


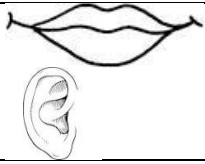
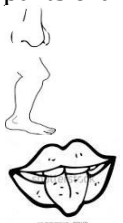
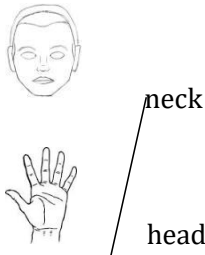


**MIDDLE CLASS LITERACY SCHEME OF WORK FOR THIRD TERM**






**LEARNING AREA 3: AGE 4-5**


**LEARNING OUT COME: CARING FOR MY BODY PARTS.**

W K	P D	MAJOR COMPENT ANCES	SPECIFI C COMPEN TANCES	CONTENT	COMPETENC ES	METHODS/ TECHNIQUES	L/ ACTIVIT IES	INDICAT ORS OF LIFE SKILLS AND VALUES	LEARN ING AIDS	REF REM
1	1	orientation	registrat ion	-rhymes about the body parts. -oral discussions about the body parts. -oral discussions about the body parts.  eye	The learner; -recites the rhymes about the body parts -names the body parts -reads the words	Explanation  Question and answer	Reciting  Naming and reading words	Self awarene ss  Responsi bility  Care	Real body parts	Science activiti es for pre- primar y level 3 page 13

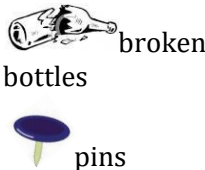

									
2	Caring for and protecting my body parts	Drawing and naming body parts.	<p>Drawing and naming body parts orally.</p>  <p>leg, tongue, nose</p>	The learner; -draws and names the body parts orally.	Explanation Question and answer Observation	Drawing and naming body parts	Self awareness Responsibility Care Love Responsibility	real body parts	science activities for pre-primary level 3 page 13
3	Caring for and protecting my body parts	Body parts to words	<p>Matching body parts to words</p> 	The learner; -reads the words. -draws the body parts. -matches the body parts to words.	Explanation Demonstration Question and answer	Matching pictures to words	Self awareness -making choice -responsibility	Real body parts - pictures of body parts	Pre-school science activities work book page 3

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2	1	Caring for and protecting my body parts	Oral lesson about uses of body parts	Uses of body parts -eye for seeing Ear for hearing Nose for smelling Tongue for tasting	The learner; -names the body parts. -tells the uses of body parts. -reads the words.	Explanation  Discussion  Question and answer	Telling what the uses of each body part for.	Self awareness -love Care	Flash cards for words - pictures for body parts	Pre-school science activities work book page 3
	2	Caring for and protecting my body parts	Body parts and uses	Matching pictures with uses   talking   hearing   tasting   smelling	The learner; -names the body parts. -reads the words. -matches pictures to uses.	Discussion  Explanation  Question and answer	Matching body parts to uses	Self appreciation  Love	Real body parts  Flash cards for words	Pre-school activities work book page 4 and 5

	3	Caring for and protecting my body parts	Things we use to care for the body	Things we use to care for the body. -water, soap, towel, ear buds, razorblade, tooth brush, tooth paste, sponge e.t.c	The learner; -names things we use to care for the body. -reads the words	Guided discussion  Explanation  Demonstration  Role play	Naming things used to clean the body	Responsibility  Care  Self expression	Real objects like towel, soap, water e.t.c	Understanding integrated science primary 1 page 5, 6, 7, 8, 9, 10, 11 and 113
3	1	Caring for protecting my body parts	Things used to clean the body	Reading and drawing things for cleaning the body. Water  Towel  Toothbrush	The learner -reads the words -draws the things for cleaning the body	Explanation  Observation  Question and answer	Reading and drawing things used to clean the body	Responsibility  Care	Real objects  Wall cards for words	Mk Primary English pupils book one page 99
<b>Learning outcome XII: keeping safe and avoiding accidents.</b>										
	2	Describing dangerous situations	Dangerous things	Naming dangerous things (oral), cutter, pencils, razorblade, fire, etc	The learner; -mentions dangerous things. -observes and names dangerous things	Explanation  Observation	Naming dangerous things in our environment	Awareness  Care  Responsibility	Real objects e.g razorb lades, cutters , pencils etc	Mk integrated Primary science pupils science pupils

