

PRE – NURSERY

1ST TERM

NUMBER CONCEPT

WEEKS	TOPIC	CONTENTS	KEY SKILLS	CROSS CURRICULAR	RESOURCES
1 /2	Colors	Introduce red and blue with cut out item/object. Picture/real objects	Children should be able to identify each of the colors and also differentiate between Red and Blue.	Jesus loves the little children God made everything beautiful in different colors.	My first numbers lift the flip hand book.
3 /4	Colors	Introduce green and yellow colors with object (picture/real objects)	Children should be able to sort out green and yellow from other colors.	God also made human in different colors, that is why some are fair while some are dark.	My first number book and DVD.
5/6	Introduction of numbers 0 and 1	Use songs/rhymes cut out pictures realia, games and real objects.	Children should be able to identify 0 and 1.	God gave us parts of our bodies according to their numbers.0 means nothing, 1 comes after 0.	My first number book & DVD.
7 /8	Review colors, red, yellow, green and blue.	Use toys, materials and books.	To identify the colours correctly without making mistake.	Wow! Can you see the rainbow, God designed it with beautiful colours.	My first number book & DVD.
9	Shapes	Introduce square and circle shape	To identify the shapes .	The world we are in came in a shape.	My first number book & DVD.
10/11	Shapes	Introduce triangle and oval using sorting.	To identify and sort out the shapes by themselves.	Everything we see around us came in different shapes.	My first number book & DVD.

12 /13	Review colors with shapes.	Introduce triangle and oval using sorting.	To identify colours and shapes.	God made everything according to their colours and shapes.	My first number book & DVD.
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2ND TERM

WEEKS	TOPIC	CONTENTS	KEY SKILL	CROSS CURRICULAR	RESOURCES
1	Introduce number 2 and its value.	Number formation. Recognition of number 2 and its value.	To recognize that 2 comes after 1. Form number 2 as in curve and dash.	God asked Noah to build an ark and take the animals 2 by 2.	My first number, lift the flip hand book.
2	Introduce number 3 and its value.	Number formation. Recognition of numbers and values.	To recognize and form number 3 as curve and curve.	Clap 3, 1,2,3.	My first number book and DVD.
3	Introduce number 4 and its value.	Number formation. Recognition of numbers and values.	To recognize and form number 4 as a stroke, a dash and a cut.	There is one sound that four likes, f.	My first number book & DVD.
4	Review number 1-4 and their values.	Using enough aids. Rote read numbers, colors and shapes.	To identify numbers accordingly. To recognize the one that comes after each other.	I have two hands, the left and the right.	My first number book & DVD.

5	Introduce black and white.	Using enough aids. Rote read colors and shapes.	To identify black and white.	God made day and night, human beings are also in different colours.	My first number book & DVD.
6	Introduce number 5 and its values	Using enough aids. Rote read numbers, colors and shapes.	To identify number 5, to recognize that after number 4 is number 5, to also recognize how many things 5 likes.	There is one sound that likes 5 and that sound is also f.	My first number book & DVD.
7 /8	Concept of size	Introduce large /small. Big/little.	To identify large/small, big/little objects.	God made everything in different colours and sizes.	My first number book & DVD.
9	Concept of size	Introduce thick/thin using objects. Big/little. Fat/thin using human and animal.	To be able to identify the concept of sizes both in human and animals.	Everything God made is not equal, they are in different sizes. Some are big, some are little, some are fat while some are thin.	My first number book & DVD.
10	Review sizes	Large/small/thick and thin using human and animal.	To be able to identify large/small, thick and thin, to recognize the various sizes.	Everything God made is not equal, they are in different sizes. Some are big, some are little, some are fat while some are thin.	My first number book & DVD.
11/12	Review color red, blue yellow, green, using shapes and sizes.	Large/small/thick and thin using human and animal.	To be able to identify the colors, shapes and sizes without making mistakes.	Everything comes with shapes, colours and sizes that make them unique.	My first number book & DVD.

3RD TERM

WEEKS	TOPIC	CONTENTS	KEYSKILLS	CROSS CURRICULAR	RESOURCES
1 /2	Review numbers 1-5	Using lots of objects, real objects.	To be able to identify 1-5. To recognize the number that comes one after the other.	1,2,3,4,5, once I caught a fish alive.....	My first number, lift the flip hand book.
3 /4	Review colors; Introduce numbers 6 and 7.	Red, yellow, green and blue. Using enough aids, rote count numbers 1 to 7.	To be able to sort out the colors from each other. To recognize that number 6 comes after 5 and before 7, and to form the both numbers..	Jesus loves the little children.....	My first number book and DVD.
5 /6	Review white and black; Introduce numbers 8 and 9.	Using lots of aids and objects; rote count numbers 1 to 9.	To identify black as dark color, white as bright color. To recognize and form numbers 8 and 9.	Remember that night is always dark while day is bright.	My first number book & DVD.
7 /8	Review square, circle, triangle and red, blue and yellow colors. Introduce number 10 and 11.	Using lots of aids and objects. Rote count numbers 1 to 11	To be able to identify the colors accordingly. To sort out the shapes. Identify and form numbers 10 and 11.	Always remember that shapes and colors make things and human look beautiful.	My first number book & DVD.

9	Shapes. Introduce numbers 12 and 13.	Introduce cone, rectangle and oval shapes. Rote count numbers 1 to 13.	To identify these shapes from other shapes. Identify and form numbers 12 and 13.	Oval shapes come in egg form, rectangle has 2 long and 2 short sides, cone has a birthday party cap form.	My first number book & DVD.
10	Colors. Introduce number 14 and 15.	Introduce pink, orange and brown colors. Rote count numbers 1 to 15.	To identify the colors. To sort them accordingly. Identify and form numbers 14 and 15.	Everything on earth comes with different colors.	My first number book & DVD.
11 /12	Review new colors and shapes.	Using of aids.	To identify the colors. To sort them accordingly.	Everything on earth comes with different colors.	My first number book & DVD.
13	Varied activities involving shapes, colors and numbers.		To identify the colors. To sort them accordingly.	Everything on earth comes with different colors.	My first number book & DVD.

1ST TERM

LANGUAGE ART

WEEK S	TOPIC	CONTENTS	KEY SKILLS	CROSS CURRICULAR	RESOURCES.
1/3	Rote read sound (a-z)	Use songs/rhymes	Use activity book for coloring.	Sounds and rhymes. Sing songs on C.D.	Sound band.
4	Introduce 's' sound With associate object and pictures	Rote read sounds s- ar With story, action and related objects	Children should be able to know to 's' sound.	Heavenly bodies 's' as in sun.	Sound band, jolly phonics book.
5	Introduce 'a' sound With associate object and pictures	Rote read sounds s- a With story, action and related objects	Pupils should be able to identify 'a' sound with action.	Types of fruit-'a' as in apple.	Sound board, jolly phonics book and DVD.
6/7	Introduce 't' sound With associate object and pictures	Rote read sounds s- ar With story, action and related	They should be able to identify 't' sound and say it.	Plant 't' as in tree.	Jolly phonics book, chart and DVD.

		objects			
8	Introduce 'i' sound With associate object and pictures	Rote read sounds s- ar With story, action and related objects	The children should be able to know 'i' sound.		Jolly phonics book, chart and DVD.
9	Introduce 'p' sound With associate object and pictures	Rote read sounds s- ar With story, action and related objects	Pupils should be able to identify 'p' sound.	Animals and their sounds The pig, it makes a sound like this, oink..Oink....oink .	Jolly phonics book and DVD.
10	Review s-p sounds With associate object and pictures	With stress, actions and related objects.	Children should be able to know s-p and their actions.		Sound board, jolly phonics book, DVD and big book. Jolly phonics book and DVD.
11	Introduce 'n' sound With associate object and pictures	Rote read sounds s- ar With story, action and related objects	Children should be able to know 'n' sound and its action.	Parts of the body 'n' as in nose.	Sound board, jolly phonics book, DVD and big book. Jolly phonics book and DVD.
12/13	Review s-n sounds With associate object and pictures	With stress, actions and related objects.	Children should be able to identify s-n sound and their actions.		Sound board, jolly phonics book, DVD and big book. Jolly phonics book and DVD.

2ND TERM

WEEKS	TOPIC	CONTENTS	KEY SKILLS	CROSS	RESOURCES
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				CURRICULAR	
1	Introduce 's' sound With associate object and pictures	Using flash cards actions, story and related objects.	Children should be able to identify 's' and say it.	Heavenly bodies's' as in sun.	Sound Board.
2	Introduce 'a' sound With associate object and pictures	Using flash cards actions, story and related objects.	Children should be a able to say 'a' and identify it.	Types of fruits 'a' as in apple.	D.V.D. sound board jolly phonics book.
3	Introduce 't' sound With associate objects and pictures	Using flash cards actions, story and related objects.	Children should be able to say 't' sound.	Plant 't' as in tree.	Sound board, chart, and jolly phonics book.
4	Introduce 'i' sound With associate object and pictures	Using flash cards actions, story and related objects.	They should be able to say 'i' and identify it.	i as in ink.	Sound board, D.V.D,and Jolly phonics book.
5	Introduce 'p' sound With associate object and pictures	Using flash cards actions, story and related objects.	Children should be able to identify the 'p' sound.	Animals and their sounds.	Sound board.

6	Introduce 'n' with associate object and pictures sound	Using flash cards actions, story and related objects.	Children should be able to identify 'n' sound and say it.	Parts of the body.	Chart, sound board and D.V.D.
7/8	Review s-n sounds With associate object and pictures	Using associated material.	Pupils should be able to know s-n and say them.		
9	Introduce c/k sound With associate object and pictures	Using flash cards actions, story and related objects.	Children should be able to know the c/k sounds and say it.	Types of fruits.	Sound board, and D.V.D.
10	Introduce 'e' sound With associate object and pictures	Using flash cards actions, story and related objects.	Pupils should be able to know 'e' sound and say it.	Animals and their sounds.	Chart D.V.D.
11	Review p-e sounds	Using flash cards actions, story and related objects.	Children should be able to say p-e sounds.		Sound board, chart D.V.D.
12/13	Review s-e sounds		Children should be able to say s-e sounds and identify them.		Sound board, chart D.V.D, jolly phonics book.

WEEKS	TOPIC	CONTENTS	KEY SKILLS	CROSS CURRICULAR	RESOURCES
1	Introduce 'h' sound	Using flash cards, actions, story and related objects.	Children should be able to know 'h' sound and say it.	Parts of the body 'h' as in hand.	Sound Board Jolly phonics.
2	Introduce 'r' sound	Using flash cards, actions, story and related objects.	Children should be able to identify 'r' sound say it.	Transportation by road.	Sound board.
3	Introduce 'm' sound	Using flash cards, actions, story and related objects.	Children should be able to identify 'm' sound and say it.	Parts of the body 'm' as in mouth.	Chart, jolly phonics book and sound book.
4	Introduce 'd' sound	Using flash cards, actions, story and related objects.	Pupils should be able to identify 'd' sound and say it.	Care of the body 'd' as in dress.	Sound board.
5	Review sound h-d	Using flash cards, actions, story and related objects.	Children should be able to say h-d sounds and their actions.		Chart, jolly phonics and sound book.
6	Introduce 'g' sound	Using flash cards, actions, story and related objects.	Children should be able to identify 'g' and say it.	Animals and their and sounds.	Sound board and chart.
7	Introduce 'o' sound	Using flash cards, actions, story and related objects.	Children should be able to say the 'd' sound.	o as in orange.	Sound board, chart and jolly phonics book.

8	Introduce 'u' sound	Using flash cards, actions, story and related objects.	Children should be able to identify the sound and say it.	Position- under, up.	Chart, jolly phonics big book.
9	Introduce 'i' sound	Using flash cards, actions, story and related objects.	Pupils should be able to identify 'e' sound.	Animals and their sounds.	Jolly phonics e.t.c
10	Introduce 'f' sound	Using flash cards actions, story and related objects.	Pupils should be able to identify 'f' sound and say it.	Plants 'f' as in flower.	Sound board& chart e.t.c
11	Introduce 'b' sound	" "	Children should be able to identify 'b' sound and say it.	Physical education- filling the basket with balls.	Jolly phonics book, e.t.c
12/13	Review all single sounds taught s-b		Children should be able to identify them.		

