Learner's Activity Book 1 page 88-89 	Observing learners taking measurings	
	5	Measurement	Mass	By the end of the lesson the learner should be able to: compare mass of objects directly	How can you compare the mas of two or more objects?	Learners in pairs/groups use safe objects to identify those heavier than, lighter than or same	<ul style="list-style-type: none"> •Real objects within the class •JKF Primary Mathematics Learner's Activity Book 1 page 90-92 	Observe leaners identifying the heaviness of objects within the class	
10-11	END OF TERM ASSESSMENT AND CLOSING								



ENGLISH SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



School	Grade	Learning Area	Term	Year
	1	English Activities	2	

Week	Lesson	Strand/ Theme	Sub Strand/Sub theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment	Remarks
1	1	Reading Weather and our Environment	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	What do you do when reading a long word?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 48	Oral questions, portfolio, observation	
	2	Listening and Speaking Hygiene	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Discriminate the sounds /j/ /k/ in	1. How do you say these words? Cow, Bag, Grass.	1. Learners pronounce the sounds /j/ /k/ by taking turns as modeled by the teacher or audio	Plasticine or clay models of objects, realia, pictures/ photographs,	Oral questions, portfolio, observation	



				<p>different spoken words for comprehension.</p> <p>b) Pronounce the words with the sounds in isolation in preparation for reading.</p> <p>c) Recognise new words used in the themes to acquire a range of vocabulary and their meaning.</p>		<p>record.</p> <p>2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.</p> <p>3. Learners practise matching simple short words with pictures and objects.</p> <p>4. Learners interact with audio material to listen to the correct pronunciation of the vocabulary, where applicable.</p>	<p>charts, posters, computer devices and flash cards bearing pictures of learnt words.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 50-51</p>		
3	Listening and Speaking Hygiene	Language structures and functions Simple past tense	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Talk about personal hygiene activities using simple past tense.</p> <p>b) Appreciate/enjoy communicating ideas using the simple past tense.</p>	<p>1. What did you do in the morning before coming to school?</p>	<p>1. Learners respond to simple questions on activities in the past.</p> <p>2. Learners engage in games, changing verbs from present simple to past simple tense, in small groups</p> <p>3. Learners group verbs/take part in fishing game on verbs in the simple past tense.</p>	<p>Charts, pictures/ photographs on grooming activities, audio-visual recordings of dialogues with sentence structures on Personal hygiene using simple past tense.</p> <p>New Progressive Primary English</p>	<p>Oral questions, portfolio, observation</p>		



							Learners Book Grade 1 by Oxford Pg. 51		
2	1	Reading Hygiene	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. c) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	1. What do the pictures tell us about the story? 2. What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually. 4. Learners read or listen to a text then answer questions.	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 52		
	2	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write words from a picture prompt for effective communication. b) Draw the letter patterns Ww, Mm, Tt	What items are found in the school?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a	Realia, charts, pictures/ photographs that prompt learners to write. New	Oral questions, portfolio, observation	



				Jj Kk correctly for neat handwriting. c) Copy the sentences correctly.		three word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Progressive Primary English Learners Book Grade 1 by Oxford Pg. 49-53		
	3	Listening and Speaking Hygiene	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /c/ and /g/ in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.	1. How do you say these words? Cold, gold.	1. Learners pronounce the sounds /c/ /g/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 54-55	Oral questions, portfolio, observation	
3	1	Listening and Speaking Hygiene	Language structures and functions Simple past tense	By the end of the substrand, the learner should be able to: a) Talk about personal hygiene activities using simple past tense. b) Appreciate/enjoy communicating ideas using the simple past	1. What did you do in the morning before coming to school?	1. Learners engage in games, changing verbs from present simple to past simple tense, in small groups 2. Learners group verbs/take part in fishing game on verbs in the simple past tense.	Charts, pictures/ photographs on grooming activities, audio-visual recordings of dialogues with sentence structures on personal	Oral questions, portfolio, observation	



				tense.		3. Learners construct sentences using simple past on demonstrated actions e.g. jump, walk, laugh, smile 4. Repeat sentence structures containing simple past tense from a story, poem or conversation they have listened to.	hygiene using simple past tense New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 55		
	2	Reading Hygiene	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. c) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	1. What do the pictures tell us about the story? 2. What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually. 4. Learners read or listen to a text then answer questions.	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 56-57	Oral questions, portfolio, observation	



	3	Listening and Speaking Myself/ Parts of the body	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words which start with the sounds /r/ and /l/ in isolation in preparation for reading. c) Appreciate the variation in meaning of similar sounding words that look different.	1. How do you say these words? Rake, Lake.	1. Learners pronounce the sounds /c/ /g/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practise matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing. Pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 58-59	Oral questions, portfolio, observation	
4	1	Listening and Speaking Myself/ Parts of the body	Language structures and functions Demonstratives for singular and plurals.	By the end of the sub strand, the learner should be able to: a) Use demonstratives to talk about body parts and gender. b) Identify singular and plural nouns,	1. What things can you see inside the classroom? 2. What things can you see outside the classroom?	1. In pairs, learners are aided by picture prompts to attach a demonstrative to either a singular or plural noun. 2. Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (This/That) 3. Learners use simple phrases to talk	Charts, pictures/ photographs and models of parts of the body, computer devices that have audio/visual recordings of dialogues with sentence structures on parts of the body.	Oral questions, portfolio, observation	



						about parts of the body, in pairs or small groups.	New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 59		
2	Reading Myself/ Parts of the body	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. c) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	1. What do the pictures tell us about the story? 2. What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually. 4. Learners read or listen to a text then answer questions.	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 60	Oral questions, portfolio, observation		
3	Listening and Speaking Myself/ Parts of the body	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the	1. How do you say these words? Rake, Lake.	1. Learners pronounce the sounds /c/ /g/ by taking turns as modeled by the teacher or audio record. 2. Learners use	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer	Oral questions, portfolio, observation		



				<p>words which start with the sounds /p/ and /b/ in isolation in preparation for reading.</p> <p>c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.</p>		<p>dialogues, rhymes, tongue twisters, language games and songs</p> <p>individually, in pairs and in groups to practice vocabulary.</p> <p>3. Learners practise matching simple short words with pictures and objects.</p> <p>4. Learners say words beginning with a common sound.</p>	<p>devices and flash cards bearing pictures of learnt words.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 62-63</p>		
5	1	<p>Listening and Speaking</p> <p>Myself/ Parts of the body</p>	<p>Language structures and functions</p> <p>Demonstratives for singular and plurals.</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use demonstratives to talk about body parts and gender.</p> <p>b) Identify singular and plural nouns.</p> <p>c) Appreciate the use of different demonstratives when communicating about objects that are near and far.</p>	<p>1. What things can you see inside the classroom?</p> <p>2. What things can you see outside the classroom?</p>	<p>1. Learners use objects that are near and far in the classroom to illustrate the correct use of demonstratives (These/Those)</p> <p>2. Learners use simple phrases to talk about parts of the body, in pairs or small groups. Learners identify demonstratives correctly to show location of singular and plural items for Effective communication.</p> <p>3. Learners are assisted to choose appropriate</p>	<p>Charts, pictures/ photographs and models of parts of the body, computer devices that have audio/visual recordings of dialogues with sentence structures on parts of the body.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 63</p>	<p>Oral questions, portfolio, observation</p>	



						demonstratives for the singular and plural nouns identified. 4. Learners repeat sentence structures containing demonstratives from a story, poem or conversation they have listened to.			
	2	Reading Myself/ Parts of the body	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /p/ /b/ correspondence in preparation for phrasal reading. b) Read a text of about thirty (30) words containing decodable and non-decodable words, in phrases, in preparation for fluent reading. c) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.	1. What do the pictures tell us about the story? 2. What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners read a text or view pictures for enjoyment and information. 3. Learners read simple sentences aloud in groups, pairs, and individually. 4. Learners read or listen to a text then answer questions.	Story book, poems, audio-visual recordings of short stories. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 64	Oral questions, portfolio, observation	



	3	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write their names correctly, neatly and legibly. b) Recognise the correct form and meaning of the words to be used in filling in gaps.	What do you use to smell your food?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 61-65	Oral questions, portfolio, observation	
6	1	Listening and Speaking Family	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words which start with the sounds /f/ and /v/ in isolation in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning. .	1. How do you say these words? Fan, Van.	1. Learners pronounce the sounds /f/ /v/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practise matching simple short words with pictures and objects.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by	Oral questions, portfolio, observation	



						<p>4. Learners say words beginning with a common sound.</p> <p>5. Learners use simple dialogues to practise the pronunciation of the vocabulary.</p>	Oxford Pg. 66-67		
2	Listening and Speaking Family	Language structures and functions Noun Sets	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Recognise the sets of nouns denoting male and female within the family setting.</p> <p>b) Appreciate the gender sets in communicating effectively about family members.</p>	<p>1. Which word would you replace with mother/sister/aunt?</p>	<p>1. Learners talk about male and female members of the family to illustrate the concept of gender sets.</p> <p>2. Learners name the members of a nuclear family based on a picture/video clip/photo.</p> <p>3. In groups learners are guided to talk about: the brother to their father or mother, the sister to their father or mother, the father to their father or mother, the mother to their father or mother.</p>	<p>Charts, pictures/ photographs and models of members of the family, audio-visual recordings of dialogues with sentence structures on male and female members of the family.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 67</p>	Oral questions, portfolio, observation		
3	Reading Family	Connected text and fluency	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Read short words with letter -sound /f/ /v/ correspondence in</p>	<p>1. What do the pictures tell us about the story?</p> <p>3) What does the title tell us about the story?</p>	<p>1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words.</p>	<p>Realia, charts, pictures/ photographs, newspaper cuttings.</p> <p>New</p>	Oral questions, portfolio, observation		



				<p>preparation for phrasal reading.</p> <p>b) Observe basic punctuation marks (comma, full stop and question marks as they read.</p> <p>c) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension.</p>		<p>2. Learners read a text or view pictures for enjoyment and information.</p> <p>3. Learners read writings on the school walls, posters and bill boards in the surrounding environment.</p> <p>4. Learners read or listen to a text then answer questions.</p>	<p>Progressive Primary English Learners Book Grade 1 by Oxford Pg. 68</p>		
7	1	Listening and Speaking Family	Pronunciation and Vocabulary	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Talk about the pictures and discuss what they see.</p> <p>b) Pronounce the words which start with the sounds /sh/ and /ch/ in isolation in preparation for reading.</p> <p>c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.</p> <p>.</p>	<p>1. How do you say these words? Sheep, Chick.</p>	<p>1. Learners pronounce the sounds /sh/ /ch/ by taking turns as modeled by the teacher or audio record.</p> <p>2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.</p> <p>3. Learners practise matching simple short words with pictures and objects.</p> <p>4. Learners say words beginning with a common sound.</p> <p>5. Learners use</p>	<p>Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 70-71</p>	<p>Oral questions, portfolio, observation</p>	



						simple dialogues to practise the pronunciation of the vocabulary.			
2	Listening and Speaking Family	Language structures and functions Noun Sets	By the end of the sub strand, the learner should be able to: a) Recognise the sets of nouns denoting male and female within the family setting. b) Use the sets of nouns denoting male and female within the family to communicate effectively c) Appreciate the gender sets in communicating effectively about family members.	1. Which word would you replace with mother/sister/aunt?	1. Learners talk about male and female members of the family to illustrate the concept of gender sets. 2. Learners name the members of a nuclear family based on a picture/video clip/photo. 3. In groups learners are guided to talk about: the brother to their father or mother, the sister to their father or mother, the father to their father or mother, the mother to their father or mother.	Charts, pictures/ photographs and models of members of the family, audio-visual recordings of dialogues with sentence structures on male and female members of the family New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 71	Oral questions, portfolio, observation		
3	Reading Family	Connected text and fluency	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /sh/ /ch/ correspondence in preparation for phrasal reading. b) Observe basic punctuation marks	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book	Oral questions, portfolio, observation		



				(comma, full stop and question marks as they read the text ‘Rabbit and her children’. c) Read the title to make predictions about a story.		could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Grade 1 by Oxford Pg. 72		
8	1	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write the patterns correctly. b) Recognise the correct form and meaning of the words to be used in filling in gaps. c) Write sentences correctly.	What do you use to smell your food?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in the gaps correctly and meaningfully.	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 69-73	Oral questions, portfolio, observation	
	2	Listening and Speaking Safety	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words which start with	1. How do you say these words? Yellow Zebra.	1. Learners pronounce the sounds /y/ /z/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes,	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and	Oral questions, portfolio, observation	



				<p>the sounds /y/ and /z/ in isolation in preparation for reading.</p> <p>c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.</p>		<p>tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary.</p> <p>3. Learners practise matching simple short words with pictures and objects.</p> <p>4. Learners say words beginning with a common sound.</p> <p>5. Learners use simple dialogues to practise the pronunciation of the vocabulary.</p>	<p>flash cards bearing pictures of learnt words.</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 74-75</p>		
	3	<p>Listening and Speaking</p> <p>Safety</p>	<p>Language structures and functions</p> <p>Simple pre-positions (in, on, under, Between)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use prepositions to talk about personal safety, security and simple injuries.</p> <p>b) Appreciate the use of pre-positions for indicating location.</p>	<p>1. What can you see in the classroom?</p> <p>2. What is on your desk?</p>	<p>1. Learners describe various positions of realia as displayed in the classroom.</p> <p>2. Learners engage in hide and find game in small groups to locate various objects/play a digital game.</p> <p>3. Learners construct sentences based on the objects used in the hide and find game.</p>	<p>Charts, pictures/ photographs of people and objects in different positions, computer devices with audio-visual recordings of people and objects in different positions</p> <p>New Progressive Primary English Learners Book</p>	<p>Oral questions, portfolio, observation</p>	



							Grade 1 by Oxford Pg. 75		
9	1	Reading Safety	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /y/ /z/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension. c) Read the title to make predictions about a story.	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 76	Oral questions, portfolio, observation	
	2	Listening and Speaking Safety	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words which start with the sounds /ch/ and /j/ in isolation in preparation for	1. How do you say these words? Chair, Jug.	1. Learners pronounce the sounds /ch/ /j/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words.	Oral questions, portfolio, observation	



				<p>reading.</p> <p>c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.</p>		<p>pairs and in groups to practice vocabulary.</p> <p>3. Learners practice matching simple short words with pictures and objects.</p> <p>4. Learners say words beginning with a common sound.</p> <p>5. Learners use simple dialogues to practise the pronunciation of the vocabulary.</p>	<p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 78-79</p>		
	3	<p>Listening and Speaking</p> <p>Safety</p>	<p>Language structures and functions</p> <p>Simple pre-positions (Inside, Outside, in front of, behind)</p>	<p>By the end of the sub strand, the learner should be able to:</p> <p>a) Use prepositions to talk about personal safety, security and simple injuries.</p> <p>b) Recognise the location given by prepositions in oral construction sentences.</p> <p>c) Appreciate the use of pre-positions for indicating location.</p>	<p>1. What can you see in the classroom?</p> <p>2. What is on your desk?</p>	<p>1. Learners describe various positions of realia as displayed in the classroom.</p> <p>2. Learners engage in hide and find game in small groups to locate various objects/play a digital game.</p> <p>3. Learners construct sentences based on the objects used in the hide and find game.</p>	<p>Charts, pictures/ photographs of people and objects in different positions, computer devices with audio-visual recordings of people and objects in different positions</p> <p>New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 79</p>	<p>Oral questions, portfolio, observation</p>	