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										book one page 68
	3	Dangerous things	<p>Draw and name dangerous things</p>  <p>broken bottles pins</p>	The learner; -names dangerous things -draws dangerous things	<p>Guided discovery</p> <p>Observation</p> <p>Explanation</p>	<p>Drawing and naming dangerous things</p>	<p>Self awareness</p> <p>-responsibilities</p> <p>-care</p>	<p>Real objects</p> <p>Nails</p> <p>Broken bottle e.t.c</p>	<p>Life skills development activities for pre-primaries level 3page 37</p>	
4	1	Describing dangerous situations	<p>Dangerous things</p> 	The learner; -mentions dangerous things. -reads words -circles dangerous things	<p>Demonstration</p> <p>Observation</p> <p>Question and answer</p>	<p>Circling dangerous things</p>	<p>Self awareness</p> <p>-responsibility</p> <p>Care</p>	<p>Knives</p> <p>Razor blades</p> <p>Cutter</p> <p>Etc</p>	<p>Mk integrated primary science pupil's book one page 68</p>	
	2	Describing dangerous situations	<p>Dangerous things</p> <p>Dangers caused by dangerous things.</p>	The learner; -tells dangers caused by	<p>Guided discussion</p> <p>Explanation</p>	<p>Discussing dangerous</p>	<p>Responsibility</p> <p>Self control</p>	<p>Real objects for danger</p>	<p>Understanding integrated</p>	



			-accidents e.g falls, burns, fractures, wounds, etc, death	dangerous things	Question and answer	things and how we can get rid of them	Care Self awareness	ous objects	science primary 1 page 50 and 51	
	3	Describing dangerous situations	Safety on the road	Telling dangers on the way. Kidnap, falls, car accidents, snake bites, dog bites, insect sting etc	The learner; - understands dangers on the way home or school. Tells dangers on the way	Guided discussion Observation Explanation	Discussing dangers on the way and how to avoid them	Awareness Care Responsibility	Picture of dangerous situations	Understanding integrated science primary 1 page 49
5	1	Keeping my environment clean.	School environment	Touring the school environment. -naming things in the environment e.g flowers, trees, goats, car etc	The learner: -tours around the school. -observes things in the school environment e.g flowers, trees, goats, car etc	Guided discussion Observation Question and answer	Touring and naming things in the school environment	Effective communication - confidence - fluency - audibility	Things in the environment around the school e.g flowers, trees, cars etc	Understanding integrated science primary 1 page 15

	2	Keeping my environment clean.	Things in the environment	Drawing and naming things in the environment  stone 	The learner; -names things in the environment -draws things in the environment	Explanation Demonstration	Drawing Naming	Effective communication -confidence -fluency	Real things e.g. table, stone etc	Understanding integrated science primary 1 page 15
	3		Things in the environment	Filling in the missing letters  m_ o n  c__r	The learner; -reads the words. -fills in the missing letters	Demonstration Explanation Question and answer	Filling in the missing letters	Critical thinking Care Responsibility	Real things - pictures of objects in the environment	Understanding integrated science primary 1 page 15
6	1		Things in our environment	Reading and drawing sun  star cat  hen bird tree  boy flower	The learner; -reads the word. -draws the things in the environment	Guided discussion Observation	Reading and drawing things in our environment	Critical thinking Responsibility	Real things	Teacher collection
	2		Things used to clean the	Names things used to clean the environment.	The learner; -names things for	Explanation	Naming things used to	Effective communication	Real objects	Teacher

		environ ment	Broom dustbin slasher brush rag water soap hie rake panga spade etc	cleaning our environment	Demonstratio n  Observation	clean our environ ment	Confiden ce  Audibilit y	Picture of things to clean the enviro nment	collecti on	
	3	Identifying food that is good for health	Common foods at home.	Naming common foods at home. Fruits – apple, sugarcane, bitter tomatoes, egg plants etc	The learner; -names common foods at home -reads the words	Explanation  Question and answer	Naming food at home	Effective communi cation	Apple, sugarc ane, egg plants, bitter tomato es etc	Social activiti es for primar y 2 level 3) page 10
7	1		Other foods	Naming other foods e.g cassava, potato, rice, beans, yams, etc	The learner -names other food. -reads words	Explanation  Question and answer	Naming more of foods eaten at home	Self awarene ss Love  Care	Real food e.g cassav a etc	Social activiti es for pre- primar y 2 level 3 page 10
	2	Identifying food that is good for health	Identific ation of foods from the	Identify foods on the nature table e.g beans, bananas, eggs, irish potatoes,	The learner ; -identifies food on the nature table.	Question and answer  Observation	Identifyi ng and naming the	Care  Audibilit y	Nature table	Teache r's collecti on