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1 /2	Making dots				
3 /4	Making raindrops in an umbrella				
5 /6	Making strokes on a dress/shirt				
7 /8	Free expression art				
9	Hand print				
10 /11	Molding with plasticine				
12	Free expression				
13	Designing on a card/ gift				

2ND TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Picture coloring				
2	Thumb print				
3	Picture coloring				
4	Free Expression Art				
5	Making Dots				
6	Picture coloring				
7	Picture coloring				
8 /9	Moulding with plasticine				
10	Color splash				

11	Picture coloring				
12	Making a hand fan				

3rd TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Making Dots With Crayon ON picture.				
2	Free expression art Coloring a rabbit.				
3	Coloring rabbit				
4	Sand collage				
5	Color splash				

6	Coloring (Barney)				
7 /8	Moulding with plasticine				
9	Pasting exercises				
10	Coloring a bus				
11	Moulding with plasticine.		Cutting with dough		
12	Etching with the leaf	Leaf and cone			

1ST TERM SEASONAL CREATIVITY

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Reading bright colored picture books/magazine.				
2	Naming objects in the classroom.	Classroom			
3	Picture identification.	Family			

4	Picture (kitchen)				
5	Picture (bedroom)				
6/7	Picture (sitting room)				
8/9	Picture (Park)				
10/11	Categories by sameness with number, objects.	Using different objects	Identify same and colors		
12/13	Sorting by color, shape and size.	Using different objects	Identify same and colors		

2ND TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Animal book	Using soft cloth			
2/3	Spot the difference	Using picture/object	Identify and circle		
4/5	Categorizing by sameness	Using different pictures	Identify, circle, color and match the picture.		
6/7	Match to the other half				
8	Identifying sizes.	(thick, thin, narrow/wide)	Identify, color		
9	Sequencing of pictures				
10	Identifying position	On and off			
11	Identifying position	In and out			
12	Identifying position	Before and behind			

3RD TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1 /2	Identifying big/little	Using different pictures			
3 /4	Identifying large and small	Large and small			
5/ 6	Identifying position	Under and over			
7	Odd one out				
8	Fat and thins,	Using animals /humans			
9	Spotting the difference				
10	Positions in front and back	Using different objects			
11	Finding the missing part				
12	Outside and inside				

13	Review positons				
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1ST TERM PHYSICAL & HEALTH EDUCATION

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1 /2	General physical exercise				
3 /4	Kicking balls				
5/ 6	Tambourine movement				
7/8	Flying kites				
9/10	Filling the basket with balls.,				
11/12	Matching and swinging of arms.				
13.	Mr. wolf what is the time.				

2ND TERM

1	General exercise				
2	Tambourine movement				
3	Up and down				

3RD TERM

4	Swinging of arms				
5	Part of the body game				
6	Catching & kicking of balls				
7	Fill in the basket				
8	Mr. wolf what's the time				
9	Animal movement, Kangaroo haps				
10	Fill in the basket with balls				
11	Apart, together, up, down.				
12	Semum says game				
13	Head, shoulder, knees, toes.				

1	General/Physical				
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	exercise				
2/3	Racing in pairs				
4	Hopping exercise				
5	What is the time Mr. wolf				
6	Filling the basket	Using small ball			
7	Tambourine movement				
8	Kanganroo movement				
9	Pinching exercise				
10	Head, shoulder, knee, and toe.				
11	Somersaulting				
12	Bouncing a ball				
13	Walking on the line with arms apart				

1st TERM STORY

1/2	Reading of individual picture book					
3/4	Listening to a story on radio					
5/6	The ugly duckling					
7/8	Listening to story on radio					
9/10	The Giant's stew					
11/12	Cinderella.					
13	Review all story					

2ND TERM

1/2	The little red riding hood					
3/4	The three little pig					

5/6	Goldilocks and three bears					
7/8	Chicking licking					
9/10	Thumbelina					
11/12	Listening to a story on a radio.					

3RD TERM

1/2	The story of old Macdonald.					
3/4	The story of Mary who had a little lamb					
5/6	Cinderella					
7/8	Ginger bread man					
9/10	Thumbelina					
11/12	Listening to a story radio					
13	Review all stories					

1ST TERM

SONGS AND RHYMES

1/2	Twinkle, Twinkle little star					
3/4	Jesus loves me this I know					
5/6	One, two buckle my shoes					
7/8	The place to be happy is here					
9/10	Hey diddle, diddle, the cat and the fiddle					
11/12	Jesus loves the little children					
13	Review all					

2ND TERM

1	Ladybird, ladybird					
2	I have two hands					

3	Baa, baa, black sheep					
4	Diana blow your horn					
5	When I see the traffic light					
6/7	Pat ...a... cake					
8	King Jesus was a little child					
9	Little pollyflinder					
10	Mary, Mary quite contrary					
11	I love Jesus					
12	Pussy cat					
13	Review difficult song and rhymes					

3RD TERM

1	Old mother hubboard					
2	Polly put the kettle on					
3	Oh! Where has my little dog gone					
4	Little bo beep					
5	Oh! The big ship sails					
6	Clap your hand one, two, three					
7/8	Good morning my dear children					
9	Row, row, row your boat					
10	Mary had a little lamb					
11	Rat-a-tat-tat.					
12	Pussy cats					
13	Review difficult song rhymes					

GRACE AND COURTESY

1ST TERM

1/2	Welcoming and talking about love					
3/4	Caring for one another					
5/6	Sucking and crying unnecessarily are bad habits					
7/8	Greeting Good morning					
9	Saying thank you					
10/11	Orderliness					
12	Observing the silent time					
13	Saying yes please					

2ND TERM

1/2	Welcoming back to school and greeting people					
3	How to excuse oneself when passing in front of some one					
4	How to interrupt when is necessary					
5/6	Silent time					
7/8	Sucking and crying unnecessarily					
9/10	The proper way to yawn, sneeze, cough and clean running nose					
11	Showing appreciation					
12/13	Proper toilet habit					

3RD TERM

1	Welcoming children back to school					
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2	Saying welcome, how was your day?	Saying excuse me				
3	Some good habits, eg: playing gently,					
4	Some bad habits, eg: biting, pushing, scratching with finger nail.					
5	When to say I'm sorry					
6/7	Silent time					
8	Good table manners					
9	Appreciating one's property					
10	Greeting for permission					
11	Asking for permission	Please may I				
12/13	Caring for one another					

1ST TERM

PRACTICAL LIFE

1/2	Gripping exercise	Pencil crayon, spoon			
3/4	Sitting and standing properly				
5/6	Playing with sand	Baking & building castle			
7/8	Opening and closing the door				
9	Beading Exercise	"			
10	Pairing exercise	Water from a bottle into cup			
11	Revision Excercise				
12/13	Examination				

2nd Term

1	Washing Exercise	
2/3	Drying and pegging Exercise	
4/5	Walking up and down the staircase	
6	Gripping exercise	Pencil crayon, spoon
7/8	Lacing Exercise	handkerchief
9	Beading exercise	Pasta or straw
10/11	Zippping and unzipping	Using the zip
12/13	Bottoning and unbuttoning	Botton frame exercise

3

3

3RD Term

1/2	Spooning exercise	Dry spooning of rich beans			
3/4	Pouring exercise	Water from cup to cup			
5/6	Dancing without knocking into furniture				
7/8	Threading	Using lace frame			
9/10	Walking on a line				
11/12	Folding exercise	Napkins, handkerchief, towels & other cloths			
13	Washing exercise	Bathing a doll			

1ST TERM**BASIC SCIENCE**

Wks	Topics	Content	Activity/assessment	
1/2	Taking a walk round the school			
3/4	All about my school	Out doors ,show them round the school		
5/6	All about my school	Indoors		
7/8	The home	Areas in the home and what is done there		
9/10	Basic animals and their sounds	Using futures and chart		
11/12	Types of fruits	Pictures/real objects		
13	Review all topics			

2ND TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Living things: Using animals, plants, human beings.	Meaning of living things Characteristics of living things.	Identify, circle, and colour living things		
2	Non-living things :using objects	Meaning of non-living things Characteristics of non-living things.	Identify, circle, and color non- living things		
3	Difference between living and non- things		Identify and colour		
4/5	Animals and their young ones and their sound.	Names of animals and what the young ones are called.	Identify ,match and colour		
6/7	Introduce some basic parts of the body	Say what parts of the body are for	Point at each parts one after the other.identify and colour		
8/9	Family (family)	The meaning of family What the family is made up of.	Identify father, mother and children and colour.		

1ST TERM**BIBLE CLUB**

WEEK S	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1/2	When God made the animals	Using pictures of cat, dog, birds and pig etc			
3/4	When God made me	Picture card, creation using a hand mirror			
5/6	Sing and be glad	Be happy of the butterflies and oneself			
7/8	Jesus loves the little children	Sing song: Jesus loves me this I know			
9/10	I am special	Let the children know they are very special			
10/11	All about Christmas				

2ND TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1/4	What is prayer?	Prayer is talking and listening to God.			
5/6	Thankfulness	The story of the ten lepers.			
7	Pray in the morning/evening,				

	/learning our Lord prayer			
9/10	A simple story of creation	Man, see a, tree, sun, moon and stars.		
11/12	Easter tidings	The purpose of Jesus Christ: saving the world		

3RD TERM

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT	
1/2	The good Samaritan	Explain who a good Samaritan is		
3/4	Bible adventure	Jonah and the big fish Lesson learnt: obedience		
5/6	Bible adventure	David the giant killer Lesson learnt: protection		
7/8	Miracles of Jesus	Jesus feeds five thousand		
9/10	Brave queen Esther			
11/12	Balaam and the donkey			

1ST TERM**HAND WRITING**

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Introduction of gripping of pencil				
2/3	Scribbling on various pictures				
4	Making of dots on various pictures				
5	Tracing of vertical lines				
6	Tracing of horizontal lines				
7/8	Tracing of strokes				
9	Tracing of right and left curves				
10 /11	Tracing of downward and upward curves				
12	Trace all patterns taught from week 1-12				

2nd TERM**HAND WRITING**

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	Review activity on gripping				
2	Tracing of vertical/horizontal lines				
2	Tracing of vertical/horizontal lines				
3	Tracing of strokes				
4	Tracing of circle				
5/6	Tracing of number 1				
7/8	Tracing of zig-zag lines(connect to w,z,x)				
9	Tracing and writing of number 4 and 7.				
10	Tracing of number 2 and 5.				
11	Tracing of number 3 and 8.				
12	Tracing of number 6 and 9				
13	Trace difficult pattern numbers and letters.				

3rd TERM**HAND WRITING**

WEEKS	TOPIC	CONTENTS	ACTIVITY/ASSESSMENT		
1	TRACING OF NUMBER 1-5				
2	Tracing of number 6-10				
3/4	Tracing of number 1-10				
5	Tracing of sound f,j,t,k,h,l				
6	Tracing of sounds c,n,m,u,v				
7/8	Tracing of sounds w,q,p,y,g				
9/10	Tracing and writing of numbers,review (1-10)				
11/12	Tracing and writing of letters f, j,t,k,h,l,c, n,mu,v.				
13	Review of writing using activity book.				