10	1	Reading Safety	Comprehension	By the end of the sub strand, the learner should be able to: a) Read short words with letter -sound /ch/ /j/ correspondence in preparation for phrasal reading. b) Respond to direct and indirect questions from a text of about 60 words in short simple sentences to show comprehension. c) Read the title to make predictions about a story.	1. What do the pictures tell us about the story? 3) What does the title tell us about the story?	1. In small groups, learners practice reading unfamiliar Sentences containing decodable and non-decodable words. 2. Learners observe pictures and in groups, discuss where the action could be happening, identify the people or animals they can see. 3. Learners read writings on the school walls, posters and bill boards in the surrounding environment. 4. Learners read or listen to a text then answer questions.	Realia, charts, pictures/ photographs, newspaper cuttings. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 80	Oral questions, portfolio, observation	
	2	Writing	Guided Writing	By the end of the sub strand, the learner should be able to: a) Write the letter patterns /y/ /z/ correctly. b) Recognize the correct form and meaning of the words to be used in filling in gaps. c) Draw the pictures as per the guidelines	What do you use to smell your food?	1. Learners observe and respond to picture prompts appropriately. 2. Learners practice writing letters and words from left to right. 3. Learners write a three-word sentence using the prompts. 4. Learners are guided in filling in	Realia, charts, pictures/ photographs that prompt learners to write. New Progressive Primary English Learners Book Grade 1 by Oxford	Oral questions, portfolio, observation	



				given.		the gaps correctly and meaningfully.	Pg. 77-81		
	3	Listening and Speaking Community Leaders	Pronunciation and Vocabulary	By the end of the sub strand, the learner should be able to: a) Talk about the pictures and discuss what they see. b) Pronounce the words with the sounds /ee/ and /i/ in preparation for reading. c) Recognize new words used in the themes to acquire a range of vocabulary and their meaning.	1. How do you pronounce the sounds /ee/ /i/ .	1. Learners pronounce the sounds /ee/ /i/ by taking turns as modeled by the teacher or audio record. 2. Learners use dialogues, rhymes, tongue twisters, language games and songs individually, in pairs and in groups to practice vocabulary. 3. Learners practice matching simple short words with pictures and objects. 4. Learners say words beginning with a common sound. 5. Learners use simple dialogues to practise the pronunciation of the vocabulary.	Plasticine or clay models of objects, realia, pictures/ photographs, charts, posters, computer devices and flash cards bearing pictures of learnt words. New Progressive Primary English Learners Book Grade 1 by Oxford Pg. 82-83	Oral questions, portfolio, observation	
11	END OF TERM ASSESSMENT AND CLOSING								



LITERACY SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



School	Grade	Learning Area	Term	Year
	1	Literacy Activities	2	

Week	Lesson	Strand/ Theme	Sub Strand/Sub Theme	Specific Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment	Remarks
1	1	WRITING	Syllable, Word, and Sentence Formation	By the end of the sub-strand, the learner should be able to: a) Write commonly used syllables, words, and sentences b) Develop an interest in forming words and simple sentences.	How are words formed?	1) Learners should form words by blending syllables individually, in pairs and groups (blend, segment, fill in blanks) 2) Learners practice word formation by participating in word games 3) Learners be guided to make sentences using basic sight words	Pencil, book, flash cards, word puzzle KLB Visionary English Literacy Activities Grade 1 pg. 90	Build word family	
	2	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words b) Discriminate the initial, middle and	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities	Oral questions	



				final sounds in three letter words for correct pronunciation.			Grade 1 pg.91-92		
	3	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.93-94	Oral questions	
	4	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.95	Matching oral sounds with pictures	



	5	SPEAKING	Phonological Awareness	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Blend given letter sounds to make syllables and syllables to form words</p> <p>b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.</p>	What are some of the sounds we hear?	<p>1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups</p> <p>2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups</p>	KLB Visionary English Literacy Activities Grade 1 pg.96	Matching oral sounds with pictures	
2	1	READING	Phonemic Awareness	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Segment words that start with similar sounds.</p> <p>d) Recognize all the letters of the alphabet in the language of the catchment area.</p>	What sounds do we hear?	<p>1. Learners sound and read words to practice left-eye movement(left -right orientation)</p> <p>2. Learners identify words that begin with similar sounds (letter -sound recognition)</p>	<p>Word charts, sounds from the environment</p> <p>KLB Visionary English Literacy Activities Grade 1 pg.97</p>	Learners read sounds, syllables and words paying attention to Pronunciation.	
	2	READING	Phonemic Awareness	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Segment words that start with similar sounds.</p>	What sounds do we hear?	<p>1. Learners sound and read words to practice left-eye movement (left -right orientation)</p> <p>2. Learners identify words that begin with</p>	<p>Word charts, sounds from the environment</p> <p>KLB Visionary English Literacy</p>	Learners read sounds, syllables and words paying attention to Pronunciation.	



				d) Recognize all the letters of the alphabet in the language of the catchment area.		similar sounds (letter -sound recognition)	Activities Grade 1 pg.98		
3	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation to convey the intended meaning b) Use legible handwriting to communicate effectively.	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when writing) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.99-100	Copy standard letters, words, and sentences in their best Handwriting		
4	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words. c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups 2. Learners listen to letter sounds and the syllables formed from them (depends on	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.101-102			



						each language)			
	5	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words. c) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners listen to and participate in rhymes, songs, poems, tongue twisters and riddles on the themes: myself, my school and my home, individually, in pairs and groups 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.103-104		
3	1	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	How do we say to the sounds?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups.	KLB Visionary English Literacy Activities Grade 1 pg.105	Matching oral sounds with pictures	



2	READING	Phonemic Awareness	By the end of the sub-strand, the learner should be able to: a) Practice left-right eye movement with accuracy. b) Isolate sounds in a word.	How do we make these sounds?	1. Learners sound and read words to practice left-eye movement (left -right orientation) 2. Learners are guided to isolate sounds in a word 3. Learners segment words that begin with similar sounds.	Word charts, sounds from the environment KLB Visionary English Literacy Activities Grade 1 pg.106-107	Learners read sounds, syllables and words paying attention to Pronunciation.	
3	READING	Phonemic Awareness	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word b) Segment words that start with similar sounds	How do we make these sounds?	1. Learners identify words that begin with similar sounds (letter -sound recognition). 2. Learners segment words that begin with similar sounds	Learners read sounds, syllables and words paying attention to pronunciation. KLB Visionary English Literacy Activities Grade 1 pg.108-109	Word charts, sounds from the environment	
4	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation to convey the intended meaning b) Use legible handwriting to communicate effectively.	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when writing) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.110	Copy standard letters, words, and sentences in their best Handwriting	



						using scissors, finger puppets, etc			
	5	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Acquire the skill of shaping different letters to write syllables, words, and sentences neatly. b) Use legible handwriting to communicate effectively.	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when writing) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.111	Copy standard letters, words, and sentences in their best Handwriting	
4	1	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Recognise and sound the commonly used letter sounds and syllables.	How do we say these sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.112-113	Oral questions	
	2	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness),	KLB Visionary English Literacy Activities Grade 1 pg.114-115	Matching oral sounds with pictures	



				letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words		individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups			
	3	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Blend given letter sounds to make syllables and syllables to form words b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.116	Matching oral sounds with pictures	
	4	READING	Phonemic Awareness	By the end of the sub-strand, the learner should be able to: a) Practice left-right eye movement with accuracy.	How do we make these sounds?	1. Learners sound and read words to practice left-eye movement (left -right orientation) 2. Learners are guided to isolate sounds in a	Word charts, sounds from the environment KLB Visionary English Literacy	Learners read sounds, syllables and words paying attention to Pronunciation.	



				b) Isolate sounds in a word.		word 3. Learners segment words that begin with similar sounds.	Activities Grade 1 pg.117-118		
	5	READING	Phonemic Awareness	By the end of the sub-strand, the learner should be able to: a) Isolate sounds in a word. b) Segment words that start with similar sounds.	How do we make these sounds?	1. Learners identify words that begin with similar sounds (letter -sound recognition). 2. Learners segment words that begin with similar sounds	Learners read sounds, syllables and words paying attention to pronunciation. KLB Visionary English Literacy Activities Grade 1 pg.119-120	Word charts, sounds from the environment	
5	1	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Acquire the skill of shaping different letters to write syllables, words, and sentences neatly b) Handwrite letters, numbers, and symbols.	How can I write well?	1. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc 2. Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops)	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.121	Copy standard letters, words, and sentences in their best Handwriting	
	2	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding)	Sound recordings, a collection of riddles and tongue twisters, resource		



				and onset rimes of single-syllable words b) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.		2. Learners listen to letter sounds and the syllables formed from Them (depends on each language)	persons KLB Visionary English Literacy Activities Grade 1 pg.122-123		
3	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from Them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.124			
4	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds. b) Blend given letter sounds to make syllables and syllables to form words.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral	KLB Visionary English Literacy Activities Grade 1 pg.125-126	Matching oral sounds with pictures		



						blending and segmenting), individually, in pairs, and in groups.			
	5	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Blend given letter sounds to make syllables and syllables to form words. b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.127	Matching oral sounds with pictures	
6	1	READING	Phonic Development	By the end of the sub-strand, the learner should be able to: a) Develop knowledge of letter-sound recognition	How do we make words?	1. Learners match letter cards to sounds 2. Learners practice letter-sound matching (letter sound recognition)	Check pronunciation and speed as learners read sounds, syllables, and words KLB Visionary English Literacy Activities Grade 1 pg.128	Charts, letter cards, syllable box	
	2	READING	Phonic Development	By the end of the sub-strand, the learner should be	How do we make words?	1. Learners build letters into syllables 2. Learners match	Check pronunciation and speed as	Charts, letter cards, syllable box	



				able to: a) Build phonemes into syllables. c) Read and sound syllables.		diagraphs to words that contain them (ng, ny, ng, dh, th)	learners read sounds, syllables, and words KLB Visionary English Literacy Activities Grade 1 pg.129		
	3	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Develop speed and ease of handwriting b) Acquire the skill of shaping different letters to write syllables, words, and sentences neatly.	How can I write well?	1. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc 2. Learners practice sorting and grouping of letters based on specific features (ticks, tails, and hoops)	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.130-131	Copy standard letters, words, and sentences in their best Handwriting	
	4	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and sound the commonly used letter sounds and syllables b) Appreciate the sounds and syllables in rhymes, songs, poems, tongue twisters and riddles.	What produces the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons. KLB Visionary English Literacy Activities Grade 1 pg.132	Oral questions	



	5	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Recognise and sound the commonly used letter sounds and syllables.	How do we say these sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.133	Oral questions	
7	1	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words c) Segment syllables to letter sounds and words to syllables.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.134-135	Matching oral sounds with pictures	
	2	READING	Phonic Development	By the end of the sub-strand, the learner should be able to: a) Build phonemes into syllables.	How do we make words?	1. Learners build letters into syllables 2. Learners match diagraphs to words that contain them (ng, ny, ng, dh, th)	charts, letter cards, syllable box KLB Visionary English Literacy	Check pronunciation and speed as learners read sounds, Syllables, and	



				b) Read and sound syllables.		3. Learners blend and segment sounds to build syllables into words.	Activities Grade 1 pg.136	words	
	3	READING	Phonic Development	By the end of the sub-strand, the learner should be able to: a) Relate syllables to their sounds b) Appreciate the use of syllables to form words.	How do we make words?	1. Learners build letters into syllables 2. Learners match digraphs to words that contain them (ng, ny, ng, dh, th) 3. Learners blend and segment sounds to build syllables into words.	charts, letter cards, syllable box KLB Visionary English Literacy Activities Grade 1 pg.137	Check pronunciation and speed as learners read sounds, Syllables, and words	
	4	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation to convey the intended meaning b) Use legible handwriting to communicate effectively.	How can I write well?	1. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc)	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.138	Copy standard letters, words, and sentences in their best Handwriting	
	5	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Acquire the skill of shaping different	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when	Ruled exercise books KLB Visionary English Literacy Activities	Copy standard letters, words, and sentences in their best Handwriting	



				letters to write syllables, words, and sentences neatly. b) Use legible handwriting to communicate effectively.		writing) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc	Grade 1 pg.139		
8	1	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words b) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds.	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.140	Oral questions	
	2	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and	KLB Visionary English Literacy Activities Grade 1 pg.141	Matching oral sounds with pictures	



				words		segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups			
	3	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Blend given letter sounds to make syllables and syllables to form words b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.142	Matching oral sounds with pictures	
	4	READING	Phonic Development	By the end of the sub-strand, the learner should be able to: a) Develop knowledge of letter-sound recognition b) Build phonemes into syllables c) Read and sound syllables	How do we make words?	1. Learners match letter cards to sounds 2. Learners practice letter-sound matching (letter sound recognition) 3. Learners build letters into syllables	Charts, letter cards, syllable box KLB Visionary English Literacy Activities Grade 1 pg.143-144	Check pronunciation and speed as learners read sounds, Syllables, and words	
	5	READING	Phonic	By the end of the	How do we	1. Learners participate	charts, letter	Check	



			Development	sub-strand, the learner should be able to: a) Read and sound syllables. b) Relate syllables to their sounds. c) Appreciate the use of syllables to form words	make words?	in reading games (bingo games, syllabic map), in pairs and groups 2. Learners practice reading words containing consonant clusters 3. Learners mimic word and sentences to produce the right intonation	cards, syllable box KLB Visionary English Literacy Activities Grade 1 pg.145	pronunciation and speed as learners read sounds, Syllables, and words	
9	1	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Use basic punctuation to convey the intended meaning b) Use legible handwriting to communicate effectively.	How can I write well?	1. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.146	Copy standard letters, words, and sentences in their best Handwriting	
	2	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Acquire the skill of shaping different letters to write syllables, words, and	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when writing) 2. Learners are guided	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.147	Copy standard letters, words, and sentences in their best Handwriting	



				sentences neatly. b) Handwrite letters, numbers, and symbols		to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc			
	3	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables in spoken words and onset rimes of single-syllable words b) Discriminate the initial, middle and final sounds in three letter words for correct pronunciation.	What are some of the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colours and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language) 3. Learners observe the displayed letters as they listen to the sounds.	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.148-149	Oral questions	
	4	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Name and say letters representing sounds b) Blend given letter sounds to make syllables and syllables to form words	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral	KLB Visionary English Literacy Activities Grade 1 pg.150	Matching oral sounds with pictures	



						blending and segmenting), individually, in pairs, and in groups			
	5	SPEAKING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Segment syllables to letter sounds and words to syllables b) Appreciate word formation by actively engaging in blending and segmenting letter sounds and syllables.	What are some of the sounds we hear?	1. Learners practice reading aloud letters representing sounds (auditory awareness), individually, in pairs and groups 2. Learners participate in language games involving blending and segmenting given syllables (oral blending and segmenting), individually, in pairs, and in groups	KLB Visionary English Literacy Activities Grade 1 pg.151	Matching oral sounds with pictures	
10	1	READING	Phonic Development	By the end of the sub-strand, the learner should be able to: a) Build phonemes into syllables. b) Read and sound syllables. c) Appreciate the use of syllables to form words.	How do we make words?	1. Learners build letters into syllables 2. Learners match diagraphs to words that contain them (ng, ny, ng, dh, th) 3. Learners blend and segment sounds to build syllables into words.	charts, letter cards, syllable box KLB Visionary English Literacy Activities Grade 1 pg.152	Check pronunciation and speed as learners read sounds, Syllables, and words	
	2	READING	Phonic Development	By the end of the sub-strand, the learner should be	How do we make words?	1. Learners build letters into syllables 2. Learners match	charts, letter cards, syllable box	Check pronunciation and speed as	



				able to: a) Relate syllables to their sounds. b) Develop knowledge of letter-sound recognition c) Read and sound syllables.		diagraphs to words that contain them (ng, ny, ng, dh, th) 3. Learners blend and segment sounds to build syllables into words.	KLB Visionary English Literacy Activities Grade 1 pg.153	learners read sounds, Syllables, and words	
	3	WRITING	Handwriting	By the end of the sub-strand, the learner should be able to: a) Acquire the skill of shaping different letters to write syllables, words, and sentences neatly. b) Handwrite letters, numbers, and symbols	How can I write well?	1. Learners further practice their pre - writing skills (how to grasp a pencil, use lined paper and how to sit when writing) 2. Learners are guided to participate in activities that develop their fine motor skills (beadwork, modelling, zipping using scissors, finger puppets, etc	Ruled exercise books KLB Visionary English Literacy Activities Grade 1 pg.154-155	Copy standard letters, words, and sentences in their best Handwriting	
	4	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Recognize and sound the commonly used letter sounds and syllables b) Appreciate the sounds and syllables in rhymes, songs, poems, tongue	What produces the sounds we hear?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) 2. Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons. KLB Visionary English Literacy Activities Grade 1 pg.156	Oral questions	



				twisters and riddles.					
	5	LISTENING	Phonological Awareness	By the end of the sub-strand, the learner should be able to: a) Add or substitute individual sounds in simple, one-syllable words to make new words. b) Recognize and sound the commonly used letter sounds and syllables.	How do we say these sounds?	1. Learners segment, blend and produce initial, middle and final sounds (use colors and objects in their surrounding) Learners listen to letter sounds and the syllables formed from them (depends on each language)	Sound recordings, a collection of riddles and tongue twisters, resource persons KLB Visionary English Literacy Activities Grade 1 pg.157	Oral questions	
11	END TERM ASSESSMENT AND CLOSING								



