

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REF L
1	1	<b>OPENER</b>		<b>EXAMS</b>							
2	1	PERFORMANCE	9.1 Musical Rhymes	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for enjoyment	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration  Digital literacy	Love  Respect	Guide learners in groups to listen to recorded rhymes □ Guide learners to listen specialists demonstrate rhyming □ Guide learners to rhyme in pairs or small groups □ Guide learners to present own composed rhymes	Realia Charts	1.Observation 2.Oral questions Written questions	
3	1		9.1 Musical Rhymes	By the end of the sub-strand, the learner should be able to; a) recite simple rhymes for enjoyment b) demonstrate the ability to recite simple rhymes for fun	Which rhyme do you recite? 2. Whose rhyme do you like most	Communication and collaboration  Critical thinking and Problem Solving  Digital literacy	Love  Respect	Guide learners in groups to listen to recorded rhymes □ Guide learners to listen specialists demonstrate rhyming  rhyme in pairs or small groups □ Guide learners to present own composed rhymes	Realia	.Observation 2.Oral questions Written questions	
4	1		9.1 Musical Rhymes	By the end of the sub-strand, the	Which rhyme do you recite?	Communication and collaboration	Love  Respect	Guide learners in groups to listen to □ Guide learners to	Realia charts	.Observation 2.Oral	

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			learner should be able to; a) recite simple	2. Whose rhyme do you like most	Critical thinking and		recorded rhymes listen specialists	questions Written questions
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				<p>enjoyment b) demonstrate the ability to recite simple rhymes for fun</p>		<p>problem solving  Digital literacy</p>		<p>demonstrate rhyming  <input type="checkbox"/> Guide learners to rhyme in pairs or small groups  <input type="checkbox"/> Guide learners to present own composed rhymes</p>			
5	1		<p><b>9.1 musical Rhymes</b></p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) demonstrate the ability to recite simple rhymes for fun b) Appreciate different rhymes</p>	<p>Which rhyme do you recite? 2. Whose rhyme do you like most</p>	<p>Communication and collaboration  Critical thinking and problem solving  Digital literacy</p>	<p>Love  Respect</p>	<p>Guide learners in groups to listen to recorded rhymes  <input type="checkbox"/> Guide learners to listen specialists demonstrate rhyming  <input type="checkbox"/> Guide learners to rhyme in pairs or small groups  <input type="checkbox"/> Guide learners to present own composed rhymes</p>	<p><b>Realia charts</b></p>	<p>Observation Written question</p>	

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6	1		<p><b>9.1 musical Rhymes</b></p> <p>By the end of the sub-strand, the learner should be able to;</p> <p>A) demonstrate the ability to recite simple rhymes for fun</p> <p>B) Appreciate different rhymes</p>	<p>Which rhyme do you recite?</p> <p>2. Whose rhyme do you like most</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Digital literacy</p>	<p>Love</p> <p>Respect</p>	<p>Guide learners in groups to listen to recorded rhymes</p> <ul style="list-style-type: none"> <li>□ Guide learners to listen specialists demonstrate rhyming</li> <li>□ Guide learners to rhyme in pairs or small groups</li> <li>□ Guide learners to present own composed rhymes</li> </ul>	<p>Realia charts</p>	<p>.Observation</p> <p>2.Oral questions</p>	
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7	1		<b>Singing games</b>	By the end of the sub-strand the learner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy  Imaginative and creative	Respect  Responsibility	Guide learners to perform singing games freely. – Guide learners to identify props to accompany singing games. – Guide learners to perform singing games from different cultures in groups and in pairs. – Guide learners to watch a video on singing games from different cultures. – Guide learners to perform singing games from different culture in groups and in pairs.	<b>Realia charts</b>	<b>.Observation</b> <b>2.Oral questions</b>
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– Guide learners to

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8	1			By the end of the sub-strand the learner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy  Imaginative and creative	Respect  Responsibility	Guide learners to perform singing games freely. = Guide learners to identify props to accompany singing games. = Guide learners to perform singing games from different cultures in groups and in pairs.  watch a video on singing games from different cultures.  perform singing	Realia	.Observation 2.Oral questions	
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								games from different culture in groups and in pairs.			
9	1		<b>Singing games</b>	By the end of the sub-strand the learner should be able to; a) Identify simple singing games for enjoyment b) Perform simple singing games for fun	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy  Imaginative and creative	Respect  Responsibility	Guide learners to perform singing games freely. = Guide learners to identify props to accompany singing games. = Guide learners to perform singing games from different cultures in groups and in pairs. Guide learners to watch a video on singing games from different cultures. Guide learners to perform singing games from different culture in groups and in pairs.	<b>Realia counters</b>	<b>.Observation 2.Oral questions</b>	

= Guide learners to

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1 0	1		<b>Singing Games</b>	By the end of the sub-strand the learner should be able to; a) Perform simple singing games using props b) Appreciate their culture as they perform	1. Which singing games do you enjoy most? 2. Which costumes do you use	Self efficacy  Imaginative and creative	Respect  Responsibility	Guide learners to perform singing games freely.  identify props to accompany singing games.  perform singing games from different cultures in groups and in pairs. □ Guide learners to watch a video on	<b>Realia</b>	<b>.Observation 2.Oral questions</b>	
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								<p>singing games from different cultures.</p> <p>Guide learners to perform singing games from different culture in groups and in pairs.</p>			
1	1		<p><b>Singing games</b></p> <p>By the end of the sub-strand the learner should be able to;</p> <p>a) Perform simple singing games using props</p> <p>b) Appreciate their culture as they perform</p>	<p>1. Which singing games do you enjoy most?</p> <p>2. Which costumes do you use</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p> <p>Imaginative and creative</p>	<p>Respect</p> <p>Unity</p> <p>Peace</p> <p>Patience</p> <p>Responsibility</p>	<p>Guide learners to perform singing games freely.</p> <p>□ Guide learners to identify props to accompany singing games.</p> <p>□ Guide learners to perform singing games from different cultures in groups and in pairs.</p> <p>□ Guide learners to watch a video on singing games from different cultures.</p> <p>□ Guide learners to perform singing games from different culture in groups and in pairs.</p>	<p><b>Realia</b></p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p>		

□ Perform simple

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1 2	1		<b>Play simple musical Instrument</b>	By the end of the sub-strand the learner should be able to: a) identify various ICT devices that produce music for fun	1. Which game do you like playing? 2. Whom do you enjoy playing with	Communication and collaboration  Critical thinking and problem solving  Imaginative	Respect  Unity  Peace  Patience  Responsibility	Learners to be guided to name various electronic gadgets = Operate ICT devices to listen and respond to music  music from various ICT devices	Realia	<b>.Observation 2.Oral questions 3.written questions</b>
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						and creative		of the body as they play music from various ICT devices □ Observe safety as they use, operate and store electronic gadgets			
13	<b>REVISION AND END OF TERM EXAMS</b>										
14	<b>REPORT MAKING AND CLOSURE</b>										