NURSERY 1**LANGUAGE ART****1ST TERM**

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT		REFERENCE
1	Introduction of the 1 st group of sounds s,a,t,i,p,n Tricky words , l,	1. Rote read single sounds 2. Introduce sounds using associated flash cards, actions and stories	Able to build 2 letter words Identify sound using action	<ul style="list-style-type: none"> Match sounds to the correct picture Identify and colour these sounds 		Jolly phonics hand book and C/D
2	Introduction of the 2 nd group of sounds c,k,e,h,r,m,d Tricky word ,He,	1. Rote read jolly phonics 42 sounds 2. Introduce sounds using associated flash cards actions and stories	Able to build 2 letter words, Identify sound using action	<ul style="list-style-type: none"> Colour the right picture for each sound Sound and match these sounds 		Jolly phonics hand book and C/D
3	Introduction of the 3 rd group of sounds g,o,u,l,f,b Tricky word ,Me.	1. Rote read jolly phonics 42 sounds 2. Introduce sounds using associated flash cards, actions and stories 3. Match and colour these pictures	Able to build 2 letter words, Identify sound using action	<ul style="list-style-type: none"> Name and trace these sounds Match sounds to the correct picture and colour 		Jolly phonics hand book and C/D
4	Review sounds s-b Tricky word ,Me.	As in week 1-3	As in week 1-3	<ul style="list-style-type: none"> Identify and colour these sounds 		Jolly phonics hand book and C/D
5	Introduction of the 4 th group of sounds	1. Rote read jolly phonics 42 sounds	Able to build 2 Letter words.	<ul style="list-style-type: none"> Match sounds to the correct picture 		Jolly phonics hand book and

	ai,oa,ie,ee,or. Tricky word , We.	2. Introduce sounds using associated flash cards, actions and stories 3. Match and colour these pictures	Able to trace sounds. Identify sounds.	<ul style="list-style-type: none"> Identify and colour these sounds 		C/D
6	Introduce the 5 th group of sounds z,w,ng,v,oo. Tricky word, Be.	1. Rote read jolly phonics 42 sounds 2. Introduce sounds using associated flash cards, actions and stories	Able to build 2 Letter words. Able to trace sounds. Identify sounds	<ul style="list-style-type: none"> Name and trace these sounds Match sounds to the correct picture and colour 		Jolly phonics hand book and C/D
7/8	Introduce capital letters. Tricky word, To.	<ul style="list-style-type: none"> To rote read sounds To read and form the capital letters. Identify the capital letters 	To drill learners on sound. To explore learners ability to form and read the letters of the alphabets.	Name and trace letter. Look and copy letters.		Jolly phonics hand book and C/D

9/10	Introduction of vowel sound. Tricky word, Do.	Rote read sound. • Identify the vowels and consonant.	Identify vowel letters from capital letter. Build 2 letter words. To differentiate the vowel from the consonant.	Identify and circle all the vowels. Match vowel sound to the picture it likes		Jolly phonics hand book and C/D
11	Review capital letter and vowel sounds. Tricky word "Go"	Build 2 letter words. Rote read capital letters	Identify capital letters and small letters. Build 2 letter words.	Name and trace letters. Name and match letters to their sound. Match vowel sound to the picture it likes	Songs/rhymes: ba,ba, Black sheep. Vowel songs a, a, apple	Jolly phonics hand book and C/D.
12	Review s-oo. Associate sound with picture	As in week 1-11	As in week 1-11		As in week 1-11	As in week 1-11

2nd TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Review sounds s-oo Tricky word, Go.	1. Rote read s-ar 2. Review sounds s-oo with stories action and real objects	Able to build 2 letter words Identify sound using action	<ul style="list-style-type: none"> • Colour the right picture for each sound • Sound and match these sounds 	Discovery: Animal sound. Snake sound sssssss The dog bark The cork crow ooooo	Jolly phonics hand book and C/D
2/3	Introduce the 6 th group of sounds y,x,ch,sh,th, th Tricky word , No.	1. Rote read sounds s -ar 2. Introduce y-th with stories actions pix	Able to build 2 letter words Identify sound using action	<ul style="list-style-type: none"> • Name and trace these sounds • Match sounds to the correct picture and colour 	Discovery: church- we go to church on Sunday Sheep sounds baa, baa	Jolly phonics hand book and C/D
4/5	Introduce the 7 th group of sounds qu,ou,oi,ue,er,ar Tricky word, So	1. Rote read sounds s -ar 2. Introduce qu-ar with stories actions pix	Able to build 2 letter words Identify sound using action	<ul style="list-style-type: none"> • Match sounds to the correct picture • Identify and colour these sounds 	Discovery: oil-mum cook with oil Ue: on the queue	Jolly phonics hand book and C/D
6/7	Capital letters/ small letters. Tricky word, "My"	1. Rote read s-ar 2. Introduce the capital letters	Identify capital letters and small letters. Build 2 letter words.	<ul style="list-style-type: none"> • Name and trace letters • Name and match letters to their sounds 	Songs/rhymes: ba,ba, Black sheep.	Letter land C/D
8/9	Vowel sounds/small	Rote read a, e, i, o, u	Identify vowel letters	<ul style="list-style-type: none"> • Identify and circle all the vowel 	Songs/rhymes	Phonic hand book and C/D

	<p>letters</p> <p>Tricky word ,by.</p>	Rote read 42 sounds	Build 2 letter words	<p>sounds</p> <ul style="list-style-type: none"> Match vowel sounds to the picture it likes 	Vowel song	
;10/11	<p>Consonant sounds</p> <p>Tricky word ,the,</p>	<p>Rote read 42 sounds</p> <p>Identify and colour</p>	<p>Build 2 letter words</p> <p>Identify consonant letters</p>	<ul style="list-style-type: none"> Identify and circle all the consonant sounds Match consonant sounds to the picture it likes 	<p>Songs/rhymes:</p> <p>Ba,ba,black sheep</p>	Letter land C/D
12	<p>Review capital letters</p> <p>Tricky word , No.</p>	<p>Build 2 letter words</p> <p>Rote read capital letters</p>	<p>Identify capital letters</p> <p>Building 2 letter words</p>	<ul style="list-style-type: none"> Name and trace letters Name and match letters to their sounds 	<p>S.o.s:</p> <p>State and capitals</p>	Letter land C/D

3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	Review vowel and	Rote read 42 sounds	Build 2 letter	<ul style="list-style-type: none"> Identify and circle 	Songs and rhymes	Phonics hand

	consonant sounds	Identify consonant and vowel sound	words. Able to trace sound	all the vowel sounds • Identify and circle all the consonant sounds		book and C/D
3/4	Introduce two letter words	Rote read 42 sounds. Build meaningless words	Build simple words	Read and copy two letter words	S.O.S: State and capital	Key phonics by schofield
5/6	Introduce three letter words	Rote read 42 sounds Review 2 letter words Build 3 letter words	Build simple words Identify 2/3 letter words	<ul style="list-style-type: none"> Read and copy three letter words Listen and write 	N/concept: Number names	Jolly phonics hand book
7	Review two and three letter words Tricky words	Rote read 42 sounds Build 2/3 letter words Build meaningless word	Build simple words Identify consonant and vowel letters	<ul style="list-style-type: none"> Read and copy Listen and write 	Songs and rhymes	First aid in English
8/9	Use of 'a' and 'an'	Rote read 42 sounds	Build simple	Match the right article to	Songs and rhymes	Jolly phonics

		Identify vowel /consonant sound	words	the right picture	an apple	hand book
10/11	Introduce consonant blends (initial and final blends)	Rote read the 42 sound Identify the initial and final blends. Build words	Building simple words	<ul style="list-style-type: none"> Circle the final blend for each picture and colour Fill in the final blend for each picture 	Songs and rhymes	Jolly phonics hand book
12	Review consonant blends	Rote read 42 sounds Identify and blend the initial and final blends	Building simple words	<ul style="list-style-type: none"> Circle the final blend for each picture and colour Fill in the final blend for each picture 	Songs and rhymes	Jolly phonics hand book

1st TERM

NUMBER WORK

WE EK	TOPIC	CONTEXT	KEY SKILLS/CURRICULAR LINK	ASSESSMENT	REFERENCES
1/2	Introduction of numbers 1-5 and their values	<ol style="list-style-type: none"> 1. Rote count numbers 1-20 2. Introduce no 1-5 with formation (straight down as 1) etc. 3. Introduce no 1-5 values with different objects and animal counters. 	<ol style="list-style-type: none"> a) able to identify no 1-5 b) parts of the body. c) Songs/ rhymes I have two hands. 	<ol style="list-style-type: none"> 1. Count and match objects to the correct number 2. Identify and colour these numbers 	
3/4	Introduction of no 6-10 and their values	<ol style="list-style-type: none"> 1. Rote count numbers 1-20 2. Introduces no 6-10 with formation (curve in no. 6 etc. 3. Introduces no. 6-10 values with different objects and animals or counters. 	<ol style="list-style-type: none"> a) able to identify 6-10 in isolation b) Songs / Rhymes God made me. W.W.J.D: creation. 	<ol style="list-style-type: none"> 1. Count and circle the correct number for each set 2. Draw counter for each number in the box 	
5	Introduction of shape triangle square, circle Form number 11-12	<ol style="list-style-type: none"> 1. Rote count number 1-20 2. Introduce triangle square circle shapes with different objects. 	<ol style="list-style-type: none"> a) Identify shapes by sorting. b) practical life: sorting 	<ol style="list-style-type: none"> 1. Identify and colour the circle shape 2. Find and colour all the triangle shapes 	Early learners Bk 1
6/7	Introduction of shape cone rectangle oval diamond, Form number 13-14	<ol style="list-style-type: none"> 1. Rote count numbers 1-25 2. Introduce cone rectangle oval diamond shape using different objects 	<ol style="list-style-type: none"> 1. Identify by sorting 2. Sensorial Act. Concept of sameness 	<ol style="list-style-type: none"> 1. Match shape correctly. 2. Colour the cone shape and circle the rectangle shape. 	3. Collins

			s by shape		
8/9	Introduction of colours yellow, red, blue, green .Form number 15-18	1. Rote count number 1-25 2. Introduce colours yellow, red, and blue, green with real objects.	a) Identify by sorting. b) Songs/ rhymes Jesus love. Little children.	1. Identify and these shape correctly 2. Colour correctly.	Schofields &Sims
10/11	Introduction of colours pink, purple, orange, brown, black white, peach. Form number 19-20.	1. Rote count numbers 1-25 2. Introduce colours pink ,purple ,orange brown, black,white,peach with real object	a)identify by sorting b) Songs / Rhymes I love colours.	1. Colour objects appropriately 2. Identify and colour these shapes correctly.	Early learners Bk 1
12	Reviews values 1-10, shape and colours.	Same as week 1-11	Same as in week 1-11		
2ND TERM					
1/2	Review no 1-20 and their values.	1. Rote count numbers 1-30 2. Review no 1-20, recognize and formation 3. Review no 1-20 values with different objects and animal counters.	Same as in 1 st term week 1-4.	1. Count and circle numbers for each set. 2. Draw counter for each number in the box.	Collins

3/4	Introduction of numbers 21-25 and their values.	<ol style="list-style-type: none"> 1. Rote count number 1-40 2. Introduce no 21-25 with different objects and animals or counters. 	<ol style="list-style-type: none"> 1. Able to count & identify no 1-40 	<ol style="list-style-type: none"> 1. Trace numbers and match to the right value. 2. Count and ring the number that match each set. 	Number book 1-10.
5/6	Introduction of number 26-30 and their values	1 Rote count number 1-60 using different objects.	<ol style="list-style-type: none"> 1. 	<ol style="list-style-type: none"> 3. Count and circle the correct number for each set. 4. Draw counter for each number in the box 	Schofields & Sims
7/8	Review shapes and colour triangle square circle diamond red blue yellow green. Introduce number 31-40. Form numbers accordingly.	<ol style="list-style-type: none"> 1. Rote count number 1-50. 2. Review colours and shape using different objects 	<ol style="list-style-type: none"> 1. Identify colours by sorting. 2. Discovery : see the rainbow. I identify and count 1-60. 	<ol style="list-style-type: none"> 1. Colour object appropriately 2. Identify and colour these shape correctly. 	Collins.
9/10	Introduce no 41-50. Form numbers accordingly.	Rote count number 1-80 using aids.	<ol style="list-style-type: none"> 1. Able to identify and count 1-80 2. Discovery : we have 36 state & capital. 	<ol style="list-style-type: none"> 1. Trance numbers and match to the right values 2. Count and ring the number that match each set. 	Leaning solutions age 3-4

11/ 12	Review shape and colours, oval, cone, rectangle, pink, purple, brown, black, white, peach etc.	Rote count number 1-100 using aids.	3. Able to identify and count 1-100.	3. Colour objects appropriately 4. Identify and colour these shapes correctly	Collins
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1\2	Review colours: orange pink brown peach black white Shapes: diamond, cone, star, oval. Review number 1-50.	1. Rote count numbers 1-100. 2. Introduce orange pink black white diamond cone star oval	To identify by sorting. Sensorial Act: Concept of sameness	<ul style="list-style-type: none"> • Colour objects appropriately • Identify and colour these shapes correctly 	Learning solution Ages 3-4
3\4	Form number 51-55	1. Rote count nos 1-100 2. Explain sequencing	To be able to recognise and write numbers 0-9 Sensorial Act: Concept of size	<ul style="list-style-type: none"> • Fill in the missing numbers. • Write from memory. 	Schofield & Sims
5\6	Form numbers 56-60	1. Rote count numbers 1-100 2. Fill in the missing numbers from 51-	To be able to write numbers orderly. Grace and courtesy: Orderliness	<ul style="list-style-type: none"> • Fill in the missing numbers • Write from 	Learning solution

		60.		memory 1-20	
7\8	Form number 61-65.	<ol style="list-style-type: none"> 1. Rote count numbers 1-100 2. Explain the meaning of ascending order 3. Count numbers in descending order 	<p>To be able to know what number comes next when writing'</p> <p>Sensorial Act: What come next.</p>	<ul style="list-style-type: none"> • Count number in ascending order. • Join the dot. 	Activity bk
9\10	Form numbers 66-70.	<ol style="list-style-type: none"> 1. Rote numbers 1-100. Fill in missing numbers from 61-70 	<p>To be able to identify and write numbers 1-70</p> <p>Songs and Rhymes; 12345, once I caught a fish.....</p>	<ul style="list-style-type: none"> • Trace number and match to the right values • Count and ring the number tha match each set 	Learning solution
11-12	Review all shapes and colours taught. Review numbers 1-70 in ascending and descending order.	<ol style="list-style-type: none"> 1. Fill in missing numbers 1-70. 	To be able to identify and write numbers 1-70 in sequence.	Colour object and shapes appropriately	Activity Bk.