MAAZIMIO YA KAZI YA KISWAHILI GREDI 1 MUHULA 2

NAME	
TSC NO.	
SCHOOL	



SHULE	GREDI	ENEO LA KUJIFUNZA	MUHULA	MWAKA
	1	Kiswahili	2	

WIKI	KIPI NDI	MADA	MADA NDOGO	MATOKEO MAALUM YANAYOTOKEA	MASWALI DADISI	MAPENDEKEZO YA SHUGLI ZA UFUNZAJI	KAZI YA ZIADA	NYEZO	MAONI
1	1	FAMILIA	Kusikiliza na kuzungumza	Kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku.	Unaweza kusoma maneno yote katika hadithi?	Mwanafunzi afinyange na aandike maumbo ya herufi za sauti alizosoma hewani na vitabuni. Mwanafunzi aandike maneno yaliyo na herufi za sauti alizofunzwa kwa kunakili aliyoandika mwalimu.	Mwalimu asikize mwanafunzi akisoma maneno yote katika sentensi.	Kiswahili dadisi mazoezi ya lugha gredi 1 Uk 53	
	2	KUSIKILIZANA KUZUNGU MZA	Maneno ya heshima	Kufikia mwisho wa mada, mwanafunzi aweze: kutambua maneno ya heshima katika familia	Unapopewa zawadi unatakiwa kusema nini? Mwenzako anapojikwaa	Wanafunzi waweza kuonyeshwa mchoro wa mtoto akipokea zawadi halafu wajadili neno linalofaa kutumiwa na anayepokea zawadi.	Mwalimu asikize mwanafunzi akitambua baadhi ya maneno ya heshima	Mwanafunzi Uk53-54	



				kutumia maneno ya heshima katika mawasiliano	utamwambiaje?	Mwanafunzi aweza kuonyesha video inayoashiria matumizi ya maneno ya heshima k.m. Mtu akipokea zawadi au wageni wakimtembelea mgonjwa hospitalini.	unayoyajua.	Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	KUSIKILIZANA KUZUNGU MZA	Maneno ya heshima	kuambatanisha maneno ya heshima na hisia zifaazo katika mawasiliano kuthamini matumizi ya maneno ya heshima katika mawasiliano ya kila siku	Unapomba rufu kutoka kwa mwalimu unatumia neno gani?	Mwanafunzi aweza kupewa ufafanuzi kuhusu maneno ya heshima kama vile asante. Wanafunzi waweza kushirikishwa katika kuigiza vitendo vya heshima. Mwanafunzi ahusishwe katika mjadala kuhusu umuhimu wa kutumia maneno ya heshima.	Mwalimu asikize maneno ya heshima kutoka kwa mwanafunzi.	Mwalimu Wanafunzi Uk 55 Kiswahili dadisi mazoezi ya lugha gredi 1	
2	1	KUSOMA	Hadithi	Kufikia mwisho wa mada, mwanafunzi aweze:	Unatakiwa kufanya nini unaposomewa hadithi?	Mwanafunzi aweza kujadili picha zilizojumuishwa kwenye hadithi.	Mwalimu asikilioze wanafunzi wakisoma hadithi.	Wanafunzi	



				<p>kutambua msamiati uliotumika katika hadithi</p> <p>kusikiliza hadithi zikisomwa na mwalimu zinazohusu familia</p>	<p>Unakumbuka nini katika hadithi uliyosomewa</p>	<p>Mwanafunzi aweza kutabiri kitakachotokea kwenye hadithi.</p> <p>Mwanafunzi aweza kufuatilia hadithi ikisomwa na mwalimu, kisha asome pamoja na mwalimu na baadaye asome akiwa peke yake au wiwili wawili.</p>		<p>Chati</p> <p>Uk 56</p> <p>Kiswahili dadisi mazoezi ya lugha gredi 1</p>	
	2	KUSOMA	Hadithi	<p>Kufikia mwisho wa mada mwanafunzi aweze</p> <ul style="list-style-type: none">• kusoma hadithi kuhusu familia darasani	<p>Unaweza kutabiri kitakachotokea katika hadithi?</p>	<p>Mwanafunzi aweza kueleza maana na matumizi ya msamiati uliotumika kwenye hadithi ukiwemo msamiati wa familia kama vile baba, mama, kaka na dada</p>	<p>Mwalimu asikize maoni ya wanafunzi kuhusu hadithi.</p>	<p>Chati</p> <p>Uk56</p> <p>Kiswahili dadisi mazoezi ya lugha gredi 1</p>	
	3	KUSOMA	hadithi	<p>Kufikia mwisho wa mada mwanafunzi aweze</p> <ul style="list-style-type: none">• kuchangamkia kusikiliza hadithi kila	<p>Kwa nini unapenda hadithi?</p>	<p>Mwanafunzi asikilize hadithi ya mwalimu au iliyorekodiwa inayojumuisha matumizi ya maneno ya heshima.</p>	<p>Mwalimu asikize maoni ya mwanafunzi akieleza kwa nini</p>	<p>Wanafunzi</p> <p>Uk 58</p> <p>Kiswahili dadisi</p>	



				siku.			anapenda hadithi.	mazoezi ya lugha gredi 1	
3	1	SARUFI	Nafsi ya kwanza wakati uliopo	Kufikia mwisho wa mada, mwanafunzi aweze: kutambua maneno na viambishi vinavyotumika kuonyesha nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi.	Je, unatumia maneno gani kujirejelea na mkiwa wengi?	Mwanafunzi aweza kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika mawasiliano. Mwanafunzi aweza kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi	Mwalimu asikize mwanafunzi akitambua maneno ya viambishi anayojua.	Mwanafunzi ChATI Uk59-60 Kiswahili dadisi mazoezi ya lugha gredi 1	
	2	SARUFI	Nafsi ya kwanza wakati uliopo	Kufikia mwisho wa mada mwanafunzi aweze kusoma vifungu vya maneno vinavyoashiria nafsi ya kwanza wakati uliopo hali ya umoja na wingi	Je unaweza kusoma kifungu chochote?	Manafunzi aweza kusoma sentensi zinazojumuisha matumizi ya nafsi ya kwanza wakati uliopo hali ya umoja na wingi.	Mwalimu Soma kifungu kisha uandike kifungu upya kwa hati nadhifu.	Mwanafunzi Uk 60-61 Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	SARUFI	Nafsi ya kwanza wakati uliopO	Kufikia mwisho wa mada mwanafunzi aweze	Je unaeza andika vifungu vya maneno vinavyoashiria	Mwanafunzi aweza kujaza mapengo kwa kutumia maneno na viambishi	Mwalimu asikilize mwanafunzi akitumia	Mwanafunzi	



				<ul style="list-style-type: none">• kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika sentensi• kuandika vifungu vya maneno vinavyoashiria nafsi ya kwanza wakati uliopo hali ya umoja na wingi	nafsi?	vinavyowakilisha nafsi ya kwanza na wakati uliopo kama vile mimi	nafsi ya kwanza katika wakati uliopo kutunga sentensi.	Tarakilishi Uk 59 Kiswahili dadisi mazoezi ya lugha gredi 1	
4	1	SARUFI	Nafsi ya kwanza wakati uliopo	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">• kufurahia kutumia nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika mawasiliano.	Je unaeza kutumia nafsi ya kwanza wakati uliopita kwa umoja na wingi?	Wanafunzi waweze kuigiza nafsi ya kwanza wakati uliopo hali ya umoja na wingi katika vikundi kwa kutumia vifungu	Mwalimu atazame wanafunzi wakiandika wingi na umoja wa maneno uliyopewa.	Chati Tarakilishi Uk 60-61 Kiswahili dadisi mazoezi ya lugha gredi 1	
	2	MWILI WANGU	Sauti na majina ya herufi za	Kufikia mwisho wa mada, mwanafunzi	Je unaeza kutamka sauti nne za herufi	. Mwanafunzi asikilize mwalimu anapotamka sauti lengwa, kisha	Mwalimu aanaglie wanafunzi	Wanafunzi Tarakilishi	



			Kiswahili	aweze: <ul style="list-style-type: none">kutamka sauti nne za herufi moja katika kuimarisha mazungumzo	moja?	atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili au kama darasa	wakitaja na uandike sauti nne za herufi moja.	Uk 62 Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kutambua sauti za herufi moja zilizofunzwa katika maneno	Je unaeza tambua sauti zozote za herufi moja?	Mwanafunzi atumie teknolojia (papaya) kutamkia sauti. Mwanafunzi atambue herufi inayowakilisha sauti lengwa kwa kutumia kadi za herufi.	Mwalimu aangalie mwanafunzi akiandika sauti zozote za herufi moja.	Wanafunzi Tarakilishi Uk 63 Kiswahili dadisi mazoezi ya lugha gredi 1	
5	1	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha	Je unaeza tambua majina ya sauti lengwa?	Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti lengwa	Mwalimu asikize majina ya sauti lengwa.	Wanafunzi Tarakilishi Uk 63-64 Kiswahili dadisi mazoezi ya lugha gredi	



				stadi ya kusoma				1	
	2	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma	Je unaeza soma maneno kwa kutumia silabi?	Wanafunzi waweza kushirikishwa kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa	Mwalimu asikize mwanafunzi akisoma.	Wanafunzi Tarakilishi Uk65-66 Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kusoma vifungu vilivyo na maneno yaliyo na sauti lengwa ili kujenga stadi ya kusoma	Je unaeza soma vifungu vya maneno?	Mwanafunzi asome maneno kwa kutumia silabi na kuchanganua yaliyo marefu zaidi.	Mwalimu asikize mwanafunzi akisoma vifungu vya maneno.	Wanafunzi Tarakilishi Uk 67 Kiswahili dadisi mazoezi ya lugha gredi 1	
6	1	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kuandika maumbo ya	Je unaeza Kuandika maumbo kwa sauti zinazowakilisha	Wanafunzi wasome hadithi zilizo na maneno yaliyobeba sauti lengwa kama darasa au wawili wawili.	Mwalimu aangalie mwanafunzi akichora umbo.	Wanafunzi Tarakilishi Uk 68	



				herufi zinazowakilish a sauti lengwa katika kuimarisha stadi ya Kuandika	sarifi?	Mwanafunzi asikilize Wanafunzi tarakilishi na kusoma hadithi kupitia vifaa		Kiswahili dadisi mazoezi ya lugha gredi 1	
2	MWILI WANGU	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kuchangamkia kutumia maneno yanayojumuisha sauti zilizofunzwa katika mawasiliano ya kila siku.	Unaeza sema maneno yanayojumuisha sarufi?	Mwanafunzi aandike maneno yaliyo na herufi za sauti alizofunzwa kwa kunakili aliyoandika mwalimu	Mwalimu aangalie mwanafunzi akiandika maneno yaliyo katika uk 68.	Wanafunzi Tarakilishi Uki 69	Kiswahili dadisi mazoezi ya lugha gredi 1	
3	MSAMIATI	Kufikia mwisho wa mada, mwanafunzi aweze: kutambua sehemu za mwili katika mawasiliano kutumia	Je unaeza tambua sehemu za mwili katika, mawasiliano?	Mwanafunzi aambanitishe kadi za maneno na sehemu za mwili za nje. Mwanafunzi aweza kuonyeshwa	Mwalimu aangalie mwanafunzi akimuonyesha sehemu za mwili.	Wanafunzi Tarakilishi			



			majina ya sehemu za mwili katika kutunga sentens		video kuhusu sehemu za mwili za nje		Uk 69 Kiswahili dadisi mazoezi ya lugha gredi 1		
7	1	KUSIKILIZ A NA KUZUNGU MZA	Msamiati	Kufikia mwisho wa mada mwanafunzi aweze kuandika majina ya sehemu za mwili katika kuimarisha stadi ya kuandika kuchangamkia utunzaji wa sehemu za mwili katika kuimarisha afya	Je unaeza Kuandika majina ya sehemu za mwili?	Mwanafunzi aweza kushirikishwa katika kuimba nyimbo na Wanafunzi tarakilishi kukariri mashairi yanayohusu sehemu za mwili za nje	Andika majina ya sehemu za mwili.	Wanafunzi Tarakilishi Uk 71-72 Kiswahili dadisi mazoezi ya lugha gredi 1	
	2	KUSIKILIZ A NA KUZUNGU MZA	masimulizi	Kufikia mwisho wa mada, mwanafunzi aweze: kutambua sehemu za mwili katika mawasiliano kueleza matumizi	Je, ni sehemu gani za mwili unazoweza kutaja katika umoja na wingi?	Mwanafunzi ataje sehemu za mwili za nje. Mwanafunzi achore picha za sehemu mbalimbali za mwili za nje.	Mwalimu asikize mwanafunzi akitaja sehemu za mwili za nje.	Wanafunzi Uk71	



				ya sehemu za mwili ili kuthamini mwili wake		Wanafunzi wajaadili sehemu za mwili za nje na umuhimu wake katika vikundi.		Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	KUSIKILIZ A NA KUZUNGU MZA	masimulizi	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">• kusimulia visa kuhusu sehemu za mwili katika kujenga stadi ya kuzungumza• kuthamini sehemu za mwili wake maishani.	Ni sehemu ipi ya mwili ya nje iliyo muhimu zaidi?	Mwanafunzi atoe maelezo kuhusu sehemu za mwili za nje. Mwanafunzi azungumzie sehemu zake za mwili za nje. Mwanafunzi aweza kuimba nyimbo na kukariri mashairi mepesi kuhusu sehemu za mwili za nje	Mwalimu asikize umuhimu wa sehemu za mwili kutoka kwa mwanafunzi.	Wanafunzi Uk 72-73 Kiswahili dadisi mazoezi ya lugha gredi 1	
8	1	SARUFI	Umoja na wingi wa majina	Kufikia mwisho wa mada, mwanafunzi	Je, ni sehemu gani za mwili unazoweza	Mwanafunzi atunge sentensi kwa kurejelea sehemu za mwili katika	Mwalimu asahihishe kazi ya	Wanafunzi Uk 74-75	



