



APTITUDE TOP CLASS TERM II

WEEK I AND II

- a. Taking care of myself for growth and development.
 - (i) Keeping healthy and practicing good health habits.

Suggested developmental activities

- Naming food eaten at home and at school.
- Identifying good food to be eaten . (oral work)
- Identifying sources of food e.g garden, markets, shops, lakes, etc.
- explaining importance of eating clean fresh foods and safe drinks.
(oral work)

Explaining the importance of washing hands before after eating food.
(oral work)

Talking about foods that make up a balanced diet. (Oral work)

Identifying foods that are not eaten. (Oral work)

Singing songs, reciting rhymes and telling stories. (Oral work)

Drawing and colouring foods.

Modeling and pasting types of foods. (Practical)

Modeling and pasting types of foods. (Practical) Making scrap books about foods and drinks. (Practical)

WEEK III AND IV

- Taking care of myself for proper growth and development.
 - (i) Caring for my body.

Suggested developmental activities.

- Naming clothes we wear.
- Drawing types of clothes and colouring them.
- Explaining the importance of wearing clothes.
- Role playing the safety of keeping clothes.
- Cutting out types of clothes and displaying them
- Matching clothes to definite parts.
- Displaying types of clothes according to colour, size and sex.
- cutting and sticking
- pasting with cereals
- painting cut outs.

WEEK V AND VI

Interacting with exploring, knowing and using my environment.

Exploring and knowing my immediate environment.

Suggested developmental activities

- Planting, watering and caring for seedlings.
- Telling uses of plants, foods, fruits and flowers. i.e
 - for decoration
 - medicine
 - wood
 - firewood
 - manure
 - shade
 - shelter, etc

- Observing pictorial environment messaged/signs e.g Keep off the grass.
- To have a field trip to watch the nature of plants.
- Drawing plants
- Naming plants
- Creating a class garden with vegetables.
- Singing and reciting compositions about plants.

WEEK VII AND VIII

Knowing and appreciating important places in my environment.

Suggested developmental activities

- Naming important places around home and school. e.g
 - police stations
 - clinics
 - hospitals
 - churches
 - markets
 - mosques
 - schools, etc.
- Talking about importance of places.
- Naming people found in each place.
- Role playing/dramatizing activities done at each place.
- Carrying out educational visits to the mentioned places.
- Telling stories/news.
- Listening to a resourceful person.
- Drawing important places.

WEEK IX

Experimenting and understanding the concept of movement in the environment.

Suggested developmental activities.

- Naming things/means we use for transport. e.g
 - bicycles,
 - cars,

- trains,
- buses,
- motorcycles,
- wheel barrows,
- donkeys,
- aeroplanes,
- boats, etc.
- Talking about different ways of transport e.g
 - road transport
 - water transport
 - air transport
 - rail transport.
- Identifying common means in and around the environment.
- Modeling, drawing, colouring everyday means.
- Singing and reciting rhymes related to transport.
- Talking about the zebra crossing and people who help us to cross the road. e.g
 - traffic officers
 - older people
 - parents
 - traffic lights
 - older children
- Talking about different kinds of road e.g tarmac roads, feeder roads,
 - Marrum roads, main roads.
- Modeling
- Demonstrating

WEEK X

Identifying dangers and taking precautions of keeping safe and avoiding accidents.

Suggested developmental activities

- Talking about dangerous things in our environment. e. g
 - sharp objects
 - open dug holes
 - medicine

- broken things
- snake bites
- poisonous foods/drinks
- open/broken electric wires
- pot holes, etc
- Talking about first aid and what should be done to common accidents.
- Drawing and naming dangerous things.
- Talking about safety rules.
- Watching films
- Singing and reciting poems
- Role playing situations about accidents.