1ST

TERM

PRACTICAL LIFE

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Sand play	Building castle tower u, t, c.	To build with sand, castle, ball, cups etc	build shapes	Dis: Non/Wing things WWJD: Creation	Phonic hand look and C/D
2	Washing and drying of hands	Washing of hands with soap and towel	Keeping hands clean & healthy hand wash, water, towel	wash and dry our hands	P/E/: Good grooming D/cov: parts of the body	Phonic hand book and C/D
3	1. carrying exercise	How to carry chairs, and cup, water bottle and chair	1. Carrying and position of objects 2. Carrying of chairs	Carry and position seat properly	P:E:Body excise sensorial: orderliness song/rhymes: clean up	Letter hand C/D
4	Pulling out and pushing in of chair	How to pull out chair and push in	Pull out and push in chair	Pulling and pushing exercise	P:E body ex Sensorial: orderliness Dis:cleanlines	
5	gripping and spooning exercise	How to grip and spoon, to grip objects cup, pencil	Improve gross motor skill	1. spoon rice beans, sand into a bowl	Hand writing grace and write lang art, my spoon, S:as in spoon :	Letter hand C/D
6	dusting surfaces with a cloth	How to dust surfaces what to dust	Improve gross motor skill	Dusting of tables, window, tv, plate	Grace, courting good table manner and care of our prpperly	Key phonic 3 by school filed
7/8	Pouring exercise	1. How to pour from cup into a bottle	1. Improve on their concentration level. How to pour into a bottle	1. Pour water into bottle	N/concept number namcreative art: rain drop Discovery: we cook with water	Jolly phones hand book
9	Sorting exercise	How to sort button, objects shapes and colour	Identify objects by colours, shapes and sizes	Sort out shapes, s and sizes	Number concept 1. Shapes, circle shape 2. bang art :match object with same shapes	First Aid in English
10/11	Keeping our class neat	How to sweep and	Sweeping	Identifying these	P:E Cleaning	Vidoe

		arrange the shelf,	arranging, and dusting the classroom	object broom, dustpan	Disc: Care of our environment.	
12	Wearing my socks and shoes	to know how to wear socks and shoes	Identify socks and shoe demonstrate	Say and colour, Shoe and sock	P:L: our belongings	Video
		2nd TERM				
WEEK	TOPIC	CONTENT	KEY SKILLS	ASESSEMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	Washing exercise	Wash a doll	Identify dolls, water soap	Identify dolls. Identify soap and bow .	Disc: cleanliness Sensorial Act: Nos of dolls.	Collins
3	Spooning exercise	How to spoon food from plate to plate	Improve learners ability on the use of spoon	Grip and spoon the rice.	Disc: Cooking utencils Songs\ rhymes: I have two hands	Collins
4/5	Carrying exercise	How to grip objects cup, pencil How to handle a tray.	Improve gross motor skill	Hold the chair and walk round the class	Sen Act: Handling toys Songs\ Ryhmes: Jack and Jill	Collins
6	Buttering a slice bread	Know how to butter bread	Improve gross motor skill	Paste butter on a bread	Disc: Types of food Num Concept: Two breads for number	Learning is fun
7/8	Washing exercise	To have good personnel hygiene	Improve gross motor skill	Identify soap and towel	Disc: personal hygiene	
9	Sorting	Pegging and drying	Improve gross motor skill	Identify and sort all the red balls	Num Concept: 3 balls for number 3	
10	Threading	Using lace frame	Eye and hand co-ordinatoin	Identify lace and frame	Song\Ryhmes: I can tie my shoe lace.	
11/12	Touching exercise	Rough/ smooth	Improve gross motor skill	Identify rough and smooth surfaces	Disc: things in the classroom	

3rd TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	ASESSEMENT	CROSS CURRICULUM LINK	REFERENCE
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1	zipping and unzipping exercise	Using zipping frame	Improve gross motor skill	Identify zip in a shirt	Disc: Clothe	Video
2	Buttoning and unbuttoning exercise	Using buttoning frame	Eye and hand co-ordination	Identify buttoning frame	Sen Act: Sorting diff colours of buttons	Video
3	Lacing and unlacing exercise	Using buttoning frame	Eye and hand co-ordination	Identify lacing frame	Rhymes: I can tie my shoe lace	Video
4	Buckling and unbuckling exercise	Using buttoning frame	Gross motor skill	Identify buckling frames	Disc: clothe	Collins
5	Varied activities	WK 1-4	Gross motor skill	Identify various frames	Disc: clothe	Coolins
6	Arranging of bags and boxes in shelves	Orderliness	Co- ordination	Identify shelves, bags, boxes	Lang Art: b for bag s for shelve	Science is fun
8	Washing and rinsing of handkerchief	To wash and rinse with water	Gross motor skill	Identify handkerchief	T P D : Proper use of handkerchief	Science is fun
9	Drying and pegging of handkerchief	Using pegs	Improve Co-ordination	Identify pegs and handkerchief	T P D : Proper use of handkerchief	Science is fun
10	Folding a handkerchief	To fold handkerchief properly	Hand co-ordination	Identify handkerchief	T P D: Proper use of handkerchief	Science is fun
11	Care to plant	Watering of plant	Hand co-ordination	Identify watery can	Disc: Plant	Science is fun
12	Care of oneself	Tucking in our shirt Fastening your shoes	Orderliness	Is it good to fly our shirt ?	T P D: Proper way of dress.	Video

1ST TERM

DISCOVERY

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSEMENT	CROSS CURRICULUM LINK	REFERENCE
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1	All about me	Childs name, name of teacher etc My school, class, friends	To know their names and the name of their school	What is your name ?	Songs\ Rhymes: do you love Hilltop Sch.....	Early Learners Environmental Studies
2/3	Environment	1. My school 2. Things in my school environment	To mention some objects in the school environment	What can you find in the school environment?	Sen Act: Things in my environment	Early Learners Environmental Studies
4	Parts of the body	Mention parts of the body	To identify parts of the body	Touch your head Touch your eye	Num concept: 2 eyes	Early Learners Environmental Studies
5/6	Good grooming	Care of my body Care of my finger nails, hair, teeth etc. Discuss more good and bad habits.	To keep body clean	Match body parts with things we need to keep them clean	P\Life: washing exercise	Early Learners Environmental Studies
7/8	Care of our belongings	How to care for our pants, socks etc. How to care for our books bags, shoes etc.	Children should know that cleanliness is important to be healthy.	Circle the things we use in brushing our teeth.	P\Life: washing exercise	Early Learners Environmental Studies pg 43
9/10	Personal hygiene	The proper use of toilet. The use of our handkerchief.	Children should know that cleanliness is important to be healthy	Circle the things we use to take our bathe	Lang Art: soap, water,	Early Learners Environmental Studies
11/12	Personal safety rules and decision making	The meaning of safety. How to make good	To know how to make decision	How many times should we brush our teeth in a day	Sen Act: Brushing Exercise	Early Learners Environmental Studies

		decision				
		2ND TERM				Early Learners Environmental Studies
WEEK	TOPIC	CONTENTS	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Non-living things	Define non-living things. Mention the non-living things. Chair, bags. Etc.	To mention non-living thing	mention some non-living things	Lang Art: stone ,shoe ,bag etc	EarlyLearner English
2	Living things	Define living things. Mention living things. Plants. Animals, human beings	To mention living-things	mention some living-things	p\life :I take my bathe has a living-thing	Early learner English
¾	Animals	Types of animals(pets, farm and wild) The sound each animal makes	To mention names of animals	Mention some pet and wild animals	Lang Art: cat, dog, lion etc	Early Learner English
5/6	Animals and their homes	To know the names of some animals and their homes.	To mention some animals and their homes	Mention some animals and their homes	Lang Art: animals and their sounds	Science is fun

7/8	Animals and their young ones	To mention the names of some animals and their young ones.	To mention some animals and say the names of their young ones	Mention some animals and say the names of their young ones	Num Concept: 2 animals for number 2.	Zoo
9/10	Growth and reproduction	Explain growth and reproduction. Stages of growth.	To make learners know the different stages of growth and reproduction	Is mummy a baby, girl or woman?	Num concept: one woman for number 1.	Early Learners Environmental Studies
11/12	Plants	Parts of plants	know some names of parts of plants.	what do you call the colourful part of plant?	P\ Life: care to plant	Early Learners Environmental Studies
		3 RD TERM				
WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Heavenly bodies	Explain heavenly bodies. Name the heavenly bodies	Say what heavenly bodies are.	what is this?	Songs\Rhymes: O' mr sun, sun, mr golden sun.	Sch environment
2	Temperature	Explain temperature Types of temperature	Know what temperature means	When the sun shines, the temperature is----- -	Sensorial Act: hot and cold objects	Early Learners Environment Studies
3/4	Animals with furs and those with smooth skin	Differentiate animals with furs and those with smooth skin	Give example of animal with furs and the one with smooth skin	A dog has what skin?	Songs\ Rhymes: Mary has a little lamb	Science is fun
5	Occupation	Define occupation. Name the type of occupation.	Know what their parents do for a living	A person that gives a sick person injection is call-----	Lang. Act: What I want to be.....	Social skill

6	Transportation	Define transportation. Basic forms of transportation.	Say what transportation means	Aeroplane moves in the ____	Songs\Rhymes: the wheels in the bus go round and round.....	Old note
7/8	Water and its uses	Define water Uses of water	Say the importance of water.	Mummy uses water to ____	Sensorial Activity: more\less	Early learners Environmental study
9/10	Keeping our body healthy	How to keep our body healthy(exercise, sleep and rest)	Say the importance of sleep and rest	What is rest?	Songs\Rhymes: Early to bed, early to rise.....	Science is fun.
11/12	Sounds	Explain sounds Types of sounds (soft and loud sound)	Say the difference b\w soft and loud sound	What is sound?	Songs\Rhymes: Diana blow your horn.	

WEEKS	TOPICS	CONTENTS	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	Story of creation	<ul style="list-style-type: none"> Explain creation Name the things God created and when 	Know that God created Heaven and Earth	<ul style="list-style-type: none"> Identify and Colour what God created on the 1st day Colour Adam 	<ul style="list-style-type: none"> Number Concept: shapes and Colours 	My bible story books and video
¾	Prayer	<ul style="list-style-type: none"> Define prayer Morning evening and meal time prayer 	Know how to say a short prayer	<ul style="list-style-type: none"> Colour mummy and daddy praying 	<ul style="list-style-type: none"> Songs\Rhymes: Prayer is the key 	My bible story books and video
5	Prayer the morning	<ul style="list-style-type: none"> Define prayer Morning evening and meal time prayer	Know how to say morning prayer	Colour a boy praying by the bed side.	Lang.Act : prayer is a word.	My bible story books and video
6	Prayer in the evening	<ul style="list-style-type: none"> Define prayer Evening.	Know how to say evening prayer	What is prayer	Songs\Rhymes: Little miss muffed	My bible story books and video
7/8	Meal time prayer	<ul style="list-style-type: none"> Say the meal time prayer The important of prayer 	Know how to say meal time prayer.	Say the meal prayer	Number Concept: twenty buns for number 20	My bible story books and video

9/10	thankfulness	<ul style="list-style-type: none"> The story of ten lepers 	Say the moral lesson of the ten lepers	Identify and colour the ten lepers	Number Concept: ten lepers for number 10	My bible story books and video
11/12	Jesus is our saviour He came to save the world	<ul style="list-style-type: none"> The birth of Jesus Christ The death of Jesus Christ 	Mention the earthly parents of Jesus Christ	Identify and colour Jesus	Songs\Rhymes: King Jesus was a little child tra la,la,la	My bible story books and video
						My bible story books and video

WEEK	TOPICS	CONTENTS	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	The Lord's prayer	Say the meaning of Prayer	learn to say the Lord's prayer	What is prayer	Lang.Act: Prayer is word	My bible story books and video
3/4	Jesus heals	<ul style="list-style-type: none"> Jarius daughter 	Know moral lesson of the story	Who was Jarius' daughter?	Songs\Rhymes:	My bible story books and video
5/6	Forgiveness	Story of Stephen	Know how to forgive each other	who was Stephen?		My bible story books and video
7/8	Mary and Martha	The Story	Learn the moral lesson	who was Jesus to Mary and Martha?	Num. concept: two sisters for number 2	My bible story books and video
9/10	Help to strangers	The story of the good Samaritan	Know the story of good samaritan	Who helped the wounded man?	T P D : Showing love to others	My bible story books