				<p>aweze:</p> <ul style="list-style-type: none">• kutambua majina ya sehemu za mwili katika umoja na wingi ili kuimarisha mawasiliano• kutumia majina ya sehemu za mwili kwenye sentensi katika umoja na wingi ili kuimarisha mawasiliano	<p>kutaja katika umoja na wingi?</p>	<p>umoja na wingi.</p> <p>Mwanafunzi asome sentensi zinazorejelea sehemu za mwili katika umoja na wingi.</p>	<p>mwanafunzi.</p>	<p>Kiswahili dadisi mazoezi ya lugha gredi 1</p>	
2	SARUFI	Umoja na wingi wa majina	<p>Kufikia mwisho wa mada mwanafunzi aweze</p> <ul style="list-style-type: none">• kusoma sentensi zinazojumuisha sehemu za mwili katika umoja na wingi ili kuimarisha stadi ya kusoma	<p>Unaeza tunga sentensi kuhusu sehemu za mwili?</p>	<p>Mwanafunzi aweza kujaza mapengo kwa kutumia majina ya sehemu za mwili katika umoja na wingi.</p> <p>Mwanafunzi aweza kunakili sentensi katika umoja na wingi.</p>	<p>Mwalimu aweze kusahihisha kazi ya mwanafunzi.</p>	<p>Wanafunzi</p> <p>Uk 76-77</p> <p>Kiswahili dadisi mazoezi ya lugha gredi 1</p>		
3	USAFI WA MWILI	Sauti na majina ya	<p>Kufikia mwisho wa mada,</p>	<p>Unaeza tamka sauti nne za</p>	<p>Mwanafunzi atambue sauti /w/, /e/, /i/ na /h/</p>	<p>Mwalimu aweze</p>	<p>Wanafunzi</p>		



			herufi za Kiswahili	mwanafunzi aweze: <ul style="list-style-type: none">kutamka sauti nne za herufi moja katika kuimarisha mazungumzo	herufi moja?	katika maneno. Mwanafunzi amsikilize mwalimu akitamka sauti lengwa, kisha atamke pamoja na mwalimu na mwishowe atamke akiwa peke yake, wawili wawili wawili na kama darasa.	kusikiza mwanafunzi akitamka sauti nne pamoja.	Uk 77 Kiswahili dadisi mazoezi ya lugha gredi 1	
9	1	USAFI WA MWILI	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kutambua sauti za herufi moja zilizofunzwa katika maneno ili kuimarisha mazungumzo	Unaeza tambua herufi moja zilizofunzwa katika maneno mapya?	Mwanafunzi atumie teknolojia (papaya) kusikiliza matamshi ya sauti lengwa.	Mwalimu asikilize mwanafunzi akitambua herufi moja zinazounda maneno.	Wanafunzi Uk 78-79 Kiswahili dadisi mazoezi ya lugha gredi 1	
	2	USAFI WA MWILI	Sauti na majina ya herufi za Kiswahili	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kutambua majina ya herufi zinazowakilisha sauti lengwa katika kuimarisha	Je unaeza tambua majina ya herufi zinazowakilisha sauti lengwa?	Mwanafunzi atambue herufi zinazowakilisha sauti lengwa kwa kutumia kadi za herufi. Mwanafunzi aambatanishe silabi kusoma maneno yanayotokana na sauti	Mwalimu asikilize mwanafunzi akisoma.	Tarakilishi Uk 79 Kiswahili dadisi mazoezi ya lugha gredi	



				stadi ya kusoma		lengwa.		1	
	3	USAFI WA MWILI	kusoma	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kusoma herufi za sauti moja katika kujenga stadi ya kusoma	Unaeza taja sauti moja katika stadi ya kusoma?	Mwanafunzi atenganishe silabi katika kutambua sehemu mbalimbali za maneno.	Soma sentensi katika uk 80 huku ukiziandika katika daftari yako.	Wanafunzi Uk 80 Kiswahili dadisi mazoezi ya lugha gredi 1	
10	1	USAFI WA MWILI	Kuandika	Kufikia mwisho wa mada mwanafunzi aweze <ul style="list-style-type: none">kusoma maneno kwa kutumia silabi zinazotokana na sauti lengwa katika kujenga stadi ya kusoma	Unaeza soma maneno kwa kutumia silabi?	Wanafunzi waweza kusikiliza mgeni mwalikwa mwenye umahiri wa kutamka sauti lengwa.	Mwalimu atazame mwanafunzi akiFanya zoezi nambari tatu uk 81	Tarakilishi Uk 81-82-83 Kiswahili dadisi mazoezi ya lugha gredi 1	
	2	USAFI WA MWILI	Sauti na majina ya herufi za	Kufikia mwisho wa mada mwanafunzi aweze	Unaeza Kuandika maumbo ya herufi	Wanafunzi waweza kusoma hadithi zilizo na maneno yaliyobeba sauti lengwa kama darasa au	Mwalimu atazame mwanafunzi akifanya	Wanafunzi Uk 83	



			Kiswahili	kuandika maumbo ya herufi zinazowakilisha sauti lengwa katika kuimarisha stadi ya kuandika	zinazowakilisha sarufi?	wawili wawili	zoezi nambari 1 na 2 katika uk 83	Kiswahili dadisi mazoezi ya lugha gredi 1	
	3	USAFI WA MWILI	Msamiati	<p>Kufikia mwisho wa mada, mwanafunzi aweze:</p> <p>kutambua msamiati wa usafi wa mwili katika kujenga msamiati kwa mawasiliano</p> <ul style="list-style-type: none">kutambua sehemu za mwili zinazopaswa kuangaziwa zaidi katika usafi katika kuimarisha mazungumzo	<p>Je unaeza kusema maneno ya usafi?</p> <p>Je, ni sehemu zipi za mwili zinazopaswa kuangaziwa zaidi katika usafi?</p>	<p>Mwanafunzi atumie msamiati uliyofunzwa katika sentensi sahihi.</p> <p>Mwanafunzi aandike maneno yaliyofunzwa</p> <p>Mwanafunzi aweza kupewa kadi za maneno asome</p> <p>Mwanafunzi asimuliwe hadithi kuhusu usafi kisha ashiriki katika mjadala kuhusu usafi wa mwili.</p>	<p>Mwalimu atazame mwanafunzi akitaja na uandika baadhi ya maneno ya usafi unayoyajua.</p>	<p>Wanafunzi</p> <p>Uk 85 -86</p> <p>Kiswahili dadisi mazoezi ya lugha gredi 1</p>	
11	TATHMINI NA KUFUNGA SHULE								



ENVIRONMENTAL SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR
	1			

Week	Lesson	Strand Theme	Sub Strand	Special Learning Outcomes	Key Inquiry Questions	Learning Experience	Learning Resources	Assessment Methods	Reflection
1	1	Environment and Its Resources	Animals (exploring animals in the immediate environment	By the end of the sub-strand, the learner should be able Learners to appreciate diversity of animals in the immediate environment	How many animals have observed?	The learner should be able to draw various types of animals and name the body part	MTP grade 1 page 39-40	observe and identify animals found near the school	
	2	Environment and Its Resources	Animals (exploring animals in the immediate environment	By the end of the sub-strand, the learner should be able Learners to appreciate diversity of animals in the immediate environment	How many animals have observed?	The learner should be able to draw various types of animals and name the body part	MTP grade 1 page 39-40	observe and identify animals found near the school	
	3	Environment and Its Resources	Animals (exploring animals in the immediate environment	By the end of the sub-strand, the learner should be able identifying items got from animals in the community	Whatdo we get from different animals	The learner should be able to draw various types of animals and name the body part	MTP grade 1 page 41-45	observe and identify animals found near the school	



	4	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: recognize sounds in the immediate environment	What makes sounds	Learners take a sound walk in the immediate environment	MTP grade 1 page 46-47	Observe pupils listening the different sounds in the immediate environment	
	5	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: identifying what makes sound near the school compound	What makes sounds	Learners take a mention things that make sound in the immediate environment	MTP grade 1 page 48 Chicken Cows Dogs	Observe what that the pupil has identified from the school compound.	
2	1	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: drawing animals that make sounds from the school compound	What makes sounds	Learners take a mention things that make sound in the immediate environment	MTP grade 1 page 48 Chicken Cows Dogs	Observe what that the pupil has drawn from the school compound.	
	2	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: identifying how we make sound using our body parts	How We make sounds?	Learners take a mention how to make sound using body part Learners to make sounds using body part	MTP grade 1 page 49 Hands-clapping Mouth-shout whistles Foot Laugh.	Observe pupil making sounds using body parts	
	3	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: identifying animals that make sounds	Animals makes sounds	Learners take a mention how to make sound using body part Learners to make sounds using body part	MTP grade 1 page 50-51	Observe pupil making sounds using body parts	



	4	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to: recognize sounds made by machines in the immediate environment	How machines make sound	Learners take a sound walk in the immediate environment	MTP grade 1 page 52-53	Observe pupils listening the different sounds made by machines in the immediate environment	
	5	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to identify ways of producing sounds and vibrations from different objects;	How could we produce sounds	Learners could identify ways of creating sound using the body, objects and voice	MTP grade 1 page 54 Bottles Spoons drum	Observe how the pupils are making sound using object found in the school environment Check the items collected by pupils to be used in making different sounds	
3	1	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to create sounds and vibrations from a variety of sources for enjoyment;	How could we produce sounds by shaking things	Learners could identify ways of creating sound using the body, objects and voice	MTP grade 1 page 55 Bottles Spoons Drum Bottle with stones Hand shakers Kayamba	Observe how the pupils are making sound using object found in the school environment	
	2	Energy	Producing sounds	create sounds and vibrations from a variety of sources for enjoyment	How could we produce sounds by plucking strings	Learners could identify ways of creating sound using the body, objects and voice	MTP grade 1 page 51 rubber bands and a tin Guitar Nyatiti	Observe how the pupils are making sound using object found in the school environment	



	3	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to create sounds and vibrations from a variety of sources for enjoyment	How to make sounds by blowing air into things to make sounds	Learners could identify ways of creating sound using the body, objects and voice	MTP grade 1 page 52-53 Horn, flute, whistle, vuvuzela Empty bottle	Observe how the pupils are making sound using object found in the school environment	
	4	Energy	Producing sounds	By the end of the sub-strand, the learner should be able to develop curiosity in producing sounds and vibrations from different objects	How to make sounds by blowing air into things to make sounds	Learners could identify ways of creating sound using the body, objects and voice	MTP grade 1 page 52-53 Horn, flute, whistle, vuvuzela Empty bottle	Observe how the pupils are making sound using object found in the school environment	
	5	Energy	Sounds and vibrations that alert us on dangers	By the end of the sub-strand, the learner should be able to: identify sounds and vibrations that alert us on dangers in the immediate environment	What sounds alert on danger	Learners could come up with different sounds and vibrations that alert us on dangers.	MTP grade 1 page 54 A dog barks Car hoots An ambulance	Checking the name of sounds that warns us.	
4	1	Energy	Sounds and vibrations that alert us on dangers	By the end of the sub-strand, the learner should be able to: explaining the dangers of loud sound	What are the dangers of loud sounds	Learners identify the sound that are dangerous and where they come from	MTP grade 1 page 56 Speaker Screaming Posh mill Factory	Observing the name of the items that make loud sound	



	2	Energy	Sounds and vibrations that alert us on dangers	By the end of the sub-strand, the learner should be able to: discriminate sounds and vibrations and vibrations that alert us on dangers for appropriate response;	What are the dangers of loud sounds	Learners could identify sounds and vibrations that alert us on dangerous situations	MTP grade 1 page 56	Observing the name of the items that make loud sound	
	3	Energy	Sounds and vibrations that alert us on dangers	By the end of the sub-strand, the learner should be able to: appreciate different sounds and vibrations that alerts on dangers	How could we respond appropriately to various sounds?	Learners could practice appropriate response to sounds and vibrations that alert us on dangers.	MTP grade 1 page 56	Observing the name of the items that make loud sound	
	4	Energy	Sounds and vibrations that alert us on dangers	By the end of the sub-strand, the learner should be able to: appreciate different sounds and vibrations that alerts on dangers	How could we respond appropriately to various sounds?	Learners to ask parents or guardians how to appropriately respond to sounds and vibrations that alert people on dangers in the community	MTP grade 1 page 56	Observing the name of the items that make loud sound	
	5	Energy	Dangers of loud sounds	By the end of the sub-strand, the learner should be able to: a) identify sources of loud sounds in the immediate environment	What are the sources loud sounds?	Learners could explore sources of loud sound in the immediate environment	MTP grade 1 page 57 Car Human being Animals	Observing the name of the items that make loud sound	



5	1	Energy	Dangers of loud sounds	By the end of the sub-strand, the learner should be able to: explain the effects of loud sounds on health and safety	What are the sources loud sounds?	Learners could discuss effects of loud sounds on their wellbeing	MTP grade 1 page 58 Musical instruments, flash cards, pictures, video clips Immediate environment.	written questions on effects of loud sounds	
	2	Energy	Dangers of loud sounds	By the end of the sub-strand, the learner should be able to: observe practices that protect us from effects of loud sounds;	How could loud sound affect us?	Learners could identify ways of avoiding loud sound	MTP grade 1 page 58 Musical instruments, flash cards, pictures, video clips Immediate environment	Oral questions on how to protect ourselves from effects of loud sounds;	
	3	Energy	Dangers of loud sounds	By the end of the sub-strand, the learner should be able to: demonstrate willingness to limit dangers from loud sounds to self and others	How could we avoid loud sound?	Learners could pantomime on dangers of loud sounds.	MTP grade 1 page 58 Musical instruments, flash cards, pictures, video clips Immediate environment	Oral questions on how to protect ourselves from effects of loud sounds	



	4	Social environment	Home Environment: Caring for things found in the home	By the end of the sub-strand, the learner should be able to sign the various things found in the home;	What things are found in the home?	Learners could identify and sign things found in the home (utensils and furniture).	MTP grade 1 page 59 Cups <i>sufuria</i> Spoons Kettle Plates\jug Cooking sticks	Observe the items given by the pupils Observe diagrams make by the pupils.	
	5	Social environment	Home Environment: Caring for things found in the home	By the end of the sub-strand, the learner should be able to Explain how to care for things found in the home;	How could we care for things found in the home?	Learners could identify ways of caring for things found in the home (washing and dusting	MTP grade 1 page 60 Picture cut outs, Natural Environment Charts Video Clips Photographs Utensils, Furniture Electronic Gadgets,	Oral question on how to take care of things found at home.	
6	1	Social environment	Keeping home environment clean	By the end of the sub-strand, the learner should be able to sign things that make the home environment dirty	What makes our home environment dirty?	Learners could sign things that make the home environment dirty	MTP grade 1 page 60 Picture cut outs, Natural Environment Charts Video Clips Photographs Brooms Mops Dusters	Oral question on how to clean things found at home	



							Dust Bins Rakes, Spade		
	2	Social environment	Keeping home environment clean	By the end of the sub-strand, the learner should be able to participate actively in making the home environment clean	How to clean home environment dirty?	Learners could demonstrate cleaning of home	MTP grade 1 page 61-62 Picture cut outs, Natural Environment Charts Video Clips Photographs Utensils, Brooms Mops Dusters Dust Bins Rakes, Spade	Oral question on how to clean things found at home Observing how the pupils are cleaning the school environment.	
	3	Social environment	Keeping home environment clean	By the end of the sub-strand, the learner should be able to demonstrate willingness to keep the home environment clean.	How could we keep our home environment clean?	Learners could demonstrate cleaning of home environment using relevant cleaning activities. Learners could visit a nearby home, if possible of an elderly person, and clean the home environment.	MTP grade 1 page 63 Picture cut outs, Natural Environment Charts Video Clips Photographs Brooms Mops Dusters Dust Bins Rakes,	Observing how the pupils are cleaning the school environment	



							Spade		
	4	Social environment	Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to identify common risks at home;	What are some of the possible risks in the home?	Learners could listen or observe signed stories on possible risks in the home	MTP grade 1 page 64-65	Oral question on how to keep the school compound safe.	
	5	Social environment	Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to observe safety and security in the home environment to avoid risk to self and others	How could we keep safe and secure in the home?	Learners could identify common risks in the home	MTP grade 1 page 64-65	Oral question on how to keep the school compound safe	
7	1	Social environment	Keeping safe and secure in the home	By the end of the sub-strand, the learner should be able to demonstrate responsibility towards own safety and security in the home environment.	Learners How could we keep safe and secure in the home?	Learners could demonstrate ways of keeping safe and secure in the home	MTP grade 1 page 66-67	Oral question on how to keep the school compound safe	



2	Social environment	Child Rights and responsibilities in the family	By the end of the sub-strand, the learner should be able to identify rights of a child in a family	What are the rights of a child in the family?	Learners could identify child rights in a family (right to a name, nutrition, shelter, schooling and play).	MTP grade 1 page 66-69	Oral questions on child rights and responsibilities.	
3	Social environment	Child Rights and responsibilities in the family	By the end of the sub-strand, the learner should be able to perform the responsibilities of a child in a family;	What are the responsibilities of a child in the family?	Learners could identify responsibilities of a child in a family	MTP grade 1 page 70	Oral questions on child rights and responsibilities	
4	Social environment	Child Rights and responsibilities in the family	By the end of the sub-strand, the learner should be able to perform the responsibilities of a child in a family;	What are the responsibilities of a child in the family?	Learners could identify responsibilities of a child in a family	MTP grade 1 page 71	Oral questions on child rights and responsibilities	
5	Social environment	Child Rights and responsibilities in the family	By the end of the sub-strand, the learner should be able to develop a sense of responsibility for family social cohesion.	What are the responsibilities of a child in the family?	In groups, learners could complete a postcard on responsibilities of a child in a family	MTP grade 1 page 71-74	Oral questions on child rights and responsibilities	



