




**LITERACY SCHEME OF WORK FOR MIDDLE CLASS 4-5 YEARS TERM I**

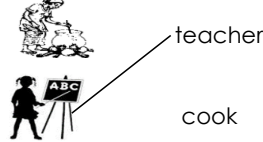
*LEARNING AREA III: Taking care of myself for proper growth and development*



*LEARNING OUTCOME 5: Exploring and knowing my immediate environment*

| W<br>K | P<br>D | MAJOR<br>COMPET<br>ENCE   | CONTENT  | COMPETENCES  | MTHD/TECH  | ACT  | IND. OF L.<br>SKILLS &<br>VALUES                                  | L/AIDS                    | REF   | R<br>E<br>M |
|--------|--------|---|--|--|--|--|---|---------------------------|---|-------------|
| 1      | 1      | Orientati<br>on   | Orientati<br>on<br>(Revision<br>of holiday<br>package<br>) | The learner;<br>- recites the rhyme<br>about people at<br>home.<br>- identifies people at<br>home. | explanation<br>question &<br>answer                | - reciting rhymes<br>- identifying people at<br>home<br>- answering oral questions<br>from the holiday work.   | friendship<br>formation<br>love<br>care<br>empathy                | Nursery<br>rhymes<br>book | Nursery<br>rhymes<br>book                   |             |
|        | 2      | Describin<br>g how<br>people<br>protect<br>and take<br>care for<br>me | Family<br>(people<br>at home)                              | The learner;<br>- identifies people at<br>home<br>- mentions the people<br>at home                 | explanation<br>observation<br>question &<br>answer | - identifying people at<br>home<br>- mentioning people at<br>home<br>- naming people at home<br><b>e.g</b><br>father      brother<br>mother     sister | friendship<br>formation<br>self esteem<br>fluency<br>love<br>care | flash cards               | Mk<br>Stand<br>ard<br>book<br>page<br>21-22 |             |
| 2      | 1      |   | Family<br>(people<br>at home)                              | The learner;<br>- reads the words<br>- draws the pictures for<br>the people at home                | demonstrati<br>on<br>observation<br>explanation    | - reading words<br>- drawing pictures<br>- matching pictures to<br>words   | effective<br>communica<br>tion<br>fluency                         | flash cards               | Mk<br>Stand<br>ard bk<br>page               |             |

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|   |   |  |                                  |   |   |   |   |                                |                                 |  |
|---|---|--|----------------------------------|---|---|---|---|--------------------------------|---------------------------------|--|
|   |   |  |                                  |   | question & answer   |   | audibility confidence   |                                | 21-22                           |  |
|   | 2 | Describing how people protect and take care for me | Family (people at home)          | The learner;<br>- names the people at home<br>- reads and spells words                        | explanation question & answer                                   | naming people at home<br>reading & spelling words<br>drawing the people at home e.g. father, mother   | friendship formation<br>love<br>care<br>confidence              | flash cards                    | Mk Standard bk pg 21-22         |  |
| 3 | 1 |  | Family (roles of people at home) | The learner<br>- identifies people at home<br>- names the people at home                      | question & answer<br>explanation<br>observation                 | - identifying people at home<br>- naming people at home<br>- mentioning the roles of people at home e.g. cooking, fetching water                        | effective communication<br>confidence<br>audibility<br>accuracy | chart showing people at home   | Mk Standard SST book page 21-22 |  |
|   | 2 | Describing how people protect and take care for me | Family (roles of people at home) | The learner;<br>- names the people at home<br>- mentions the roles of people at home          | question & answer<br>role playing<br>explanation, demonstration | - naming people at home<br>- mentioning the roles of people at home   | effective communication<br>fluency<br>confidence<br>audibility  | flash cards                    | Teachers collection             |  |
| 4 | 1 | Observing and talking about people at home and     | School (people at school)        | The learner;<br>- identifies the people at school<br>- mentions the roles of people at school | explanation<br>question & answer                                | - identifying people at school<br>- reading and spelling<br>- mentioning people at school<br>- naming people at school<br><b>e.g</b> cleaners, teachers | effective communication<br>accuracy<br>confidence               | chart showing people at school | School                          |  |