3RD TERM

WEEK	TOPICS	CONTENTS	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	God our deliverer	Story of the Israelites in Egypt	Know the moral lesson	who was Joseph?	Lang.Art: Joseph is a boy	My bible story books and video
3/4	Morning, night, mid time prayer	Importance of prayer	Know how to say these prayers	What is prayer?	Songs\Rhymes	My bible story books and video
5/6	Obedience to God	Story of Noah/ story of Samuel	To know the story of Noah and Samuel	Identify and colour Noah's Ark	Songs\Rhymes: Obedience is better than sacrifice.	My bible story books and video
7/8	Mary and Martha	The story of Jesus with the children	To know the story of Mary and Martha	Identify and circle Mary and Martha	Num.Concept: Two sisters for number 2	My bible story books and video

9/10	Kindness	Esther's story	To know the meaning of kindness	Identify and colour Esther	Lang. Act: kindness means love.	My bible story books and video
11/12	Boldness	David and Goliath	To know the story of David and Goliath	Identify and colour David	Songs\Rhymes: A Lion, a lion, a lion has a tail, it has a big head.....	My bible story books and video

STORY

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/2	Reading individual picture books	1.Describe terms 2.Identify different pictures	To identify different pictures.	Identify and colour	Sensorial Activity. Perception and discrimination	story books
3/4	Town mouse and country mouse	1.Describe terms 2. Identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the	friendship	Colour town mouse.	Pre science; farm animals. Sensorial Activity; concept of size	story books and dvd.

		moral lessons in the story				
5/6	The three little pigs	1. Describe terms 2. Identify and name the characters in the story 3. Dramatise and say the story to the pupils 4. State the moral lessons in the story	Boldness, living together as one. Love.	Identify and colour the 1 st pig.	Number concept; number 3 Discovery: animal	Ladybird story books
7/8	Snow white and the seven dwarf	1. Describe terms 2. Identify each character in the story 3. Tell the pupils the story. 4. State the moral lessons in the story.	1. To identify and describe the characters 2. To give a summary of the story. 3. To say the moral lessons in the story.	Colour the snow white.	Number concept: colour, number.	The DVD on snow white and the seven dwarfs and story book.
9/10	Pinochio	1. Describe	1. To identify and	Obedient	W.W.J.D. what I	The DVD and story book.

		terms 2. Identify each character in the story. 3. Tell the pupils the story. 4. State the moral lessons in the story.	describe the characters in the story. 2. To give a summary of the story. 3. To say the moral lessons in the story.		should do as a good child.	
11/12	The clever monkey	1. Describe terms 2. Identify and name the characters in the story 3. Dramatise and say the story to the pupils 4. State the moral lessons in the story.	To be clever in all things.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Discovery; animals	The clever monkey story book
		2 ND TERM				

1/2	The three little pigs	1.Describe terms 2. Identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story	Boldness, living together as one. Love.	Identify and colour the 1 ^s pig.	Number concept; number 3 Discovery: animal	Video and the story book.
3/4	The three billy goat gruff	1.Describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story	Cleverly	Colour three Billy goat gruff.	Number concept; number 3 Discovery: animal	Video and the story book.
5/6	The bad tempered goat	1.Describe terms	Do not have Bad temper.	Identify the bad tempered goat.	Number concept; number 3	Video and the story book.

		<p>2. identify and name the characters in the story</p> <p>3.Dramatise and say the story to the pupils</p> <p>4. State the moral lessons in the story</p>			Discovery: animal	
7/8	Goldilocks and the three bears	<p>1.Describe terms</p> <p>2. identify and name the characters in the story</p> <p>3.Dramatise and say the story to the pupils</p> <p>4. State the moral lessons in the story</p>	Greedy	Who is goldilocks?	<p>Number concept; number 3</p> <p>Discovery: animal</p>	Video and the story book.
9/10	Why the bear tail is short	<p>1.Describe terms</p> <p>2. identify and name the</p>	Greedy	Concept of size.	<p>Concept of size</p> <p>Discovery: animal</p>	Video and the story book.

		characters in the story 3. Dramatise and say the story to the pupils 4. State the moral lessons in the story				
11/12	Watch video of goldilock and the three bears	Narrate, role play and watch video	Greedy	How many bears are there?	Number concept; number 3 Discovery: animal	Video and the story book.
		3RD TERM				Video and the story book.
WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Watch video of the Goldilock and the three bears	1. Describe terms 2. identify and name the	Obedient	Identify the three bears.	Number concept; number 3 Discovery: animal	Video and the story book.

		<p>characters in the story</p> <p>3.Dramatise and say the story to the pupils</p> <p>4. State the moral lessons in the story</p>				
1/2	The story of old Mac -Donald	<p>1.Describe terms</p> <p>2. identify and name the characters in the story</p> <p>3.Dramatise and say the story to the pupils</p> <p>4. State the moral lessons in the story</p>	Animal and the sound they make.	What sound does the duck make?	Discovery: farm animal and their sound.	Video and the story book.
3/4	Beauty and the beast	<p>1 Describe terms</p> <p>2.Identify and name the characters in the story</p>	Love	Identify the beast	<p>Number concept; number 3</p> <p>Discovery: animal</p>	Video and the story book.

		3.Dramatise and say the story to the pupils 4. State the moral lessons in the story				
5/6	Puss in the boot	1.Describe terms 2. Identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story	Friendship	Colour the boot	Discovery: animal	Video and the story book.
7/8	The ugly duckling	1.Describe terms 2. Identify and name the characters in the story 3.Dramatise and say the story to	Love one another.	Identify the ugly duckling.	Number concept; number Discovery: animal	Video and the story book.

		<p>the pupils</p> <p>4. State the moral lessons in the story</p>				
9/10	Cinderella	<p>1. Describe terms</p> <p>2. Identify and name the characters in the story</p> <p>3. Dramatise and say the story to the pupils</p> <p>4. State the moral lessons in the story</p>	Obedient	Who is Cinderella	Sensorial Activity; concept of size ,number	Video and the story book.
11/12	Little red riding hood	<p>1. Describe terms</p> <p>2. Identify and name the characters in the story</p> <p>3. Dramatise and say the story to the pupils</p>	disobedient	Who is little red riding hood.	Sensorial Activity; concept of colours.	Video and the story book.

		4. State the moral lessons in the story				
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SONG/RHYMES

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Twinkle, twinkle little star	Recite the rhyme and sing the song.	Children will learn heaven bodies	Where can we see the star?	Discovery:heavenly -body	Video.
2	Rain, rain go away	Recite the rhyme and sing the song.	Children will learn rhythm	Rain give us what?	Discovery:important of water	Video.
3	Pat-a-cake	Recite and role play the song	Repetition of sounds	Who made the cake?	Practical life:buttering of bread	Video
4	Old Mac- Donald	Recite and role play the song	Children will learn rhythm	Mention things in Old Mac-Donald farm	Discovery:Animals and their sounds	Video
5	Hot cross buns	Recite and role play the song	Children will learn rhythm	One buns is for one _	Discovery:Hot and cool	Video

6/7	Hey diddle diddle	Recite the rhyme sing the song.	Children will learn the rhythm	What jump over the moon?	Sensorial Activity: Positional word over	Video
8	Little jack horner	Recite and sing the song	Children will learn the rhythm	Who is little jack?		Video
9	Mary had a little lamp	Recite and sing the song	Children will learn rhythm	Is Mary lamp small or big?	Discovery: Animals with furs	Video ,chart
10	A lion a lion	Recite and role play the song	Children will learn rhythm	The lion has a big _	Sensorial Activity: Concept of size	Video, chart
11	Head shoulders knees and toes	Recite and sing the song	Learn part of the body.	Touch your ear.	Number concept; number Discovery; parts of the body	Video, chart
12	I have two hands	Recite and sing the song	Keeping a clean hands	Touch your hand	Number ; number.	Video,chart
		2ND TERM				

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Jack and jill went up the hill	Recite and role play	rhythm	Who is jack?	Discovery;water	Video and chart
2	In a cottage in a wood	Recite and sing the song	Friendship	What is cottage?	Discovery ;farm	Video and chart
3	Old mother Hubbard	Recite and role play the song	care	Identify old mother Hubbard	Discovery;animal	Video and chart
4	One little two little three little fingers	Recite and sing the song	Number value	Touch your finger.	Number concept;numbers	Video and chart
5	Rat-ta-tat-tat	Recite and role play	How to respond	recite	Discovery;animal	Video and chart
6	Little miss muffet	Recite and role play	cleanliness	Colour little miss muffet	Discovery; food	Video and chart
7	Review wks 1-6	Recite all the songs / rhyme				Video and chart
8	I see the moon	Recite and sing	Heaven bodies	Point at the moon.	Discovery; heavenly bodies	Video and chart
9	Where is thumbkin?	Recite and sing	Part of the body	recite	Part of the body	Video and chart
10	When cat wakes up in the morning	Recite and sing	Greeting	recite	Greeting	Video and chart
11	Goosey goosey gender	Recite and sing	prayer	recite	Animals	Video and chart
12	Pussy cat, pussy	Recite and sing	How to respond	recite	Animals	Video and chart

	cat					
		3RD TERM				
WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Little bo beep	Recite and sing	care	recite		Video and chart
2	How much is the dog in the meadow?	Recite and sing	How to respond	recite	Farm Animal	Video and chart
3	See a pin and pick it up	Recite and role play	Carefulness and safety	recite	Good manners	Video and chart
4	On our way to grand pa's	Recite and role play	Farm animal	Colour grand pa farm	Farm animals	Video and chart
5	Oh the big ship sails	Recite and sing	Transportation	recite	Transportation	Video and chart
6/7	Dinah blow your horn	Recite and sing	Transportation	recite	Transportation	Video and chart
8	Doh a dear	Recite and role play	Caring	recite		Video and chart
9	King Jesus was a little child	Recite and sing	Growth	Recite and clap hand	Wwjd;about Jesus	Video and chart

10	I can do all things	Recite and sing	Boldness	Recite	Wwjd;about Jesus	Video and chart
11	This little pig went to the market	Recite and sing	Manners	Recite	t.p.d ;Good manners	Video and chart
12	Little polly flinder	Recite and sing	Sen.act; concept of size	Recite	Sen.act; concept of size	Video and chart

1ST TERM

PHYSICAL AND HEALTH EDUCATION

W E E K	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1/ 2	General body exercise	To move all parts of the body	To acquainted with exercise	What is exercise?	Songs\ Rhymes: I have two hands, the left and the right	Video
3/ 4	Tambourine movement	To move body according to the rhythm	To know the use of tambourine	What is this?	Lang. Art: Tambourine is an object	Playground
5/ 6	What is the time Mr wolf	Recite and role play	To know the time	What number is this?	Num. Concept: Number Value	Playground
7/ 8	Hopping exercise	Body movement	To learn how to move every part of the body	Move your arms, bend your knees.	Lang. Art: Hopping is an action word	Playground
9/ 1 0	Leaping exercise	Body movement	To learn how to move with one leg	Lift up your leg	Disc: Parts of the body	Playground
1 1/ 1 2	Who is in the garden	Recite and role play	To know how to sing the song	Who can sing this song?	Lang. Art: girl	Playground
		2ND TERM				

W E E K	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Swinging of arms	Body Exercise	To exercise the arms	Show me your arms	Disc: Parts of the body	Playground
2	Tambourine movement	To move body according to the rhyme	to know the use of tambourine	what is this?	Lang.Art: Tambourine is an object.	Playground
3	Head, shoulder ,knees and toes	Identification of the part of the body	To identify different parts of the body	Touch your toes Touch your shoulders	Disc: Parts of the body	body chart
4	Jack in the box	Body movement	To recite and say	where is Jack	Sensorial Act: identification of object	Playground
5	Hopping exercise	General body move	To move all parts of the body	Can you hop? Do it	Lang. Art : Hopping is an action word	Playground
6	London bridge	Recite and role play	To sing the song	What happen to the bridge?	Disc: means of transportation	Playground
6/ 8	What is the time Mr wolf	Recite and role play	To know the time	What number is this?	Num. Concept: number value	Playground
9	Kangaroo movement	Body movement hopping	to know how kangaroo move	hop like a kangaroo	Disc: Animals	Video
1 0	Apart together	Body movement	to part and close the 2 legs	Show me your right leg?	Disc: Parts of your body	Playground
1 1	somersaulting	Body movement	to learn how to tumble	show me the foam	Disc: parts of body	Playground
1	Jumping Exercise	Body movement	to move the body			