8	1	Social environment	Meeting family needs.	By the end of the sub-strand, the learner should be able to state basic needs in a family	What are basic family needs?	Learners could state some of the basic family needs (food, water and shelter	MTP grade 1 page 75	Oral questions on basic family needs	
	2	Social environment	Meeting family needs.	By the end of the sub-strand, the learner should be able to explain ways in which parents or guardians Meeting basic family needs;	How can parents or guardians Meeting basic family needs?	Learners could fill printable age appropriate forms on basic family needs	MTP grade 1 page 75-77	Oral questions on ways in which parents or guardians Meeting basic family needs	
	3	Social environment	Meeting family needs.	By the end of the sub-strand, the learner should be able to explain ways in which parents or guardians Meeting basic family needs;	How can parents or guardians Meeting basic family needs?	Learners could identify how parents or guardians Meeting basic family needs (farming, employment and business).	MTP grade 1 page 78-79	Oral questions on ways in which parents or guardians Meeting basic family needs	
	4	Social environment	Meeting family needs.	By the end of the sub-strand, the learner should be able to appreciate the efforts of parents or guardians in Meeting family needs.	How can parents or guardians Meeting basic family needs?	Learners could sign or sing songs and recite poems or rhymes on how parents or guardians Meeting basic family needs.	MTP grade 1 page 78-79	Oral questions on ways in which parents or guardians Meeting basic family needs	



	5	Social environment	Enterprise Projects: Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to Identifying forms of money	How could we make money rightfully?	Learners to state forms of money	MTP grade 1 page 80-81 Money(notes and coins)	Oral question on forms of money	
9	1	Social environment	Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to identify ways of generating money rightfully in the family;	How could we make money rightfully?	Learners could be guided to identify how families generate money.	MTP grade 1 page 82 Money(notes and coins)	Oral question on identify ways of generating money rightfully in the family;	
	2	Social environment	Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to Identifying thing that are at home that can be used to generate income.	Making money from things found in the home	Learners could be guided to identify how families generate money.	MTP grade 1 page 83 Money(notes and coins)	Oral question on identify ways of generating money rightfully in the family;	
	3	Social environment	Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to demonstrate awareness of rightful ways of generating money to promote good citizenship	Making money from things found in the home	In groups, learners could discuss rightful ways of generating money. Using case stories, learners could identify various ways of generate money rightfully.	MTP grade 1 page 84 Money(notes and coins)	Oral question on identify ways of generating money rightfully in the family;	



	4	Social environment	Ways of generating money in the family.	By the end of the sub-strand, the learner should be able to Appreciate genuine ways of generating money as good citizens.	Making money from things found in the home	Learners could be guided to find out more from parents or guardians on rightful ways of earning money.	MTP grade 1 page 85 Money(notes and coins)	Oral question on identify ways of generating money rightfully in the family;	
	5	Social environment	Exploring the environment for appropriate income generating activities	By the end of the sub-strand, the learner should be able to identify income generating activities for the family;	What activities could generate income for the family?	Learners could suggest an income generating activity at home.	MTP grade 1 page 85 Money(notes and coins)	Oral question on identify ways of generating money rightfully in the family;	
10-11	END TERM ASSESSMENT AND CLOSING								



HYGIENE NUTRITION SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	HYGIENE AND NUTRITION ACTIVITIES	2	

Week	Lesson	Strand	Sub-strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning resources	Assessment	Reflection
1	1	Personal Hygiene	Use of toilets and latrines	By the end of the of the lesson, the learner should be able to: Identify a toilet/latrine and urinal in the school.	What do we use to relieve our urges? What is the difference between a toilet, latrine and a urinal?	Guide learners to locate the ablution block and identify a toilet/latrine and urinal. Learners to identify a toilet/latrine using charts, pictures, video clips.	Video clips Charts Pictures Real toilets, latrines and urinal buildings Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 30-31	Ask learners oral questions on toilets, latrines and urinals.	



	2		Use of toilets and latrines	By the end of the of the lesson, the learner should be able to: a) State why we need to use a toilet in our environment for the wellbeing of self and others.	Why should we use the toilet/latrine and urinal appropriately?	Guide learners to mention why they need to use the toilet appropriately.	Charts Pictures Real toilets, latrines and urinal buildings Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 32	Listen to answers from the learners on the need of toilets, latrines and urinal in our environment	
2	1		Good use of toilets and urinals	By the end of the of the lesson, the learner should be able to: Use appropriately a toilet and urinal in their locality. Dispose off soiled materials used in the toilet.	Why should we use the toilet and urinal appropriately? What materials do we use for toilet purposes? What is toilet, latrine etiquette?	Learners are guided on how to use the toilet and urinal and dispose off soiled materials Learners observe simple toileting etiquette (knocking the	Video clips on good use of a urinal and a toilet Pictures on the procedure of a urinal and toilet Urinal and toilet Oxford Everyday	Observing the procedure of toileting	



						<p>door before accessing, flushing the toilet, disposing off used materials appropriately, unnecessary touching of surfaces in the toilet; not eating in the toilet).</p> <p>Learners role play on how to use the toilet.</p>	<p>Hygiene and Nutrition, Learner's Book Grade 1 pg. 33</p>		
2		Good use of latrine	<p>By the end of the of the lesson, the learner should be able to:</p> <p>Use appropriately a latrine in their locality.</p> <p>Dispose off soiled</p>	<p>Why should we use latrine appropriately?</p> <p>What materials do we use for toileting purposes?</p> <p>3. What is latrine</p>	<p>Learners are guided on how to use the latrine and dispose off soiled materials.</p> <p>Learners observe simple toileting etiquette</p>	<p>Video clips on good use of a latrine</p> <p>Pictures on the procedure of using a latrine</p> <p>A latrine Oxford</p>	Observing the procedure of toileting		



				materials used in the latrine.	etiquette?	(knocking the door before accessing, positioning themselves in the latrine, disposing off used materials appropriately, unnecessary touching of surfaces in the latrine; not eating in the latrine). Learners role play on how to use the latrine.	Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 33		
3	1	Foods	Sources of food	By the end of the sub-strand, the learner should be able to: a) Name the different sources of	1.Which foods do you know? 2. Which are the sources of those foods? 3.Which ones are	Guide learners to identify different sources of food in the locality using realia. Learners to draw	Realia foods Food chart Crayons Drawing books Pencils Video clips of	Listening to the learners name the sources of food.	



				food in their locality (school and home).	your favourite foods?	and colour pictures on sources of food they have mentioned using computing devices, paper, pencils, and crayons.	foods Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 35		
2			Food sources	By the end of the sub-strand, the learner should be able to: a) Classify food into plant and animal sources. b) Embrace the different sources of food in their locality.	1. Which foods do we get from animals? 2. Which foods do we get from plants?	Guide learners to classify the foods into plant and animal source. Learners to play games on food sources using computing devices Learners to take pictures of food sources and	Realia foods Food sources charts Computers/tablets Camera/phones Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 36	Observing learners as they classify sources of food (plants and animals).	



						display in class			
4	1	Foods	Eating habits	By the end of the sub-strand, the learner should be able to: a) Name foods and drinks they consume on a daily basis. b) Mention their likes and dislikes of food and drinks they eat at home.	1. Which foods do I like and dislike?	Guide learners name the foods and drinks they consume on daily basis. In pairs, learners share experiences on the foods and drinks they like and dislike. Learners can take pictures of foods and drinks they like or dislike using computing devices and display in class	Realia foods Video clips of foods Pictures of foods Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 41	Listen to the learners as they discuss on the foods they like and dislike.	
	2		Eating habits	By the end of the sub-strand, the learner should be able to:	1. Which foods are good for my teeth?	Guide learners to mention foods that are good for their teeth.	Realia foods good for the teeth like fruits	Observing learners as they sort out good foods	



				a) Choose healthy food for strong teeth. b) appreciate healthy food for teeth.		Learners to draw and colour using computing devices, paper, pencil or crayons; model foods that are good for their teeth. Learners to keep a daily log on the foods and drinks they choose to eat that are healthy for their teeth. Learners to take pictures of foods that are healthy for their teeth using computing devices and display in class.	Video clips of children eating healthy foods. Pictures of healthy foods. Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 42	for the teeth.	
5	1	Foods	Eating habits	By the end of the	2. Which foods	Guide learners to		Observing	



				<p>sub-strand, the learner should be able to:</p> <p>a) Choose foods that are bad for the teeth.</p> <p>b) appreciate healthy food for teeth.</p>	<p>are bad for my teeth?</p>	<p>mention foods that are bad for their teeth.</p> <p>Learners to take pictures of foods that are bad for their teeth using computing devices and display them in class.</p>	<p>Realia foods bad for the teeth like fruits</p> <p>Video clips of unhealthy foods for the teeth.</p> <p>Pictures of unhealthy foods.</p> <p>Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 42</p>	<p>learners as they sort out bad foods for the teeth.</p>	
2			<p>Common foods at our locality</p>	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Mention different foods eaten at home or</p>	<p>1. Which foods are available in the locality?</p>	<p>Guide learners to mention foods that they eat at home and at school</p> <p>Learners to draw and colour food</p>	<p>Camera/mobile phones/tablets</p> <p>Charts of foods in the learners' locality</p> <p>Oxford Everyday</p>	<p>Listen to the learners as they mention foods in their locality.</p>	



				at school. b) Identify common foods in the Locality.		items found in the locality using computer applications, paper, pencil, crayons Learners to take pictures of different foods available in the locality using different computing devices and display in class.	Hygiene and Nutrition, Learner's Book Grade 1 pg. 44-45		
6	1	Foods	Senses and food	By the end of the sub-strand, the learner should be able to: a) Look at and taste some selected foods	1. How do these food items, look and taste like?	In groups, provide learners with an assortment of food items from the locality to look at and taste. Learners to	Realia foods Pictures of foods. Video clips of learners identifying food through looking	Observe learners as they look at and taste food.	



				for fun. b) Appreciate different foods in the locality irrespective of colour and taste.		identify food items according to colour and taste.	and tasting. Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 46-47		
	2		Senses and food	By the end of the sub-strand, the learner should be able to: Touch and smell some selected foods for fun. Appreciate different foods in the locality irrespective of touch and smell.	How do these food items smell and feel like?	In groups, provide learners with an assortment of food items from the locality to feel and smell. Learners to identify food items according to touch and smell	Realia foods Pictures of foods. Video clips of learners identifying food through smelling and touching. Oxford Everyday Hygiene and Nutrition,	Observe learners as they feel and smell food.	



							Learner's Book Grade 1 pg. 46-47		
7	1	Foods	Fruits at our place	By the end of the sub-strand, the learner should be able to: Mention fruits eaten within their locality.	Which fruits do we eat in our locality? Which fruits do you like eating?	Learners to be provided with an assortment of fruits from the locality to identify. Learners to take a walk within their locality and choose pick the fruits they usually eat. Learners can use computing devices to search for other fruits eaten	Realia fruits from the locality Fruits chart Computers/Tables Fruits flash cards Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 49	Observe learners as they collect and identify edible fruits from their locality.	
	2		Choosing	By the end of the	1.How do we	Learners are	Fresh fruits	Observe	



			fruits to eat	sub-strand, the learner should be able to: a) Tell how to choose fruits eaten within their locality.	choose the fruits we eat?	guided to tell factors to consider when choosing fruits (not rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) Learners can play games on choosing fruits to eat	Pictures of fruits that are fresh, rotten, withered, infested by pests, discoloured, dirty coated, bruised, mouldy or unripe) Flash cards of fruits that are good and bad for eating Computers/tablets Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 50-51	learners as they choose fruits to eat.	
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8	1		Washing fruits	By the end of the sub-strand, the learner should be able to: a) Wash fruits before eating to prevent illnesses. b) Appreciate the importance of washing fruits before eating to prevent illnesses.	1. Why do we clean the fruits we eat?	In groups, learners are guided on how to wash fruits before eating (wash hands before washing fruit, wash using running water)	Realia fruits Running water Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 52-53	Observing the procedure of washing fruits.	
	2	Foods	How many times do you eat in a day?	By the end of the sub-strand, the learner should be able to: a) State the number	1. How many times do you eat in a day?	Learners mention how many times they eat in a day; what they eat and drink during	Video clips on times to eat in a day Songs Poems	Ask learners questions on how many times they need to eat	



				of times they eat in a day.		times. Learners can sing songs and recite poems on how many times to eat in a day.	Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 55	in a day.	
9	1		Foods we eat at different eat	By the end of the sub-strand, the learner should be able to: a) Mention the foods they eat at different times of the day.	1. Why do you need to eat at different times of the day?	Guide learners to name the foods eaten at different times of the day. Learners can draw and colour foods eaten at different times of the day using digital devices, paper, pencil, colours, crayons.	Different types of realia foods A chart of different foods eaten at different times of the day Pictures of different foods Video clip of a child eating different foods at different times of the day Pencils	Observe learners as they choose the foods they eat at different times of the day	



							Crayons Drawing books Computers/ Tablets Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 56		
2		Why do we eat every day?	By the end of the sub-strand, the learner should be able to: a) State the reasons why we eat food every day. b) Appreciate the importance	a) Why is it important to eat food daily?	Guide learners to state the reasons for eating food every day (for growth, to provide energy for daily activities, to stay healthy and prevent illness) In groups, learners to share	Pictures of healthy and unhealthy children Pictures of children engaging in physical activities Songs and poems on eating	Listen to learners as they give reasons as to why they eat.		



				of eating food daily.		experiences on activities that they do during the day that require energy. Guide learners to sing songs and recite poems on importance of eating daily.	Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 56-58		
10	1	Foods	Good behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: Name appropriate behaviour when eating foods that should be observed during mealtimes.	1. What is good behaviour during mealtime	Guide learners to name good eating behaviour to be observed during mealtimes (good posture at the table, serving what you can finish, eating food with the mouth closed, washing	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during	Observe learners as they role play on good behaviour during mealtimes	



						hands before and after eating, excuse oneself when leaving the table, clearing one's place on the table)	mealtimes Oxford Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 59-61		
	2		Why we show behaviour during mealtimes	By the end of the sub-strand, the learner should be able to: State why it is important to have good behaviour during mealtimes. Practice good behaviour during mealtimes.	Why is it important to observe good behaviour during mealtimes?	Guide learners to explain why it is important to observe good eating behaviour during meal times (not to be offensive to others, to show respect, to avoid accidents). Learners to role play on good	Pictures of children observing good behaviour during mealtimes Video clips of children observing good behaviour during mealtimes Oxford	Observe learners as they role play on good behaviour during mealtimes	



						behaviour during mealtimes	Everyday Hygiene and Nutrition, Learner's Book Grade 1 pg. 61-62		
11	END TERM ASSESSMENT AND CLOSING								