|   |   |  |                           |  |   |  |   |                   |  |  |
|---|---|--|---------------------------|--|---|--|---|-------------------|--|--|
|   | 2 | learning centre  | School (people at school) | The learner;<br>- identifies the people at school<br>- reads and spells                  | question & answer<br>observation<br>explanation | - identifying people at school<br>- naming people at school<br><b>e.g</b> bursar, headteacher, cook, driver  | critical thinking<br>responding to question         | chart             | School   |  |
| 5 | 1 |  | School (people at school) | The learner;<br>- reads the words<br>- draws the pictures                                | explanation<br>question & answer<br>observation | - reading words<br>- drawing good pictures<br>- matching pictures to words<br> | creative thinking<br>responding to question         | chart             | Social activities level 2                          |  |
|   | 2 |  | School (people at school) | The learner;<br>- names the people at school<br>- mentions the roles of people at school | explanation<br>question & answer                | - naming the people at school<br>- mentioning roles of people at school orally<br>- articulating words<br><b>e.g.</b> gatekeeper, nurse                          | effective communication<br>confidence<br>audibility | chart             | Social activities level 2                          |  |
| 6 | 1 | Naming activities that my different body parts can perform | Body parts (head)         | The learner;<br>- observes the parts of the head   | explanation<br>observation<br>question & answer | - identifying parts of the head orally<br>- observing parts of the head <b>e.g.</b> eye, nose, ear, mouth  | self awareness<br>care<br>love                      | parts of the head | Science activities for pre-primary level 3 page 13 |  |
|   | 2 |  | Body parts (head)         | The learner;<br>- observes the words<br>- names parts of the head                        | observation<br>questions & answer               | - observing words<br>- reading and spelling the words <b>e.g</b> nose, hair, eyes, tongue  | responsibility<br>self esteem<br>love<br>care       | flash cards       |  |  |

|   |   |  |                                     |   |   |   |   |   |  |  |
|---|---|--|-------------------------------------|---|---|---|---|---|--|--|
| 7 | 1 |  | Body parts (head)                   | The learner;<br>- observes the words<br>- reads the words<br>- spells the words of the parts of head                      | explanation<br>observation<br>question & answer   | - reading and spelling the words<br>- drawing parts of the head.<br><b>e.g.</b>                           | self awareness<br>responsibility<br>love, care    | flash cards                               |  |  |
|   | 2 |  | Body parts (head)                   | The learner;<br>- identifies the body parts<br>- reads the words<br>- draws the parts of the head                         | demonstration<br>question & answer<br>explanation | - reading and drawing parts of the head<br>- matching the parts of the head to words <b>e.g</b> mouth<br> | self awareness<br>making choice<br>responsibility | real body parts                           | Pre-school   |  |
| 8 | 1 |  | Body parts (leg)                    | The learner;<br>- observes the parts of the leg<br>- identifies the parts of the leg                                      | explanation<br>observation<br>questions & answer  | - observing the parts of the leg<br>- naming the parts of the leg orally<br><b>e.g</b> knee, heel, calf   | self esteem & awareness<br>responsibility         | real parts of the leg                     | Science activities for pre-primary level 3 page 13 |  |
|   | 2 | Naming activities that my different body parts can perform | Body parts (leg)                    | The learner;<br>- observes the parts of the leg<br>- reads the words<br>- spells the words of the parts of the leg orally | observation<br>question & answer                  | - observing words<br>- reading and spelling the words<br>- ticking the odd one out<br>toe, ankle, chair<br>knee, hand, toes<br>eye, calf, nose  | self esteem<br>responsibility<br>love<br>care     | flash card                                |  |  |
| 9 | 1 |  | Body parts (Uses of the body parts) | The learner;<br>- names the body parts<br>- reads the words and spell<br>- articulates the uses of body parts             | explanation<br>question & answer<br>discussion    | - naming body parts<br>- telling the uses of the parts of the body e.g.<br>ears for .....<br>eyes for .....<br>nose for .....   | self awareness<br>love<br>care                    | flash cards<br>pictures for the body part | Pre-school activities work book page 3             |  |

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|        |   |  |  |   |   |   |  |                                    |  |  |
|--------|---|--|--|---|---|---|--|------------------------------------|--|--|
|        | 2 |  | Body parts<br>(Uses of the body parts) | The learner;<br>- names the body parts  | question & answer<br>discussion<br>explanation  | - reading and spelling<br>- naming body parts<br>- telling the uses of the parts of the body e.g tongue for tasting<br>mouth for .....                          | love<br>care<br>responsibility   | real body parts<br><br>flash cards |  |  |
| 1<br>0 | 1 | Naming activities that my different body parts can perform | Body                                   | The learner;<br>- identifies the parts of the body<br>- names the parts of the body | observation<br>explanation<br>question & answer | - naming the parts of the body<br>- telling the number of each body part<br><b>e.g.</b><br>two eyes, two legs, one nose   | responsibility<br>critical &<br>logical<br>thinking<br>self<br>awareness | real body parts                    | Pre-school activities<br>work book<br>page 3 |  |
|        | 2 |  | Body                                   | The learner;<br>- identifies the number of senses                                   | discussion<br>observation<br>question & answer  | - identifying the number of senses<br>- mentioning the senses organs and their uses<br><b>e.g</b><br>eyes for seeing<br>nose for smelling<br>tongue for tasting | self<br>awareness<br>responsibility<br>love<br>care                      | real body parts                    |  |  |
|        |   |  |  |   |   |   |  |                                    |  |  |