2						
		3rd TERM				
W E E K	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	There is fire on the mountain	General body movement	To run round outside	show me the fire	Disc: hot and cool object	Playground
2	Bending exercise	To bend and touch the toes	to touch the knees and toes	Touch me your	Disc: Parts of the body	Playground
3	Throwing and catching of balls	Using balls	To know how to throw and catch the ball	How do you catch the ball?	Disc: Hand	Playground
4	Racing in pairs	Running in twos	Know how to run	On your mark, get set	Disc: Exercise	Playground
5	Filling the basket with small balls	Using small balls	To know how to pick balls	Do we pick balls with two hands	Disc: Parts of the body{hand}	Playground
6/ 7	Kangaroo hop	Hopping exercise To know how to move like kangaroo		who can move like kangaroo	Songs\ rhymes: I Like to hop...	Playground
8/ 9	Somersaulting	Body movement	To know how to somersault	How many of you can somersault	Disc: Parts of the body	Playground
1 0	Hopping exercise	Hopping exercise	To know how to jump with two legs	How of you can hop	Songs\ Rhymes: I like to hop, hop, hop....	Playground

1 1	Flying of kites	Running in kites	To know how to run fast	How many of you can run very fast	Songs\Rhymes: Jonny running down	Playground
1 2	London bridge	Recite and role play	To know how to sing the song	How many of you can sing this song?	Songs\Rhymes: London bridge is falling down...	Playground

1ST TERM

T.P.D

WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
½	Welcoming and getting to know each other	Introducing oneself	To know their names and the names of their class mates.	What is your name?	Disc: Names of animals	Early Learner Environmental Studies
3	My name, teacher and friend's name and how to greeting in the morning & afternoon	Meaning/importance of greeting	To know the proper way of greeting in the morning	How do we greet in the morning?	Songs\Rhymes: When the dog wakes up in the morning.....	Early Learner Environmental Studies
4	Doing my home work	The importance of doing home work	Know how to do their home work	Is it good to drink water while doing your homework?	Lang. Act: Homework is a verb	Early Learner Environmental Studies
5	My name, teacher and friend's name	Getting to know each other. How to respond when called	To know the proper responds when called	How do you answer to your name?	Disc: Names of animals	Early Learner Environmental Studies
6	School/class rules and warding mind	Making rules together	To know what class agreement is all about	Bullying is a bad	Songs\Rhymes: love your neighbour...	Early Learner Environmental Studies
7/8	Good manners	Proper ways of sneezing yawning and coughing	Learn how to use handkerchief always	Is it good to yawn with mouth open?	Disc: cleanliness	Early Learner Environmental Studies
9	Speaking up and answering questions	When to speak and when to answer question	Learn how to speak up in class	Is it good to be shy in class?	Songs\Rhymes: I can do all things	Early Learner Environmental Studies

10	Silence time	Learning, time, meal time, resting time,	Learn how to observe silence time	Is it good to talk during learning time?	Songs\Rhymes: Obedience is better than	Early Learner Environmental Studies
11	Bullying and fighting are bad habits	To know what bullying means	Consequences of bad habits	Is it good to fight your friends?	W W J D: Love your neighbour	Early Learner Environmental Studies
12	Doing my homework & obeying instructions	Those things you should not do when doing your homework. What instructions are.	To know how and when to do their home work	Is it good to eat while doing your homework?	Songs\Rhymes: Obedience is better than....	Early Learner Environmental Studies
13	Revision					
WEEK	TOPIC	CONTENT	KEY SKILLS	ASSESSMENT	CROSS CURRICULUM LINK	REFERENCE
1	Silence time	Learning, meal time and resting time.	To learn how to be quiet in class	Is it good to talk while eating?	Songs\Rhymes: Obedience is better than sacrifice	Early Learner Environmental Studies
2	Good manners	Doing home works & greeting	To know the proper way of greet	Is it good to drink water while doing your homework?	W.W.J.D: If you know the right thing to do	Early Learner Environmental Studies
3	Proper way of answering your name	Yes please	To know the proper way of answering your name	When somebody call your name, what do you say.	Disc: names of animals	Early Learner Environmental Studies
4	Coming to school early	Good manners	To know the importance of	Is it good to come to school late?	Sensorial Act: good manners	Early Learner

3RD

			coming to school early			Environmental Studies
5	Laughing / crying unnecessarily	Bad habit	To know that crying unnecessarily is a bad habit.	Is it good to cry unnecessarily	Songs\Rhymes: Pussy cat, pussy cat	Early Learner Environmental Studies
6	Good table manners	Saying thank you, yes please ,greeting	Know how to exhibit good manners	What do you say when you receive gift from somebody?	Songs\Rhymes: please and thank you are magic words	Early Learner Environmental Studies
7/8	How to handle material	Orderliness	To know the proper ways of handling books	How do we handle our books	Lang Act: school materials	Early Learner Environmental Studies
9	Learning position in class	Sitting up	To know the proper ways to sit.	How do we sit in the classroom	P.E: Good posture	Early Learner Environmental Studies
10	Making a straight line	Making lines, folding arms standing	Know how to stand according to their height.	Stand according to your height	Num.Concept: Measurement	Early Learner Environmental Studies
11/12	Playing safely during break	To know about safety				Early Learner Environmental Studies

TERM

						Chart and video
WEEK	TOPIC	CONTENT	KEY SKILLS	ASESSEMENT	CROSS CURRICULUM LINK	REFERENCE

1/2	Answering your name	Yes please	manners	How do you respond when call?	W.W.J.D God gives name to animals	Chart and video
3	Doing your homework, handling your books	Good manners	proper ways to handle school materials	Is it proper to play while doing our homework	Songs\Rhymes: Obedience	Early Learner Environmental Studies
4	Proper ways to make request	Use of may I, excuse me	Good manners	What do you say when making a request?	W.W.J.D: Proper way of making request	Early Learner Environmental Studies
5	Coming to school early	To know the proper time to come to school	Good manners	When is the right time to come to school?	Songs\Rhymes: Punctuality	Early Learner Environmental Studies
6	Paying attention during learning time	Silence time	Good manners	What is the right thing to do during learning time.	W.W.J.D: Obedience	Early Learner Environmental Studies
7/8	Showing love and care to others	Care giving	Loving one another	Is it good to bully your friends?	Songs\Rhymes: friendship	Early Learner Environmental Studies
9	Reporting a matter to the teacher/ rather than fighting	Good manners	To make your teacher your friend	Is it good to fight your friends?	W.W.J.D: love your neighbour	Early Learner Environmental Studies
10	Correct sitting &	Sitting up & standing straight	Safety	What is the proper way to sit	Disc: Posture	Early Learner

	standing postures			in class?		Environmental Studies
11	Arranging my things in other	To know how to keep things in order	Orderliness	Is it good to scatter your things around?	Songs\Rhymes:	Early Learner Environmental Studies
12	How I will spend my holiday	Speaking up in class.	Boldness	Is it good to silence your teacher?	Songs\Rhymes: I can do all things.....	Early Learner Environmental Studies

1ST TERM HANDWRITING

WEEK	TOPIC	CONTENT	KEY SKILL	ACTIVITY	CROSS CURRICULUM LINK	REFERENCE
1/2	Gripping of pencil	Tripod grip	Gripping with the tall, thumb and pointing finger.	Gripping exercise	Sen. act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
3/4	Tracing of vertical and horizontal line and strokes	Tracing of preschool pattern.	Identifying and tracing of preschool pattern.	Tracing exercise	Sen. act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
5/6	Tracing of right, left, down Ware curves	Tracing of preschool pattern.	Identifying and tracing of preschool pattern.	Tracing exercise	Sen. act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
7	Tracing of circles	Tracing	Identify and tracing of circle	Tracing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
8/9	Tracing of number 1,4,7,9	To identify the numbers Tracing of numbers	Tracing of numbers	Tracing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
10/11	Tracing of number 2,3,6,8	To identify the numbers Tracing of numbers	Tracing of numbers	Tracing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,

12/13	Tracing of various patterns	Tracing all preschool patterns.	Tracing of patterns	Tracing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
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2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL	ACTIVITY/ASSESSMENT	CROSS CURRICULUM LINK/KEY SKILL	REFERENCE
1/2	Tracing and drawing various patterns	To look and trace various patterns	Tracing	Tracing and drawing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
3/4	Tracing and writing number 1-5	*To trace number 1-5 *To look and copy number 1-5 *To write number 1-5 from memory	Tracing of numbers	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
5/6	Tracing and writing number 6-10	*To trace number 6-10 *To look and copy number 6-10	Tracing numbers	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,

		*To write number 6-10 from memory				
7/8	Tracing and writing number 1-10	*To trace number 1-10 *To look and copy number 1-10 *To write number 1-10 from memory	Tracing of numbers	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
9	Tracing and writing sounds(c, e, o, a,i,r,x,z)	*To identify the sounds. *Formation of the letters.	Tracing of sounds	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
10	Tracing and Writing sounds(p, g, y, q, i)	*To identify the sounds *.Formation of the letters. *.To look and copy " g, p, j, q, y)	Tracing of sounds	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
11	Tracing and writing k,t,d,f,k,	*To identify the sounds *.Formation of the letters. *.To look and copy " k, t, d, f, k)	Tracing of sounds	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
12	Tracing and writing n, m, w, v h, l, s,	*To identify the sounds	Tracing of sounds	Tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland

		*.Formation of the letters. *.To look and copy				handwriting,
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3rd TERM

WEEK	TOPIC	CONTENT	KEYS SKILL	ACTIVITY/ASSESSMENT	CROSS CURRICULUM LINK/KEY SKILL	REFERENCE
1/2	Tracing and writing a-i and 11-20	*To identify the sounds and number *To trace the sounds and numbers * To look and copy sounds and number	Tracing of numbers and sounds	tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
3/4	Tracing and writing sound j-s	*To identify the sounds and number *To trace the sounds and numbers * To look and copy sounds and number	Tracing of sounds	tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,

5/6	Tracing and writing s-z and 21-30	*To identify the sounds and number *To trace the sounds and numbers * To look and copy sounds and number	Tracing of numbers and sounds	tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
9/10	Writing of number 41-50	*To identify the sounds and number *To trace the sounds and numbers * To look and copy sounds and number	Tracing of numbers .	tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,
11/12	Writing of number and letters taught.	*To identify the sounds and number *To trace the sounds and numbers * To look and copy sounds and number	Tracing of numbers and sounds	tracing and writing exercise	Sen.act; concept of size. outside and inside	Learning solution handwriting. dreamland handwriting,

NURSERY 2

LANGUAGE ART

1ST TERM

WEEK S	TOPICS	CONTENTS	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE S
½	All Single Sounds. Sight words: I, go, A.	<p>1. Rote read the 42 Jolly Phonics Sounds.</p> <p>2. Identify the single sounds.</p> <p>3. Build 2 to 3 letter words.</p> <p>4. Spell, memorize and make sentences with sight words. I, are, A</p>	<p>1. Match picture to the beginning sound.</p> <p>2. To identify the single sounds.</p> <p>3. To circle the picture with single sounds.</p>	Pre-science; domestic and wild animal	<p>Whole class activity at the beginning of the lesson on reading the single sounds will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on building 2/3 letter words will provide</p>	Chart on single sounds, flash cards.	<p>The Phonic Handbook by Sue Lloyd Photocopy section 2 and working with sounds Phonics Nur.by NehraSherane.</p> <p>Pages 40 – 43. First Phonics</p>

					evidence on the extent to which each learner assimilation of the topic		Book 1 - 3.
¾	Digraph Sounds. Sight words: are, the, no	1. Rote read the 42 Jolly Phonics. 2. Build words with the digraph sounds. 3. Build 4 to 5 letter words with the single sounds. 4. Identify the digraph sound. 5. Spell, memorize and make short sentences with the sight words "go , the", no.	1. To identify the digraph sound. 2. To differentiate the single sounds from digraphs 3.Circle the digraphs in words	. Number concept ; counting in 2s.	<p>Whole class activity at the beginning of the lesson on identifying the digraph sounds will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work on blending words will provide evidence on the extent to which each learner have understood the topic</p>	Chart on digraph sounds, chart on single sounds, flash cards	Working with Sounds Phonics by NehraSheran e. Pages 40 – 43 and the Phonics Handbook by Sue Lloyd. First Phonics Book 1 – 3.
5/6	Capital Letters. Sight words. He ,she.	1. Rote read capital small letters together. 2. Write the capital letters and the small letters.	1.To identify the capital. 2.To identify when to use capital letters 3.To look and copy	. Social skill; the family	Whole class activity at the beginning of the lesson on identifying and reading the 26	Chart on Jolly phonic sounds, chart on the capital letters	The Grammar Handbook 3 by Sara Wemham and Sue