C.R.E SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	C.R.E ACTIVITIES	2	

Week	Lesson	Stand	Sub - Strand	Specific Learning Outcomes	Key Inquiry Question	Learning Experience	Learning Resources	Assessments	Remarks
1	1	Bible story	Elijah and the chariot of fire	By the end of the sub strand learners should be able to: Narrate the story of Elijah and the chariot of fire and apply it their relationship with others Identify the lesson learned values acquired from the story Elijah and the chariot of fire	What happened when Elijah and Elisha were walking?	Learners to read 1kings2:11-12 Learners to observe the picture and tell the lesson and values learned from the story of Elijah and the chariot of fire and they apply in their day to day life Learners to recite the verse 1king: -11 and memorize it Learners to sing a song about Elijah being taken by the chariot of fire	Bible pictures growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, I wachira, j watiki, Denis Rutere, G Atogoh , page 31-33	Asking questions learners on what happened to Elijah	
1	2	Bible story	Elijah and the chariot of fire	By the end of the sub strand learners should be able to: Importance of pleasing God and state	How was Elijah related to Elisha? What did Elisha say	Learners to read the verse in the book of 2 kings 2:11 Learners to observe the picture of Elijah taken	Pictures Charts Growing in Christ C.R E Activities	Observe learners as they read the verse and ask them question	



				ways of pleasing God in their daily life Appreciate father-son relationship between Elijah and Elisha and desire to honor their parents	when he saw Elijah taken by the chariot of fire?	away by the chariot of fire and identify ways of pleasing God Learners to draw and color the chariot of fire Sing a song about ways of pleasing God and how Elijah pleased God	learners book grade 1 by Hezron Oyango, I wachira, j watiki, Denis Rutere, G Atogoh, page 31-33		
1	3	Bible story	Elijah and the chariot of fire	By the end of the sub strand learners should be able to: Recognize the importance of being holy and honoring god and apply it in their daily lives Identify ways of pleasing God and apply it with the relationship with others Describe the story of Elijah and applies the values acquired in their daily interaction	What does God expect from us? What values do we acquire from the story of Elijah?	Learners to list ways of pleasing God Learners to watch a video clip on Elijah and the chariot of fire Learners to role play on Elijah and Elisha walking and talking until the chariot appeared Learners to describe the story of Elijah and identify the values acquired on it	Audio visual material Bible growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, I wachira, j watiki, Denis Rutere, G Atogoh , page 31-33	Observe learners as they role play and guide them	
2	1	The early of life Jesus	The birth of Jesus Christ	By the end of the sub strand learners should be able to: Mention the parents of Jesus and identify it with their own Identify the city Jesus	Which city was Jesus born? What are the names of Jesus Christ?	Learners to read the verse Matthew 2:1 Learners to narrate the birth of Jesus Christ and identify the lesson learned Learners to listen to the	Audio recording Bible Growing in Christ C.R E Activities learners book		



				was born Recognize the importance of children to their parents and how they are appreciated by their parents and relate with themselves		recordings of the coral on the birth of Jesus (jingle <i>bells</i>) Learners to sing the song	grade 1 by Hezron Oyango, Iwachira, Jwatiki, Denis Rutere, G Atogoh, page 34-39		
2	2	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand learners should be able to: Describe the joy of the shepherds when Jesus was born relate with their s when a child is born in their family Understand the reason why they celebrate Christmas and relates with their birth day	How did the shepherds show their joy when Jesus was born?	Learners to watch a video clip on how he shepherds celebrated the birth of Jesus Christ Learners to describe the joy of shepherds and state the reason why they celebrate Christmas Learners to dramatize the way shepherd's celebrate when Jesus was born Learners to sing the song the angels sang during the Birth of Jesus Christ	Audio visual material Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, Iwachira, Jwatiki, Denis Rutere, G Atogoh , page 34-39	Observe learners as they sing and ask the questions	
2	3	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand learners should be able to: Narrate the birth of Jesus and compare it with theirs Identify the values and lessons learned from the birth of Jesus and	What happened when he baby is born? What values do we learn from the birth of Jesus?	Learners to narrate the birth of Jesus as they relate with their own Learners to tell how their parents show love and appreciate them Learners to observe the pictures of Jesus and their parents and identify	Bible Pictures Chart Growing in Christ C.R E Activities learners book grade 1 by Hezron	Observe learners as they draw and ask them question	



				apply it in their daily life		them Learners to draw baby Jesus and their parents joseph	Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 34-39		
3	1	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand the learners should be able to: Identify that children are a blessing to the parents and should love and respect their parents Recognize that parents love children and should love and appreciate themselves as they belong to God for a sense of belong	Why do our parents love us? Why does God love?	Learners to observe pictures of shepherd worshipping baby shower Learners to role play on how shepherd worship Jesus Sing a song (baby <i>Jesus</i>)	Pictures Charts Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 34-39	Observe learners as they draw and ask questions	
3	2	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand the learner should be able to: Understand what happened when the baby is presented to God Recognize that children should be given names for identification	What happened after Jesus was born? Why was Jesus referred to as a king?	Learners to read luke2:22-24 Learners to say in class why presentation of babies to God is important Learners to watch the naming and presentation process in a video clip Learners to discuss in groups and present in	Audio visual materials Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, l wachira, j	Ask learners questions	



				Describe the process of naming and presentation in church		class the naming and presentation process in church	watiki, Denis Rutere, G Togo , page 34-39		
3	3	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand the learners should be able to: Explain the naming and dedication of Jesus Christ and relate to their own life experience Identify the reason why the parents of Jesus gave out two doves	Why was Jesus dedicated to God? Why do we have names?	Learners to read Luke2:22-24 Learners to watch a video on the presentation and dedication process of Jesus Christ to God Learners to state the reason as to why parents of Jesus gave out two doves Learners to sing a song related to dedication of Jesus and memorize the verse Luke2:22-24	Audio visual material Growing in Christ C.R E Activities learners book grade 1 by Heron Oyango, l wachira, j watiki, Denis Rutere, G Atogoh , page 34-39 Bible	Observe learners as they sing and memorize the verse in the Bible and ask questions	
4	1	The early life of Jesus Christ	The birth of Jesus Christ	By the end of the sub strand the learners should be able to: Recognize the importance of naming Of children and relate with themselves having names to enhance self – awareness Appreciate their parents for giving them names and	Why do name children after birth?	Learners to state the importance of having names Learners to observe the picture of naming and presentation of the baby Jesus and draw and color Jesus and his parents Learners to state the reason why they are learning the birth of Jesus Christ	Pictures Charts Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh ,	Observe learners as the draw and sing the song and ask questions	



				presenting them to God Understand the reason for learning the birth of Jesus and relate to their daily life		Learners to a sing a song on the birth of Jesus Christ	page 34-39		
4	2	The early life of Jesus Christ	Jesus Christ at the temple	By the end of the sub strand the learner should be able to: Identify the reason why Jesus went to the temple and compare to themselves going to church Tell the reason why Jesus remained in the temple Identify the reason why Jesus tell his parents that he was in his father's house	Why did Jesus go to the temple? Why do we go to church?	Learners to read Luke2:42-49 Learners to observe pictured of Jesus in the temple Learners to role play on how Jesus show assertiveness when question by his parents	Pictures Bible Growing in Christ C.R E Activities learners book grade 1 by Heron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh, page 40-42	Observe learners as they role play and ask the question on what did Jesus say to his parents by remaining in the temple	
	3	The early life of Jesus Christ	Jesus Christ at the temple	By the end of the sub strand the learner should be able to: Emulate Jesus example by obeying his parents Identify the importance of obeying their parents Recognize how God want them to obey	How do we obey our parents? How did Jesus obey his parents?	Learners to tell how Jesus obeyed his parents Learners to sequentially arrange the flash cards on the events that took place when Jesus was left from the temple Learners to say how they obey their parents at home	Bible Flashcards Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis	Observe and guide learners as they arrange the flashcards	



				their parents in order to live long			Rutere, G Atogoh , page 40-42		
5	1	The early life of Jesus Christ	Jesus Christ in the temple	By the end of the lesson the learner should be able to: Desire to follow Jesus Christ example to accompany their parents to church Recognize the importance of going to church to enhance spiritual growth	What do people do in church?	Learners to watch a video clip of Jesus in the temple and what happens in church Learners to role play and dramatize what happened in church learners to draw and color the church	Charts Audio visual Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 40-42	Observe learners as they role and draw the church	
5	2	The early life of Jesus Christ	Jesus Christ in the temple	By the end of the sub strand the learner should be able to: identify the values acquired and lesson learned from Jesus Christ at the temple	What values do we acquire from Jesus Christ at the temple?	Learners to watch a video clip of Jesus Christ at the temple and state the values and lessons learned from, it Learners to role play on Jesus at the temple when the parents question him Learners to observe the picture of Jesus Christ at the temple and draw and color	Pictures Charts Audio visual material Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere,	Observe learners as they role play and drawing and coloring	



							G Atogoh , page 40-42		
	3	The early life of Jesus Christ	The baptisms of Jesus Christ	By the end of the sub strand the learner should be able to: Identify the reason why people get baptized Describe how people get baptized Identify the places where people get baptized	What is baptism? Why do people get baptized?	Learners to state the reason why people get baptized Learners to observe pictures of people being baptized and to state the places where baptism takes place Learners to discuss in groups how people get baptized Draw and color a person being baptized in the river	Pictures Charts Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page43-34	Observe learners as they draw and color person being baptized in the church	
6	1	The early life of Jesus Christ	The baptism of Jesus Christ	By the end of the sub strand the learner should be able to: Name the place Jesus Christ was baptized Identify the lesson learned from Jesus being baptized Who baptized Jesus and why	Who baptized Jesus? Why was Jesus baptized?	Learners to watch video on baptism of Jesus Christ Learners to mention incidents of baptism they may have witnessed in their churches Learners to read Mathew 3:13-15 about the baptism of Jesus and identify the place Jesus was baptized and who baptized him Learners to state lesson	Audio visual material Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh,	Ask learners question on who baptized Jesus and why	



						learned from the baptism of Jesus Christ	page 43-45		
6	2	The early life of Jesus Christ	The baptism of Jesus Christ	By the end of the sub strand the learners should be able to: Describe the events that took place in the baptism of Jesus Christ Identify the lesson learned and values acquire in the baptism of Jesus Christ and applied in their day to day life	How Jesus Christ did express humility?	Learners to watch a video clip on Jesus Christ baptism and describe the events that took place Learners to state the values learned from the baptism of Jesus Christ Learners to draw and color Jesus Christ being baptized Learners to sing a song on baptism	Audio visual material Charts Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, l wachira, j watiki, Denis Rutere, G Atogoh, page 43-45	Observe learners as they draw and sing a song on baptism of Jesus Christ	
	3	The early life of Jesus Christ	The baptism of Jesus Christ	By the end of the sub strand the learner should be able to: Acquire the value of humility for peaceful co-existence with others Understand the importance of baptism as it creates a bond between us and God	Why do people have humility	Learners to read a verse on Mathew 3:13-15 about baptism of Jesus Christ Learners to observe a picture of Jesus being baptized and state how Jesus show humility Learners to say how baptism create a bond between us and God	Pictures Bible Growing in Christ C.R E Activities learner book grade 1 by Hezron Oyango, l wachira, j watiki, Denis Rutere,	Asking learners questions on how baptism creates a bond between us and God	



							G Atogoh , page 43-45		
7	1	The early life of Jesus Christ	The baptism of Jesus Christ	By the end of the sub strand the learner should be able to: Describe the baptism of Jesus Christ and state values learned and apply it in their day to day life Recognize that the baptism of Jesus Christ was special because Jesus is the son of God	Why was there a dove during the baptism of Jesus Christ?	Learners to read and describe the baptism of Jesus and state the values acquired from it Learners to discuss in group and state the reason why Jesus Christ baptism was special Learners to observe the picture of Jesus Christ being baptized and see the presence of a dove	Pictures Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 43-45		
7	2	The early life of Jesus Christ	The baptism of Jesus Christ	By the end of the sub strand the learner should be able to: Describe the process of baptism in church Identify the reason why John the Baptist baptized Jesus Recognize that baptism is important because it is away that brings us closer to God to enhance spiritual growth	Why did Jesus get baptized?	Learners to observe the pictures showing the baptism process in church and describe the process Learners to read the verse in the Bible and to state the reason why Jesus was baptized	Pictures Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 43-45		



	3	The early life of Jesus Christ	The wedding at Cana	By the end of the sub strand the learner should be able to: Describe what happened at the wedding in Cana Identify the reason why Jesus turned water into wine at the wedding in Cana	What happened at the wedding in Cana?	Learners to read John 2:11-10 Learners to discuss in groups and describe what happened at the wedding in Cana Learners to observe the picture and role play what happened at the wedding in Cana	Pictures Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, I Wachira, J Watiki, Denis Rutere, G Atogoh , page 46-48	Observe learners as they role play and ask question	
8	1	The early life of Jesus Christ	The wedding at Cana	By the end of the lesson the learner should be able to: Narrate how Jesus changed water into wine and should desire to depend on God always Identify the importance of believing in Jesus as he was able to perform a miracle	Why Jesus turn water into wine?	Learners to read John 2:1-11 Learners to narrate what happened at wedding in Cana Learners to state the importance of believing in Jesus by turning water into wine Learners to watch a video clip on what happened in Cana and role play	Audio visual material Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango, I Wachira, J Watiki, Denis Rutere, G Atogoh , page 46-48	Observe learners as they role play	



8	2	The early life of Jesus Christ	The wedding at Cana	By the end of the sub strand the learner should be able to: Discuss how the servant obeyed Jesus instructions and relate with their daily lives Identify the importance of obeying Jesus Christ	How the servant did obeyed Jesus?	Learners to read john2:6-7 Learners to discuss how the servant obeyed Jesus instructions Learners to discuss the process where Jesus turned water into wine and present water into wine Learners to observe pictures and draw in class the six-jar filled with water at the wedding	Pictures Charts Bible Growing in Christ C.R E Activities learners book grade 1 by Heron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 46-48	Observe learners as they draw six jar filled with water	
	3	The early life of Jesus Christ	The wedding in Cana	By the end of the sub strand the learner should be able to: Recognize that we should believe and have faith in Jesus Identify the values and lessons learned from what happened at the wedding in Cana	How did the servant respond to Jesus instructions	Learners to read john2:7-8 Learners to tell the response of the servant to Jesus instructions Learners to watch a video on Jesus changing water into wine learners to role play on what happened at the wedding in Cana	Audio visual Bible Growing in Christ C.R E Activities learners book grade 1 by Heron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 46-48	Observe learners as they role play on what happened at the wedding in cane	



9	1	The early life of Jesus Christ	Healing Simon peters mother in law	By the end of the sub strand the learner should be able to: describe what happened when one feel sick describe how Jesus heal the mother in law of Simon peter recognize how Jesus can heal us when we feel sick	What happened when Jesus visited Simon peters mother in laws house?	Learners to read Mathew 8:14-15 Learners to discuss and narrate how Jesus healed Simon peters mother in law by looking at the picture Learners to role play on how Jesus healed Simon peters mother in law Learners to sing a song about the healing of Simon peters mother in law	Pictures Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 49-51	Asking learners questions	
9	2	The early life of Jesus Christ	Healing of Simon peters mother in law	By the end of the sub strand the learner should be able to: Describe how Simon peters mother in law show she was grateful to Jesus for healing her Appreciate Simon peters mother in-law reactions by expressing gratitude for every good gift thy receive and relate to their daily life that they should be thankful	How Simon did peters mother in law than Jesus?	Learners to red Mathew 8:14-15 Learners to describe how Simon peters mother in law show gratitude Learners Watch a video on Simon peters mother in-law shows gratitude Learners to role play on Simon peters other in-law show gratitude	Audio visual material Bible Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 49-50	Ask learners question	



				Recognize the importance of having faith in Jesus like Simon peters mother in law					
	3	Christian values	sharing	By the end of the sub strand the learner should be able to: Identify items they share at home to enhance togetherness Understand the reason why they should share at home or school	What do you share at home?	Learners to name items they share at home Learners to identify in the picture the thing they share at home Learners to state reason why they share at home and school	Bible Picture Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 52- 59	Ask learners questions	
10	1	Christian values	sharing	By the end of the sub strand the learner should be able to: Understand the importance of sharing at home to enhance family unity Draw items they share at home to enhance individual development and promote creativity and imagination	Why do we share?	Learners to observe and discuss a picture of a family sharing a meal together Learners to draw and color items they share at home Learners to share what they have to show kindness Leaners to sing a song on sharing	Pictures Charts Growing in Christ C.R E Activities learners book grade 1 by Hezron Oyango,l wachira, j watiki, Denis Rutere, G Atogoh , page 52- 59	Observe learners as they draw items they share at home	



10	2	Christian values	sharing	By the end of the sub strand the learner should be able to: State the items they share at home to enhance family unity State items they should not share at home for a healthy living	Why don't we share some items at home?	Learners to read a verse on john6:1-14 Learners to state the reason they should not share some items at home by discussing in class with their friends Learners in pairs to discuss the items they share in the picture	Asking learners questions		
10	3	Christian values	sharing	By the end of the sub strand the learner should be able to: Narrate the story of a little boy with two fish and five loaves of bread Understand the importance of believing God through blessing two fish and five loaves of bread to feed the people	Why should we share things with other	Learners to read john 6:1-14 Learners to watch a clip and role play on the story of little boy with two fish and five loaves of bread Learners to tell the Importance of believing in Jesus and his miracles Learners to sing a song on the little boy and with two fish and five loaves of bread	Audio visual material Bible Growing in Christ C.R E Activities learners book grade 1 by Heron Oyango, I wachira, j watiki, Denis Rutere, G Atogoh , page 52- 59	Asking questions	
11	END TERM ASSESSMENT AND CLOSING								



I.R.E SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR
	GRADE 1	I.R.E ACTIVITIES		