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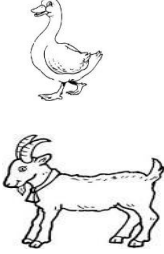
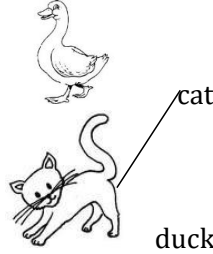


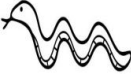


		nature table	meat, sweet potato etc	-names foods on the nature table		given foods.			
3		common foods	Drawing and naming common foods.  apple 	The learner; -names common foods. -draws common foods.	Explanation Observation Question and answer	Drawing and naming domestic animals	Critical thinking Self expression Self esteem	Nature table	Teacher's collection

**Learning area 2: interacting with, exploring, knowing and using my environment**

**Learning outcome 1: exploring and knowing my immediate environment**

8	1	Classifying people, animals, insects and other objects seen at home.	Domestic animals	Name animals at home. Cat, dog, cow, goat, sheep, camel. Donkey, horse, hen, duck, etc	The learner; -names animals at home. Reads words	Guided discussion Explanation Question and answer	Naming the given domestic animals	Awareness Love Care	Animal around our school	Social activities for pre-primary 2 level 3 page 24
	2		Names of domestic animals	Spelling and reading turkey, hen, cow, goat, donkey, camel, sheep, etc	The learner -spells the words -reads the words	Observation Demonstration Dramatization	Spelling and reading words	Critical thinking Empathy Care	Flash cards for words	Social activities for pre-primary 2 level 3

							Love		page 24
	3	Domestic animals	<p>Drawing and naming.</p> 	<p>The learner;</p> <ul style="list-style-type: none"> <li>-draws domestic animals</li> <li>-names domestic animals</li> </ul>	Guided discovery	Drawing and naming animals	<p>Awareness</p> <p>Care</p>	Picture of domestic animal	Social activities for pre-primary 2 level 3 page 25 and 26
9	1	Domestic animals	<p>Match pictures to words.</p> 	<p>The learner;</p> <ul style="list-style-type: none"> <li>-reads the words.</li> <li>-draws pictures</li> <li>-matches pictures to words</li> </ul>	<p>Explanation</p> <p>Observation</p> <p>Question and answers</p>	Matching pictures to words	Critical thinking	Flash cards for words - pictures of domestic animal	Teacher's collection
	2	Wild animals	<p>Common wild animals</p> <p>Names common wild animals (animals in the bush, forest, jungle)</p> <ul style="list-style-type: none"> <li>-giraffes, rats, monkeys, lion, elephant etc</li> </ul>	<p>The learner</p> <ul style="list-style-type: none"> <li>-mentions wild animals</li> <li>-reads words</li> </ul>	<p>Explanation</p> <ul style="list-style-type: none"> <li>-guided discussion</li> </ul> <p>Question and answer</p>	Naming some of the wild animals	Awareness	Picture of animal in the bush	Understanding integrated science for primary 1

										page 16
	3	Wild animals	Wild animals	Drawing wild animals. 	The learner; -draws wild animals	Observation Discovery	Drawing some of the wild animals	Creative thinking	Picture of wild animal	Understanding integrated science for primary 1 page 16
10	1		Wild animals	Matching words to pictures.   lion monkey	The learner; -reads the words -matches words to pictures	Explanation Observation Question and answer	Matching pictures to words	Awareness	Picture of wild animal	Understanding integrated science primary 1 page 16

**Learning area 3: taking care of myself for proper growth and development.**

**Learning outcome iv: caring for the body.**

	2	Weather	Types of weather	Naming types of weather. Cloudy, sunny, rainy, windy	The learner; -mentions types of weather.	Explanation Observation Excussion	Naming types of weather	Effective communication Fluency	Weather chart	Understanding integrated science primary
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				-observes all types of weather			Audibility Self awareness		y 1 page 16
3	Weather	Things we wear	Name things we wear ( oral) -dress, trousers, jackets, short, knickers, coat, sweater, etc -names things we wear in <b>Sunny weather:</b> vest, shirt, dress etc <b>Rainy weather:</b> rain coat, sweater, jacket etc <b>Cloudy weather:</b> scarf, jacket, sweater etc.	The learner: -names things we wear. -identifies what we wear according to weather -reads words ( names of clothes	Explanation  Guided discussion	Naming  Identifying clothing s	Effective communication Fluency  Audibility	Real objects  Picture of clothes	Understanding integrated science primary 1 page 42