		<p>3. Match capital letters to small letters.</p> <p>4. Say when to use the capital letters.</p> <p>5. Spell, memorize and make short sentences with the sight words he, she, her.</p>	capital letters		<p>alphabet.</p> <p>will provide evidence on the extent to which learners can apply their knowledge on the topic</p> <p>Individual work on the formation of the capital letters will provide evidence on the extent to which each learner have ascertained the topic.</p>		Lloyd. Pages 38 Collins Easy learning English Ages 4- 3.
7/8	Vowels and consonants. Sight words: you, me.	<p>1. Rote read capital and small letters together.</p> <p>2. Identify the vowels and consonant letters.</p> <p>3. Build words with the vowels.</p> <p>4. Spell, memorize and make short sentences with the sight words he, her, you, so.</p>	<p>1.To identify 5 vowels and the 21 consonant.</p> <p>2.To write the vowel and the consonants</p> <p>3. Build and read three letter words.</p>	Pre science; classes of food	<p>Whole class activity at the beginning of the lesson on the 26 alphabet will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on differentiating the vowels from the consonants will provide evidence on the extent to</p>	Chart on the vowels and consonants, chart on three letter words, flash cards	The Grammar Handbook 1 by Sara Wenham and Sue Lloyd page 26

					which each learner assimilation of the topic		
9/10	Vowels. Sight words: her, we	<p>1. Rote read the 42 Jolly Phonics sounds.</p> <p>2. Rote read the capital letters</p> <p>4. Identify the long vowels.</p> <p>5. Build words with the short and long vowels.</p> <p>6. Make sentences with the vowels</p> <p>7. Spell, memorize and construct sentences with the sight words.</p>	<p>1. To identify the vowels and consonants.</p> <p>2. Build words with the vowels and consonants</p> <p>3. To make sentences with the vowels</p>	Pre-science ; classes of food	<p>Whole class activity at the beginning of the lesson on identifying the short and long vowels will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work blending words with the vowels will provide evidence on the extent to which each learner have understood the topic</p>	Chart on the vowels, chart on three letter words, flash cards	The Grammar Handbook 1 by Sara Wenham and Sue Lloyd page 26
11/12	Consonant Blends. Sight words: , said, love	<p>1. Rote read the 42 sounds.</p> <p>2. Identify the consonant letters.</p> <p>3. Identify and blend the initial blends and</p>	<p>1. To identify the consonant blends</p> <p>2. Build words with the blends</p> <p>3. To differentiate the initial and final consonant blends</p>	. Pre- science; living and non living things, practical life; care of plants	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their	Chart on consonant blends, chart on single and digraph sounds, flash cards	The Grammar Handbook 3 by Sara Wenham and Sue Lloyd. Pages 41 – 43 and

		<p>thereafter, final blends.</p> <p>4. Build words with the consonant blends.</p> <p>5. Identify and circle the consonant blends in words.</p> <p>6. Spell, memorize and make short sentences with the sight words : me, said, love</p>			<p>knowledge on the topic.</p> <p>Individual work on word building using the blends' will provide evidence on the extent to which each learner have ascertained the topic.</p>		<p>New Key Phonics 6 by Collins Education page 5.</p>
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LANGUAGE ART

2ND TERM

WEEKS	TOPICS	CONTENTS	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Capital letters. Sight word: one .	<p>1. Rote read capital small letters together.</p> <p>2. Write the capital letters and the small letters.</p> <p>3. Match capital letters to small letters.</p> <p>4. Say when to use the</p>	<p>1.To identify the capital.</p> <p>2.To identify when to use capital letters</p> <p>3.To look and copy capital letters</p>	Social skill; the family	Whole class activity at the beginning of the lesson on reading the capital letters will provide evidence on the extent to which learners can apply their knowledge	Chart on capital letters, sounds and sight words	The Grammar Handbook 3 by Sara Wernham and Sue Lloyd. Pages 38 Collins Easy learning English Ages 3-4

		<p>capital letters</p> <p>5. Make sentences using capital letters</p> <p>5. Spell, memorize and make short sentences with sight words one, we, some.</p>			<p>on the topic.</p> <p>Individual work on the use of capital letters will provide evidence on the extent to which each learner assimilation of the topic</p>		
2	<p>Double consonants sight word: some</p>	<p>1. Rote read the 42 Jolly Phonic Sounds</p> <p>2. Rote read consonant blends.</p> <p>3. say why the consonants are double</p> <p>4. Identify and match double consonant</p> <p>5. Build words with double consonant.</p> <p>6. Make simple sentences with the consonant blends and double consonants.</p> <p>7. Spell, memorize and make short sentences with the sight</p>	<p>1. To identify the double consonants</p> <p>2. To blend word with double consonant.</p> <p>3. To write words with double consonant.</p>	<p>Social skill; the family, number concept; counting in 2s</p>	<p>Whole class activity at the beginning of the lesson on identifying the double consonants will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work blending words will provide evidence on the extent to which each learner have understood the topic</p>	<p>Chart on double consonants , sounds and sight words</p>	<p>The Grammar Handbook 3 by Sara Wernham and Sue Lloyd. Pages 50</p>

3/4	<p>Alternative spellings</p> <p>(ai a-e, ay)</p> <p>(ee ea)</p> <p>(oa, ow, o-e). sight words: be, like,.</p>	<p>1. Rote read the 42 Jolly Phonic Sounds.</p> <p>2. Say other words we can use in place of alternative.</p> <p>3. State the need for forming alternative words.</p> <p>4. Identify and build the words with alternative spellings of word sounds.</p> <p>5. Spell, memorize and make short sentences with the sight words. Be, like .</p>	<p>1. To identify the different alternative spellings</p> <p>2. To blend words using the alternative spellings</p> <p>3. To listen and write words with alternative spellings</p>	Social skill; the family,	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on word building using the alternative' will provide evidence on the extent to which each learner have ascertained the topic.</p>	Chart on alternative spellings	<p>New Key Phonics 6.</p> <p>Collins Educational pages 5, 9 – 10. &</p> <p>Start Smart Phonics by MotunlgeMalita</p> <p>Nkembo Nursery 3 pages 33 – 35. &</p> <p>Schofield & Sums Book 4, page 11.</p>
5 /6	<p>Alternative Spellings</p> <p>(igh, y, i-e)</p> <p>(oi -oy)</p> <p>(ou -ow). Sight words: was ,here.</p>	<p>1. Rote read the 42 Jolly Phonic Sounds.</p> <p>2. Say other words that could be use in place of alternative.</p> <p>3. State the rules for forming alternative spellings of vowel sounds.</p> <p>4. Spell , memorize and make short sentences with sight words : was,</p>	<p>1. To identify the different alternative spellings</p> <p>2. To blend words using the alternative spellings</p> <p>3. To listen and write words with alternative spellings</p>	Social skill; the family	<p>Whole class activity at the beginning of the lesson on identifying the alternatives will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work blending words</p>	Chart on alternative spellings	<p>New Key Phonics 6.</p> <p>Collins Educational pages 6, 9 – 10. &</p> <p>Start Smart Phonics by MotunlgeMalita</p> <p>Nkembo Nursery 3 pages 33 – 35. &</p>

		here.			will provide evidence on the extent to which each learner have understood the topic		The Grammar Handbook 1 by Sara W. pages 122.
7 / 8	Trigraphs Sight words: have, to.	1. Rote read the 42 Jolly Phonic Sounds. 2. Rote read words with trigraph. 3. Build words with trigraph. 4. To introduce reading of simple sentences. 5. Listen and write trigraph. 6. Read and match trigraph to the appropriate pictures. 7. Spell, memorize and construct sentences with the sight words have, to.	1.To identify trigraph. 2. To build words with trigraphs. 3. To circle trigraphs in words. 4. To listen and write trigraphs	Number concept; counting in 3s	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on blending words with trigraphs will provide evidence on the extent to which each learner assimilation of the topic</p>	Chart on trigraph, flash cards.	Key Stage 2 Schofield & Sims Key Spelling Book 4 Pages 1 – 12.
9 / 10	The use of ‘a’ and ‘an’. Sight words: there, live, of.	1. Rote read the 42 Jolly Phonic Sounds. 2. Rote read alphabet letters. 3. Identify the vowel (5)	1. To identify the vowels and the consonants. 2. To identify when to use ‘a’ and ‘an’	Pre-science; living and non-living	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners	Chart on ‘a’ and ‘an’, apple, orange etc	Pry. English Course 1 by O. Taiwo L. L. pages 1 – 2. & The Grammar Handbook 1 by

		<p>and the 21 consonant letters.</p> <p>4. Say when to use 'a' and 'an'.</p> <p>5. Make sentences with 'a' and 'an'.</p> <p>6. Match 'a' and 'an' to appropriate pictures.</p> <p>7. Spell, memorize and make short sentences with sight words there, live, of.</p>	<p>3. To match 'a' and 'an' to the correct pictures.</p>		<p>can apply their knowledge on identifying the vowels and consonants.</p> <p>Individual work on when to use 'a' and 'an' will provide evidence on the extent to which each learner have ascertained the topic.</p>		Sara
11 /12	<p>Use of 'a' and ,some' (singular/ plural). Sight words: do, they, give.</p>	<p>1. Rote read the 42 Jolly Phonics Sounds</p> <p>2. State the thumb rules of using 'a' and 'some'.</p> <p>3. Identify the vowels and consonant letters.</p> <p>4. Say when to use 'a' and some.</p> <p>5. Match 'a', 'an' and 'some' to the appropriate pictures.</p> <p>6. Make simple sentences with 'a' and some.</p>	<p>1. To identify the vowels and the consonants.</p> <p>2. To identify when to use 'a' 'an and 'some'</p> <p>3. To match 'a' 'an' and 'some' to the correct pictures.</p>	<p>Number concept; number values</p>	<p>Whole class activity at the beginning of the lesson on mentioning things with 'a' and 'some' will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the topic</p>	<p>Chart on 'a' and 'some'</p>	<p>Pry. English Course 1 by O. Taiwo L. L. pages 1 – 2.</p>

		7. Singular / Plurals.					
		8. Spell, memorize and make short sentences with the sight words: do, they, give.					

3RD TERM

LANGUAGE ART

WEEKS	TOPICS	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Rules of reading. Sight words: only, could, would.	<p>1. Rote read the 42 jolly phonic sounds</p> <p>2. Rote read blends digraphs, consonant blends, trigraph and double consonants.</p> <p>3. Build words with the blends.</p> <p>4. Say the basic reading rules.</p> <p>5. Read the sentences</p> <p>6. (Introduce decodable readers) Read brief passages guided by pictures.</p> <p>7. Spell, memorise and make short sentences with the sight words only could, would.</p>	<p>1 to rote read the 42 sounds</p> <p>ii) to read the reading rules</p> <p>iii) to read simple sentences using the Queen's prime and decodeable</p> <p>iv) to make simple sentences</p>	Social skill; school rules	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on identifying reading rules will provide evidence on the extent to which each learner assimilation of the topic</p>	Chart on rules of reading, single sounds, digraph sounds, sight words	<p>Queen Primer book 2 &</p> <p>Decidable by Ned Jenren</p>

2	Consonant blends. Sightwords: other, were, two	<p>1. Rote read the 42 sounds.</p> <p>2. Identify the consonant letters.</p> <p>3. Identify and blend the initial blends and thereafter, final blends.</p> <p>4. Build words with the consonant blends.</p> <p>5. Identify and circle the consonant blends in words.</p> <p>6. Spell, memorise and make short sentences with the sight words: other, were, two</p>	<p>i) to rote read the 42 sounds</p> <p>ii) to identify the consonant blends the initial and final blends</p> <p>iii) to build words with the blends</p> <p>iv) to read simple sentences</p>	. Pre- science; living and non living things, practical life; care of plants	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on blending words.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained the topic</p>	Chart on consonant blends, charts on single sounds	The Grammar Handbook 3 by Sara Wemham and Sue Lloyd. Pages 41 – 43 and New Key Phonics 6 by Collins Education page 5.
3 /4	Noun. Sight words: old, should, young.	<p>1. Rote read the 42 Jolly Phonics sounds alphabet letters.</p> <p>2. Describe a noun.</p> <p>3. Read and circle the nouns.</p> <p>4. Identify and cross out pictures that are nouns.</p> <p>5. Identify nouns n the class noun.</p> <p>6. Spell, memorise and make simple sentences with the sight words old, should,</p>	<p>i) to identify nouns.</p> <p>ii) to associate nouns to objects and real life things</p> <p>iv) read the decodeable , Queen's prime and identify the nouns</p>	<p>Pre-science living and non-living thing</p> <p>Social skills some interesting places</p>	<p>Whole class activity at the beginning of the lesson on saying some nouns will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have</p>	Chart on noun, object in and outside the class	The Grammar Handbook 1 by Sara Wenham and Sue Lloyd. Page 102

		young.			understood the topic		
5/6	Verb (ing). Sight words: upon, little, what.	1. Rote read the 42 jolly phonic sounds 2. Describe verb. 3. Read a passage and circle the verbs. 4. Add 'ing' to make verbs. 5. Demonstrate verbs. 6. Spell, memorise and make short sentences with the sight words. 7. Identify read and circle the sight words. Upon, little, what.	i)to identify the verbs ii)to match some word to their actions iii) to the doubling rules by adding 'ing'	Physical education; skipping, jumping. etc	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic. Individual work on identifying verbs will provide evidence on the extent to which each learner assimilation of the topic	Chart on verbs, making actions,	My second language book, ages 3-4 by M. O. Oluire M J, page 25. & Grammar Handbook 1 by Sara W &S. Page 126.
7/8	More of nouns and verbs sightwords: yellow, there	1. Rote read the 42 jolly phonic sounds 2. Identify the noun and verb in words. 3. Underline and circle the verbs and nouns in a passage. 4. Match verbs to nouns. 5. Read the sentences 6. Read brief passages	i)to identify nouns ii)to identify the verbs iii)to match nouns to their verbs iv)to read words with verbs and nouns.	Social skills; some interesting places Physical education; running, jogging	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on stating nouns and verbs. Individual work will provide	Chart on nouns and verbs, objects in the class	Collins Easy Learning ages 4-5. Pages 5 – 30 & Decidable by Ned James.