Week	Lesson	Strand	Sub Strand	Specific Learning Outcome	Learning Experiences	Key Inquiry Question	Learning Resources	Assessment	Remarks
1	1	SIIRAH (Life of Prophet S.A.W)	Birth of Prophet Muhammad (S.A.W)	By the end of the sub strand the learner should be able to: narrate the event of the birth of the Prophet (S.A.W)	Learners are guided to name the date, month and year of birth of the Prophet (SAW) Learners are guided to name the place of birth of the Prophet (SAW)	When was the prophet born?	Flash cards. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	2	SIIRAH (Life of Prophet S.A.W)	Birth of Prophet Muhammad (S.A.W)	By the end of the sub strand the learner should be able to: narrate the event of the birth of the Prophet (S.A.W)	Learners are guided to name the date, month and year of birth of the Prophet (SAW) Learners are guided to name the place of birth of the Prophet (SAW)	Where was the Prophet (S.A.W.) born?	Flash cards. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	3	SIIRAH (Life of Prophet S.A.W)	Birth of Prophet Muhammad (S.A.W)	By the end of the sub strand the learner should be able to: Identify the name given to the Prophet (S.A.W) at birth.	Learners listen to the story about the events of the Amul fiil (the elephant year) Learners are guided to draw and colour the Kaaba, elephant	What name was the Prophet (S.A.W.) given at birth	Flash cards. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	



					and birds				
2	1	SIIRAH (Life of Prophet S.A.W)	Birth of Prophet Muhammad (S.A.W)	By the end of the sub strand the learner should be able to: Identify the name given to the Prophet (S.A.W) at birth.	Learners listen to the story about the events of the Amul fiil (the elephant year) Learners are guided to draw and colour the Kaaba, elephant and birds	What name was the Prophet (S.A.W.) given at birth	Flash cards. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	2	SIIRAH (Life of Prophet S.A.W)	Birth of Prophet Muhammad (S.A.W)	By the end of the sub strand the learner should be able to: Appreciate Makka, the birth place of the Prophet as the holy city of Muslims	Learners pick out the name of the Prophet (S.A.W) from a set of flash cards containing other names. Learners in small groups or class sing <i>qasida</i> or recite poems on the Prophet (S.A.W) Learners to name the Prophet's parents	What events took place during the birth of the Prophet (S.A.W)?	Flash cards. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	3	HADITH	obedience	By the end of the sub strand the learner should be able to: Recite the selected Hadith to show obedience to parents	Learners listen to different stories on obedience. Learners are guided to give instances where obedience is practiced in their daily life.	What is obedience	Charts, hadith book. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
3	1	HADITH	obedience	By the end of the sub strand the learner should be able to: Recite the selected Hadith to show obedience to parents	Learners listen to different stories on obedience. Learners are guided to give instances where obedience is practiced in their daily life.	What is obedience	Charts, hadith book. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	



	2	HADITH	obedience	Practice obedience in their day to day life to follow the orders of Allah	Learners as a class, groups, pairs, or individuals recite the Hadith on obedience ‘Allah’s pleasure is in parents’ pleasure and Allah anger is in parents’ anger’’ Organize learners in groups or pairs to name activities that show obedience	What do you do to please Allah?	Charts, hadith book. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	3	HADITH	obedience	Practice obedience in their day to day life to follow the orders of Allah	Learners as a class, groups, pairs, or individuals recite the Hadith on obedience ‘Allah’s pleasure is in parents’ pleasure and Allah anger is in parents’ anger’’ Organize learners in groups or pairs to name activities that show obedience	What do you do to please Allah?	Charts, hadith book. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
4	1	HADITH	obedience	Appreciate the importance of the Hadith in shaping the life of an individual	Learners read Hadith on obedience displayed for practice. Learners role play the virtue of obedience	How do you show obedience to different people (peers, teachers, parents, elders etc)?	Charts, hadith book. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	2	HADITH	Cleanliness	By the end of the sub-strand the learner should be able to:	Learners are guided to discuss cleanliness and its importance	How do you maintain cleanliness?	Charts, soap, water, dustbin	Oral questions, portfolio, and observation.	



				Recite the selected Hadith on cleanliness as an act of worship	(body, clothes, environment)				
	3	HADITH	Cleanliness	By the end of the sub-strand the learner should be able to: Recite the selected Hadith on cleanliness as an act of worship	Learners are guided to discuss cleanliness and its importance (body, clothes, environment)	How do you maintain cleanliness?	Charts, soap, water, dustbin. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
5	1	HADITH	Cleanliness	By the end of the sub-strand the learner should be able to: Maintain personal hygiene for healthy living.	Learners as a class, groups, pairs, or individuals recite the Hadith on cleanliness ‘Cleanliness is part of faith...’	When do we wash our hands?	Charts, soap, water, dustbin. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	2	HADITH	Cleanliness	By the end of the sub-strand the learner should be able to: Practice cleanliness in their day to day life as an act of <i>ibadah</i>	Organise learners in class, groups or pairs, to discuss the teachings of the Hadith.	When do we wash our hands?	Charts, soap, water, dustbin KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
	3	HADITH	Cleanliness	By the end of the sub-strand the learner should be able to: Appreciate the importance of cleanliness as part of faith	Learners to read the Hadith on cleanliness displayed on chart for practice. Learners are engaged in cleaning activities such as cleaning the school compound, washing hands.	Why do you clean your school compound everyday	Charts, soap, water, dustbin KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation.	
6	1	Devotional Acts	Pillars of Islam	By the end of the sub-strand the learner should be able to: Recite the five pillars of Islam to strengthen their	Learners to name the five pillars of Islam in sequence	What are the five pillars of Islam?	Flash cards, chart. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	



				faith					
	2	Devotional Acts	Pillars of Islam	By the end of the sub-strand the learner should be able to: Recite the five pillars of Islam to strengthen their faith	Learners to name the five pillars of Islam in sequence	What are the five pillars of Islam?	Flash cards, chart. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	3	Devotional Acts	Pillars of Islam	By the end of the sub-strand the learner should be able to: Pronounce the <i>Shahadah</i> as an act of <i>ibadah</i>	Learners to sing songs or poems on the pillars of Islam/shahada Learners to arrange pillars of Islam on flash cards in their sequence	How do you pronounce the shahada?	Flash cards, chart. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
7	1	Devotional Acts	Pillars of Islam	By the end of the sub-strand the learner should be able to: Pronounce the <i>Shahadah</i> as an act of <i>ibadah</i>	Learners to sing songs or poems on the pillars of Islam/shahada Learners to arrange pillars of Islam on flash cards in their sequence	How do you pronounce the shahada?	Flash cards, chart. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	2	Devotional Acts	Pillars of Islam	By the end of the sub-strand the learner should be able to: Appreciate the importance of <i>Shahadah</i> as a basic principle of Islam	Learners in pairs or groups to recite the <i>shahada</i> Learners to give occasions when the <i>Shahada</i> is said	When do we say the shahada?	Flash cards, chart. KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	3	Moral Teachings	Islamic etiquettes	By the end of the sub-strand the learner should be able to: use the Islamic greetings in their daily lives to inculcate the spirit of love	Learners recite the Islamic greetings Learners are guided in pairs or small groups to listen to the manners of Islamic greetings from a Cd.	What do you do when you meet your friend?	charts, pocket boards, Cds KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	



8	1	Moral Teachings	Islamic etiquettes	By the end of the sub-strand the learner should be able to: use the Islamic greetings in their daily lives to inculcate the spirit of love	Learners recite the Islamic greetings Learners are guided in pairs or small groups to listen to the manners of Islamic greetings from a Cd.	What do you do when you meet your friend?	charts, pocket boards, Cds KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	2	Moral Teachings	Islamic etiquettes	By the end of the sub-strand the learner should be able to: identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam	Learners in pairs , small groups or as a whole class practice Islamic greetings Learners to read words of Islamic greetings displayed on a chart	What is the Islamic way of greeting people?	charts, pocket boards, Cds KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	3	Moral Teachings	Islamic etiquettes	By the end of the sub-strand the learner should be able to: identify Islamic etiquettes on greetings to inculcate the culture of greeting in Islam	Learners in pairs , small groups or as a whole class practice Islamic greetings Learners to read words of Islamic greetings displayed on a chart	What is the Islamic way of greeting people?	charts, pocket boards, Cds KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
9	1	Moral Teachings	Islamic etiquettes	By the end of the sub-strand the learner should be able to: appreciate the use of Islamic greetings to attain rewards	Learners to salute and respond to greetings through role play	Why should we use Islamic greetings?	charts, pocket boards, Cds KLB Visionary IRE Activities Grade 1	Oral questions, portfolio, and observation	
	2	Moral	Manners of eating	By the end of the sub-strand the learner should be able to: recite the prescribed <i>dua</i> before eating, to seek the blessings of Allah and after eating to thank Allah.	Learners to be guided to view Islamic manners of eating through pictures or audio visual materials	What do you do before eating	charts, pictures, audio visual materials, utensils		
	3	Teachings	Manners of	By the end of the sub-strand	Learners to be guided	Which hand	charts,		



			eating	the learner should be able to: a) recite the prescribed <i>dua</i> before eating, to seek the blessings of Allah and after eating to thank Allah.	to view Islamic manners of eating through pictures or audio visual materials	do you use when eating?	pictures, audio visual materials, utensils, KLB Visionary IRE Activities Grade 1		
10	1	Moral	Manners of eating	By the end of the sub-strand the learner should be able to: recite the prescribed <i>dua</i> before eating, to seek the blessings of Allah and after eating to thank Allah.	Learners to be guided to view Islamic manners of eating through pictures or audio visual materials	Which hand do you use when eating?	charts, pictures, audio visual materials, utensils KLB Visionary IRE Activities Grade 1		
	2	Teachings	Manners of eating	By the end of the sub-strand the learner should be able to: practise Islamic manners of eating as per the teachings of the Prophet (S.A.W)	Learners to be guided to practice Islamic manners of eating (washing hands, Say <i>Bismillah</i> , use of right hand, eating what is before you and say Alhamdullillahi after eating)	What do you do during eating?	charts, pictures, audio visual materials, utensils KLB Visionary IRE Activities Grade 1		
	3	Moral	Manners of eating	By the end of the sub-strand the learner should be able to: practice Islamic manners of eating as per the teachings of the Prophet (S.A.W)	Learners to be guided to practice Islamic manners of eating (washing hands, Say <i>Bismillah</i> , use of right hand, eating what is before you and say Alhamdullillahi after eating)	What do you do during eating?	charts, pictures, audio visual materials, utensils KLB Visionary IRE Activities Grade 1		
11	END OF TERM ASSESSMENT AND CLOSING								



MOVEMENT SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	1	Movement Activities	2	

Week	Lesson	Strand	Sub Strand	Specific Learning Outcome	Key Inquiry Question	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: name the parts of the body that are in use during the over arm throw for body awareness	Name games that involve the over arm throw.	Learners to name objects around the school compound that they are able to throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	2	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: name the parts of the body that are in use during the over arm throw for body awareness	Name games that involve the over arm throw.	Learners to name objects around the school compound that they are able to throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and	Signed questions and practicals make appropriate play items and use them in their own	



							Cricket	games	
	3	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: watch a video clip on over arm throw for digital literacy and problem solving	Name games that involve the over arm throw.	Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	4	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: watch a video clip on over arm throw for digital literacy and problem solving	Name games that involve the over arm throw.	Learners to observe the over arm throw skill in the you tube using digital devices such as mobile phones	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	5	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: perform the over arm throw in different ways for strength, coordination, endurance and balance	Name games that involve the over arm throw.	Learners to improvise balls using the locally available materials for use during the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own	



								games	
2	1	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: perform the over arm throw in different ways for strength, coordination, endurance and balance	Name situations where you can use the over arm throw	Learners to improvise balls using the locally available materials for use during the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	2	Basic motor skills	Manipulative skill Over arm throw	perform the over arm throw in different ways for strength, coordination, endurance and balance	Name situations where you can use the over arm throw	Learners to improvise balls using the locally available materials for use during the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	3	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: practice the over arm throw in different ways for strength coordination, endurance, balance and for excellence	Name situations where you can use the over arm throw	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and	Signed questions and practicals make appropriate play items and use them in their own	



							Cricket	games	
	4	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: practice the over arm throw in different ways for strength coordination, endurance, balance and for excellence	Name situations where you can use the over arm throw	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	5	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: practice the over arm throw in different ways for strength coordination, endurance, balance and for excellence	Name situations where you can use the over arm throw	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
3	1	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: establish relationships through using the over arm throw for critical thinking and problem solving	Name games that involve the over arm throw. Name situations where you can use the over arm	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back. § Throw objects of different sizes using the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and	Signed questions and practicals make appropriate play items and use them in their own	



					throw.		Cricket	games	
	2	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: make appropriate play items for creativity and imagination	Name games that involve the over arm throw. Name situations where you can use the over arm throw.	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back. § Throw objects of different sizes using the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	3	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: make appropriate play items for creativity and imagination	Name games that involve the over arm throw. Name situations where you can use the over arm throw.	Practices the over arm throw by throwing objects in different directions such as throwing in front, sideways and at the back. § Throw objects of different sizes using the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	4	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: appreciate throwing using the over arm throw for strength, coordination, balance and self-esteem	Name games that involve the over arm throw. Name situations where you can use the over arm	Throw objects of different sizes using the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and	Signed questions and practicals make appropriate play items and use them in their own	



					throw.		Cricket	games	
	5	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: play games for enjoyment;	Name games that involve the over arm throw. Name situations where you can use the over arm throw.	Throw objects of different sizes using the over arm throw Learners to play games that involve the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
4	1	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: play games for enjoyment.	Name games that involve the over arm throw. Name situations where you can use the over arm throw.	Throw objects of different sizes using the over arm throw Learners to play games that involve the over arm throw	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and Cricket	Signed questions and practicals make appropriate play items and use them in their own games	
	2	Basic motor skills	Manipulative skill Over arm throw	By the end of the sub-strand the learner should be able to: observe rules when playing games for own and others safety.	Name games that involve the over arm throw. Name situations where you can use the over arm	Observe the rules when playing games using the over arm throw.	Field markers, bean bags, ropes, • Digital devices such as computers, mobile phones • Video clip of the over arm throw or games that use the skill such as Netball and	Signed questions and practicals make appropriate play items and use them in their own	



					throw.		Cricket	games	
	3		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: name the parts of the body that are in use during catching for body awareness	What are the body parts that are used for catching?.	Learners to answer questions on the parts of the body in use when catching.	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	4		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: name the parts of the body that are in use during catching for body awareness	What are the body parts that are used for catching?	Learners to answer questions on the parts of the body in use when catching.	Field markers, bean bags, ropes, Digital devices such as computers and mobile phones Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	5		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: watch a video clip on catching for digital literacy and problem solving;	Name games where catching is used	learners in groups to watch video clips of people playing netball and other games where the catching skill is used	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as	Signed questions and practicals	



							netball where the catching skill is used		
5	1		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: watch a video clip on catching for digital literacy and problem solving;	Name games where catching is used	learners in groups to watch video clips of people playing netball and other games where the catching skill is used	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	2		manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: perform catching in different ways for strength, coordination, endurance and balance	Name games where catching is used	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	3		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: perform catching in different ways for strength coordination, endurance and balance	Name games where catching is used	Learners to practice catching items of different sizes such as bean bags, tenniquoits and balls	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as	Signed questions and practicals	



							netball where the catching skill is used		
	4		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: practice catching in different ways for strength, coordination, endurance, balance and for excellence	Name games where catching is used	Learners to practice catching in groups, in twos	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	5		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: practice catching in different ways for strength, coordination, endurance, balance and for excellence	Name games where catching is used	Learners to practice catching in groups, in twos Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
6	1		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: establish relationships through catching for critical thinking and problem solving;	Name games where catching is used	Learners to practice catching in groups, in twos Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and	Signed questions and practicals	



							games such as netball where the catching skill is used		
	2		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: make appropriate balls for use, and for creativity and imagination;	Name games where catching is used	Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	3		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: make appropriate balls for use, and for creativity and imagination.	Name games where catching is used	Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	4		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: appreciate catching for Strength, coordination and	Name games where catching is used	Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the	Signed questions and practicals	



				balance and self-esteem.			catching skill and games such as netball where the catching skill is used		
	5		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: play games for enjoyment.	Name games where catching is used	Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
7	1		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: play games for enjoyment.	Name games where catching is used	Learners to play games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the catching skill and games such as netball where the catching skill is used	Signed questions and practicals	
	2		Manipulative skills: Catching	By the end of the sub-strand, the learner should be able to: Observe rules when playing games for own and others safety.	Name games where catching is used	Learners to observe rules when playing games using the catching skill	Field markers, bean bags, ropes, • Digital devices such as computers and mobile phones • Video clips of the	Signed questions and practicals	



							catching skill and games such as netball where the catching skill is used		
	3	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: Name water bodies found in the locality.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners in groups could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	4	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: Name water bodies found in the locality.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners in groups could be shown video clips of different water bodies such as dams, lakes, rivers, oceans and swimming pools	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	5	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: create a poster of pool rules for display in the changing room.	Name some water bodies around where you come from. Mention some of your	Learners to create a poster showing the swimming pool rules for display in the changing room	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers	Signed questions, observations Practicals make posters	



					classroom rules		,mobile phones		
8	1	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: create a poster of pool rules for display in the changing room.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners to create a poster showing the swimming pool rules for display in the changing room	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	2	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: identify sections of the pool and its environs.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners to observe pool sanitation and hygiene showering before entering the pool	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	3	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: familiarize with the pool rules for safety.	Name some water bodies around where you come from. Mention some of your classroom	Learners to observe pool sanitation and hygiene showering before entering the pool	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	



					rules				
	4	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: familiarize with the pool rules for safety.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners to observe pool sanitation and hygiene showering before entering the pool appropriate dress code	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	5	Water safety:	Pool Rules	By the end of the sub-strand, the learners should be able to: observe sanitation around the pool environs for personal hygiene.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners to be taken round the swimming pool for familiarization appropriate dress code	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
9	1	Water safety	Pool Rules	By the end of the sub-strand, the learners should be able to: enjoy playing simple water games.	Name some water bodies around where you come from. Mention some of your classroom rules	Learners to be taken round the swimming pool for familiarization appropriate dress code Learners to play water games	Swimming pool • Manila paper • Colouring pencils/crayons • Pencils • Rubbers • Digital devices such as computers ,mobile phones	Signed questions, observations Practicals make posters	
	2	Water safety	Pool Rules	By the end of the sub-strand, the learners	Name some water bodies	Learners to observe safety	Swimming pool • Manila paper	Signed questions,	



				should be able to: obey pool rules for own and others safety.	around where you come from. Mention some of your classroom rules	rules around the swimming pool	<ul style="list-style-type: none">• Colouring pencils/crayons• Pencils• Rubbers• Digital devices such as computers ,mobile phones	observations Practicals make posters	
	3	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to: State swimming pool rules.	Which objects can float in water? Name any two pool rules that you know.	Learners in groups to watch video clips of different types of floatation devices.	Field markers, bean bags, ropes, <ul style="list-style-type: none">• Digital devices such as computer, mobile phones• Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	
	4	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to watch a video clip of people wearing flotation devices for digital literacy and problem solving;	Which objects can float in water? Name any two pool rules that you know.	Learners in groups to watch video clips of different types of floatation devices.	Field markers, bean bags, ropes, <ul style="list-style-type: none">• Digital devices such as computer, mobile phones• Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display	



								them on the community water bodies	
	5	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to watch a video clip of people wearing flotation devices for digital literacy and problem solving;	Which objects can float in water? Name any two pool rules that you know.	Learners in groups to watch video clips of different types of floatation devices.	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones • Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	
10	1	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to identify different personal flotation device for wearing during swimming.	Which objects can float in water? Name any two pool rules that you know.	Learners to name different items that float on water	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones • Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	



2	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to demonstrate the wearing of a personal floatation device for safety.	Which objects can float in water? Name any two pool rules that you know.	Learners to name different items that float on water	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones • Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	
3	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to demonstrate the wearing of a personal floatation device for safety.	Which objects can float in water? Name any two pool rules that you know.	Learners to name different items that float on water	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones • Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	
4	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to appreciate the floatation devices for	Which objects can float in water? Name any	Learners to name different items that float on water. • Learners to watch video clips of	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones	Signed questions, observation, practicals make	



				safety.	two pool rules that you know.	people wearing floatation devices. • Learners practice wearing floatation devices	• Video clips of different types of floatation devices	posters to sensitize the community on water hazards and display them on the community water bodies	
	5	Swimming	Water Safety: Personal floatation device	By the end of the sub-strand, the learner should be able to play simple water games for enjoyment	Which objects can float in water? Name any two pool rules that you know.	Learners to name different items that float on water. • Learners to watch video clips of people wearing floatation devices. • Learners practice wearing floatation devices	Field markers, bean bags, ropes, • Digital devices such as computer, mobile phones • Video clips of different types of floatation devices	Signed questions, observation, practicals make posters to sensitize the community on water hazards and display them on the community water bodies	
11	END TERM ASSESSMENT AND CLOSING								



MUSIC SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR
	1	MUSIC		

Week	Lesson	Strand	Sub Strand	Specific Learning Outcome	Key Inquiry Question	Learning Experiences	Learning Resources	Assessment	Remarks
1	1	Musical Instruments		By the end of the sub-strand, the learner should be able to: a) Sign name different types of percussion instruments that can be used to accompany singing and dancing	Which musical instruments are used while singing or dancing?	Learners look at real Instruments, videos, pictures and are guided in identifying them. Learners feel vibrations of different percussion instruments and sign name them.	Signed questions, portfolio, observation, check lists	Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available recyclable materials	
2	1	Musical Instruments		By the end of the sub-strand, the learner should be able to: Sign name different types of percussion instruments that can be used to accompany singing and dancing	Which instruments are played by striking?	In groups and individually learners are guided in improvising body percussions by tapping, clapping, stamping etc to accompany signed song	Signed questions, portfolio, observation, check lists	Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical	



								instruments • Locally available recyclable materials	
3	1	Musical Instruments		By the end of the sub-strand, the learner should be able to improvise body percussions to accompany signed songs	Which instruments are played by shaking?	Individually and in groups, learners are guided to improvise different percussions using locally available materials such as rhythm sticks, shakers, rattles and drums and encouraged to share them with others	Signed questions, portfolio, observation, check lists	Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available recyclable materials	
4	1	Musical Instruments		By the end of the sub-strand, the learner should be able to improvise percussion instruments using locally available materials	What is the role of instruments in a song?	Learners take turns playing the beat or a rhythmic pattern on improvised percussion instruments as the rest sign familiar songs, or during story signing time.	Signed questions, portfolio, observation, check lists	Audio-visual excerpts of musical instruments • Musical instruments • Charts of musical instruments • Locally available recyclable materials	



5	1	Musical Instruments		By the end of the sub-strand, the learner should be able to improvise percussion accompaniment to signed songs and dances.	What is the role of instruments in a song?	Learners take turns playing the beat or a rhythmic pattern on improvised percussion instruments as the rest sign familiar songs, or during story signing time.	Signed questions, portfolio, observation, check lists	Audio-visual excerpts of musical instruments <ul style="list-style-type: none">• Musical instruments• Charts of musical instruments• Locally available recyclable materials	
6	1		Dance	By the end of the sub-strand the learner should be able to: identify various occasions during which dance is performed in the society	During which occasions/event s do you dance?	Learners to identify occasions during which dance is performed in the society. Learners watch relevant recordings of different dances for experience purposes and dance freely	Audio-visual excerpts of dance <ul style="list-style-type: none">• Audio-visual equipment• Dance costumes and props.• Multi-cultural musical instruments	Signed questions, portfolio, observation, check lists	
7	1		Dance	By the end of the sub-strand the learner should be able to develop an awareness of body parts leading to their appropriate use in dance	During which occasions/event s do you dance?	Learners to identify occasions during which dance is performed in the society. Learners watch relevant recordings of different dances	Audio-visual excerpts of dance <ul style="list-style-type: none">• Audio-visual equipment• Dance costumes and props.• Multi-cultural musical	Signed questions, portfolio, observation, check lists	



						for experience purposes and dance freely	instruments		
8	1		Dance	By the end of the sub-strand the learner should be able to apply body movements that are part of daily experience in a variety of ways in dance	Why do people dance? Which are some of the body movements we make every day?	Learners to identify and use different body parts/zones and to freely execute dance movement. Learners identify and use body movements that are part of daily experience (waving, matching, shoulder-shrugging, nodding, sweeping motion) in dance	Audio-visual excerpts of dance • Audio-visual equipment • Dance costumes and props. • Multi-cultural musical instruments	Signed questions, portfolio, observation, check lists	
9	1		Dance	By the end of the sub-strand the learner should be able to respond to movement and vibrations/music in a variety of ways for enjoyment	Why do people dance? Which are some of the body movements we make every day?	Learners to identify and use different body parts/zones and to freely execute dance movement. Learners identify and use body movements that are part of daily experience (waving, matching, shoulder-shrugging, nodding, sweeping motion) in dance	Audio-visual excerpts of dance • Audio-visual equipment • Dance costumes and props. • Multi-cultural musical instruments	Signed questions, portfolio, observation, check lists	
10	1		Dance	By the end of the sub-strand the learner should be able to apply locomotor and	Which parts of the body are commonly used when dancing?	Individually and in groups learners are guided in appropriate use of	Audio-visual excerpts of dance • Audio-visual equipment	Signed questions, portfolio, observation,	



				non-locomotor movements in creating own dance;		time, space, energy and relationships (elements of dance) in dance performance	<ul style="list-style-type: none">• Dance costumes and props.• Multi-cultural musical instruments	check lists	
11	END OF TERM ASSESSMENT AND CLOSING								



ART AND CRAFT SCHEME OF WORK GRADE 1 TERM 2

NAME	
TSC NO.	
SCHOOL	



SCHOOL	GRADE	LEARNING AREAS	TIME	YEAR

Week	Lesson	Strand	Sub strand	Specific learning outcome	Key inquiry question	Learning experiences	Learning Resources	Assessment	Remarks
1	1	Paper Craft	Folding Technique	By the end of the sub strand, the learner should be able to: observe items made using folding method in paper craft to help in creating paper decorations	What type of decorations do we use during celebrations?	In groups, learners to observe and identify items made using folding method in paper craft	Assorted paper, cutting tools, rulers, adhesives	Signed question, discussion, observation, portfolios	
	2	Paper Craft	Folding Technique	By the end of the sub strand, the learner should be able to: create decorations using folding method of paper craft; have fun as they make paper decorations using folding method of paper craft	What type of decorations do we use during celebrations? How do we fold paper to make a decoration	Individually, the learner to freely express themselves by creating decorations using folding method in paper craft. The learner to display and sign about own and learner others work	Assorted paper, cutting tools, rulers, adhesives	Signed question, discussion, observation, portfolios	
2	1	Fabric Decoration	Painting on fabric with brushes	By the end of the sub strand, the learner should be able to: observe brush painted fabric from teacher	How does fabric painted with brushes look like?	In groups, learners identify samples of brush painted fabric. Individually learner to decorate fabric	Fabric, paint, dye, bristle brushes, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	



				samples to help in creating decorations		using brushes			
	2	Fabric Decoration	Painting on fabric with brushes	By the end of the sub strand, the learner should be able to: use brush to paint on fabric to create decorations; Have fun painting decorations on fabric	How does fabric painted with brushes look like? How do we paint on cloth using brushes	Individually learner to decorate fabric using brushes. The learner to display and talk about own and others brush painted fabrics	Fabric, paint, dye, bristle brushes, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
3	1	Fabric Decoration	painting on fabric with sponge	By the end of the sub strand, the learner should be able to: observe sponge painted fabric from teacher samples to help in creating decorations;	How fabric do painted with sponge look like?	In groups, learners identify samples of sponge painted fabric	Fabric, paint ,dye, sponge, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
	2	Fabric Decoration	Painting on fabric with sponge	By the end of the sub strand, the learner should be able to: use sponge to paint on fabric to create decorations; have fun painting decorations on fabric	How do we paint on cloth using sponge	Individually learner to decorate fabric using sponges The learner to display and sign about own and others sponge painted fabrics	Fabric, paint, dye, sponge, water, cleaning rags, digital images	Signed questions, discussion, observation, portfolios	
4	1	Mounting Techniques	Mosaic	By the end of the sub strand, the learner should be able to: identify and collect different types of material from the environment that can be used to create	How do we identify materials used to create mosaic?	In groups learners to take nature walk to the environment identify and collect materials that can be used to create mosaic.eg stones, pebbles, leaves papers, small plastic, egg shells etc.	Found materials, adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	



				mosaic;					
	2	Mounting Techniques	Mosaic	By the end of the sub strand, the learner should be able to: identify and collect different types of material from the environment that can be used to create mosaic;	How do we identify materials used to create mosaic?	In groups learners to take nature walk to the environment identify and collect materials that can be used to create mosaic.eg stones, pebbles, leaves papers, small plastic, egg shells etc.	Found materials, adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
5	1	Mounting Techniques	Mosaic	By the end of the sub strand, the learner should be able to: create simple pictures in mosaic using locally available materials; have fun while creating simple pictures in mosai	How do we create mosaic? How do learners react when making mosaic	Guide the learner individually, to create simple pictures using mosaic technique	Found materials, adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
	2	Mounting Techniques	Mosaic	By the end of the sub strand, the learner should be able to: create simple pictures in mosaic using locally available materials;	How do we create mosaic? How do learners react when making mosaic	The learner to display and sign about their own and others WORK	Found materials, adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
6	1	Mounting Techniques	Mosaic	By the end of the sub strand, the learner should be able to: have fun while creating simple pictures in mosai	How do we create mosaic? How do learners react when making mosaic	The learner to display and sign about their own and others WORK	Found materials, adhesives, mounting surfaces, digital images	Signed questions, discussion, observation, portfolios	
	2	Decorating Forms	Decorating plastic bottles using	By the end of the sub strand, the learner should be able to:	What kind of adhesive can be used in decorating	In groups learners to observe decorated bottles from teachers collection	Found materials, adhesives, mounting surfaces, digital	Signed questions, discussion, observation,	



			coloured paper	Observe decorated plastic bottles to help in motivating them to decorate three dimensional (3D forms);	plastic bottles using coloured paper? Where can learners source coloured paper		devices	portfolios	
7	1	Decorating Forms	Decorating plastic bottles using coloured paper	By the end of the sub strand, the learner should be able to: decorate plastic bottles using coloured paper for self-expression	What kind of adhesive can be used in decorating plastic bottles using coloured paper? Where can learners' source coloured paper	Collect and use coloured paper from the environment in decorating plastic bottles The learner to display and talk about their own and others work.	Found materials, adhesives, mounting surfaces, digital devices	Signed questions, discussion, observation, portfolios	
	2	Ornaments	Single stranded bracelets	By the end of the sub strand, the learner should be able to: a) observe beaded ornaments from teacher's samples to help in making bracelets using single strand beading;	What materials can be used from the environment in making beads?	In groups learners to identify samples of bracelets made using local techniques and materials e.g. glass beads, plastic beads, clay beads, wooden beads, bone beads etc	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
8	1	Ornaments	Single stranded bracelets	By the end of the sub strand, the learner should be able to: experiment with local materials to create bracelets using single strand beading; enjoy making bracelets using single strand	What materials have you used in making beads?	Learner to display, discuss and appreciate their work	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	



				beading.					
	2		Single stranded bracelets	By the end of the sub strand, the learner should be able to: enjoy making bracelets using single strand beading.	What materials have you used in making beads?	Learner to display, discuss and appreciate their work	Assorted beads, cutting tools, strings, digital images	Signed questions, discussion, observation, portfolios	
9	1	Sculpture	Toys	By the end of the sub strand, the learner should be able to: Observe samples of toys, material and tools from teacher's collection to motivate them make their own;	Which toys are in class nature corner? What materials and tools are used for making toys? How do you feel when playing with toys?	In groups, learners be taken to their class nature corner to identify toys?	Sample toys, found materials, strings, rubber bands, digital images	Signed questions, discussion, observation, portfolios	
	2	Sculpture	Toys	By the end of the sub strand, the learner should be able to: make simple toys using local materials for playing; have fun as they make toys and play with them	Which toys are in class nature corner? What materials and tools are used for making toys? How do you feel when playing with toys?	Individually make simple toys using locally available materials Learners to display and sign about own and others toys	Sample toys, found materials, strings, rubber bands, digital images	Signed questions, discussion, observation, portfolios	
10-11	END OF TERM ASSESSMENT AND CLOSING								