		<p>guided by pictures.</p> <p>7. Spell, memorise and make short sentences with the sight words: yellow, there.</p>			evidence on the extent to which each learner have ascertained the topic		
9/10	Sentence construction. Sight words. Because, does, put.	<p>1. Rote read the 42 Jolly Phonic Sounds.</p> <p>2. build words with the single sounds, digraphs consonant blends and double consonant, magic 'e'.</p> <p>3. Make simple picture guided sentences</p> <p>4. Read the decodeable</p> <p>5. Match pictures to it correct sentence.</p> <p>6. Spell, memorize and make short sentences with the sight words (because, does, put.</p>	<p>i)to rote read the 42 sounds, consonant blends, double consonant, etc</p> <p>ii)to construct sentences with the above</p> <p>iii) to read simple sentences from a passage</p>	. Pre- science; living and non living things, practical life; care of plants	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the topic</p>	Chart on sentence construction,	Pry. English Course 1 by O. Taiwo L.L. pages 1-2.
11/12	Reading .sight words: their, want, once.	<p>1. Rote read the 42 Jolly Phonic Sounds.</p> <p>2. Make sentence.</p> <p>3. Rote read blends.</p> <p>4. Say the basic reading</p>	<p>i) to rote read the reading rules</p> <p>ii) to make simple sentences</p>	Social skills; some interesting places.	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners	Queen primer, other readers, chart on reading rules	<p>Queen Primer book 2 &</p> <p>Decidable by Ned Jenren.</p>

		<p>rules.</p> <p>5. Read passage in Queen Primer.</p> <p>6. Reading of Decodable.</p> <p>7. Read and match sentences to pictures.</p> <p>8. Make sentences with words / pictures.</p> <p>9. Read the sight words – their, want, once.</p>	<p>iii) to read the Queen's prime and the decodeable</p> <p>iv) to match picture to sentences</p>		<p>can apply their knowledge on the topic.</p> <p>Individual work reading will provide evidence on the extent to which each learner assimilation of the topic</p>		
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1ST TERM

NUMBER CONCEPT

WEEKS	TOPICS	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1/2	Recognition of values 1-30	<p>1. Rote counting of numbers 1 – 100.</p> <p>2. Give values to number 1 – 30 using so many counters.</p> <p>3. Count and match numbers to objects.</p> <p>4. Write from memory 1 – 70.</p> <p>5. Look and copy numbers 1 – 100.</p> <p>6. Fill in the missing numbers 1 – 70.</p>	<p>1.To identify numbers 1-100.</p> <p>2.To apportion value to number 1-30.</p> <p>3.To look and copy numbers</p> <p>4. To write from memory 1-70.</p>	Pre-science; living and non living things, language arts; noun	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on apportioning values to number.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained the topic</p>	Counters, balls, breads chart on numbers	Macmillan New Pry. by Maths Module 4. Page 13. & Collins Easy Learning Counting Age 3-5. Page 17.
3/4	Counting in ascending and descending order. Form nos. 71-80	<p>1. Rote count 1 – 120</p> <p>2. Count and write in descending order 20-1.</p> <p>3. Write from memory 1 – 70</p> <p>4. Look and copy 1- 100</p> <p>5. Join the dots 1 – 100</p> <p>6. Fill the missing numbers 1 – 70.</p>	<p>1.To count and write in descending order.</p> <p>2.To count and write number in ascending order.</p> <p>3.To fill in the missing numbers</p> <p>4.To look and copy numbers correctly.</p>	Language Arts; consonant blends	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the</p>	Staircase, slant, chart on ascending and descending order	Macmillan New Pry. by Maths Module 4. Page 13. & Collins Easy Learning Counting Age 3-5, 4-5.

					extent to which each learner have understood the topic		
5	Addition. Form number 81 85.	<p>1. Rote count 1 – 120.</p> <p>2. Describe addition.</p> <p>3. Add pictures and give the answer.</p> <p>4. Work it out (Add the numbers)</p> <p>5. Write from memory 1 – 40.</p> <p>6. Look and write 1 – 40.</p>	<p>1.To describe addition by demonstration</p> <p>2. To identify the symbol of addition</p> <p>3.To add using pictures and objects. Language art; consonant blends</p>	copy numbers. W.W.J.D the coming of Christ.	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on how to add/ subtract will provide evidence on the extent to which each learner assimilation of the topic</p>	Sign on addition, counters, breads, balls, number chart	<p>Schofield & Sims</p> <p>Nursery Numbers Book 6, pages 14-15. &</p> <p>Macmillan Pry. Maths Book 2, page 34 &</p> <p>Collins Easy Learning Counting 12 – 16.</p>
6	Subtraction. Form number 86-90.	<p>1. Rote count 1-150</p> <p>2. Describe Subtraction using principle.</p> <p>3. Take-away (reduce) remove etc.</p> <p>4. Give values to numbers.</p>	<p>1.To describe subtraction by demonstration</p> <p>2. to identify the symbol of subtraction</p> <p>3.To subtract using pictures and objects.</p>	W.W.J.D; Jesus took away our sins	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on subtraction.</p>	Sign on subtraction, counters, breads, balls, number chart	<p>Schofield & Sims</p> <p>Nursery Number 6</p> <p>Pages 22 & 23</p> <p>Macmillan New Pry. Maths book 2,</p>

		5. Subtract objects and give answer. Write from memory 1 – 40.			Individual work will provide evidence on the extent to which each learner have ascertained the lesson		page 50.
7	Review Addition and Subtraction	Rote count 1 – 150 Write from memory 1 – 90.	1.To demonstrate and say the principle of addition and subtraction 2.To add/subtract pictures and objects. 3.To identify the symbol of addition and subtraction.	Sensorial Activity; concept of sizes	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on how to add/ subtract will provide evidence on the extent to which each learner assimilation of the topic</p>	Number chart, counters, balls, beads, addition/ subtraction sign	Collins Easy Learning Counting Age 3-4 Pages 12-21 & Macmillan New Pry. Maths book 2, page 50. & Learning Solution Pri-School picture book, pages 1- 16.

8	Recognition of values 1-50. Introduce number 91-100	<p>1. Rote count 1 – 170</p> <p>2. Give values to numbers 1 – 100</p> <p>3. Count and match objects appropriately.</p> <p>4. Write from memory 1 – 100</p> <p>5. Fill in the missing numbers.</p>	<p>1.To apportion values to numbers</p> <p>2.To Match objects to the correct number</p> <p>3.To write from memory 1-100. Pre-science; Living and non- living things</p>	Sensorial Activity; concept of size	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners have understood the topic.</p> <p>Individual work will provide evidence on the extent to which each learner apply their knowledge on apportioning values to numbers</p>	Number chart, counters, balls, beads	Macmillan New Pry. by Maths Module 4. Page 13. & Collins Easy Learning Counting Age 3-5. Page 17.
9/10	Introduce greater than >, less than <and equal to =	<p>1. Rote count 1 – 170.</p> <p>2. Describe and demonstrate greater <, less> and equal to =</p> <p>3. Write from memory 1 – 100.</p> <p>4. Join the dots 1 – 120</p> <p>5. Fill in the missing numbers, 1 - 100</p>	<p>1.To demonstrate greater than/less than</p> <p>2.To identify the symbol of greater than / less than</p> <p>3.To fill in the missing number.</p>	Sensorial Activity; concept of size	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the</p>	sign for greater than >, less than <and equal to	Lacombe new primary maths, pages 36-37

					topic		
11/12	Introduce Graph representation of data	1. Rote count 1 – 200 2. Represent numbers on the graph. 3. Write from memory 1 –100 4. look and copy 1-120 5. Find the value for numbers 50 – 100 6. Join the dots 1 –120,	1.To sort objects using table 2.To represent data in the graph 3. To colour the graph correctly.	Sensorial Activity; concept of shapes	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on graph. Individual work will provide evidence on the extent to which each learner have ascertained the lesson	Chart on graph representation of date, shapes, colours	Macmillan Pry. English Course book 1 by o. Taiwo L. Lorye. Page 4. & New Nursery Maths Book 3 Macmillan series page 1

NUMBER CONCEPT 2ND TERM

87WEEKS	TOPICS	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERE NCE
1/2	Addition /subtraction of numbers using pictures and stories.	<p>1.Rote count 1-250</p> <p>2. Describe terms</p> <p>3. Say the principles of addition/subtraction as in put together, plus, take away, remove, minus etc.</p> <p>4. Add/subtract objects and give answers</p> <p>5. Look and copy 1 – 150</p> <p>6. Write from memory 1 – 120</p> <p>7. Fill in the missing numbers 1- 100.</p>	<p>1.To demonstrate the meaning of addition/subtraction.</p> <p>2.To identify the symbol of addition/subtraction</p> <p>3.To solve problem on addition/subtraction</p> <p>4.To write from memory.</p>	Social Skill; Occupation.	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on how to add/ subtract will provide evidence on the extent to which each learner assimilation of the</p>	Sign for addition/ subtraction, counters, beads etc	<p>Number Key stage</p> <p>Pages 23 &</p> <p>Nursery number 6</p> <p>Schofiel d & Sims</p> <p>Pages 4-6. & Lacombe New Pry. Maths, pages 30-31.</p>
3/4	Counting in 2s.	<p>1.Rote count 1-300</p> <p>2.Count and write in 2's 2-20</p> <p>3.Look and copy 1-200</p> <p>4.write from memory 1-130</p>	<p>1.To describe the term.</p> <p>2.To count and write in 2s</p> <p>3. To fill in the missing numbers in 2s.</p>	W. W. J. D Noah' Ark	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.	Chart on counting in 2s, counters, number charts	<p>Nursery number 6</p> <p>Schofiel d & Sims</p> <p>Pages 7 & 8</p>

					Individual work skip count in 2s will provide evidence on the extent to which each learner assimilation of the topic.		Number's Keystage.
5/6	Odd and even numbers	1.Rote count 1-300 2.Identify and write odd and even numbers 3.Look and copy numbers 1-70 4.Write from memory 1-140 Join the dots.	1.To describe odd and even number. 2.To identify odd and even. 3.To write odd and even numbers 4.Write from memory 1 -140.	sensorial Activity; Opposite	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on odd and even numbers.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained</p>	Chart on odd and even numbers	Nursery number 6 Schofield & Sims Pages 7 & 8 Number's Keystage.
7	Review Addition/Subtraction	1. rote count 1 -350 2. Add/subtract numbers using object. 3. A say the principles of addition /subtraction	1.To demonstrate and say the principle of addition and subtraction 2.To add/subtract pictures and objects. 3.To identify the symbol of addition and subtraction.	Sensorial Activity; concept of sizes	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work on how to add/ subtract will provide evidence</p>	Sign for addition/ subtraction, counters, beads etc	Number's key stage (learning at home from school) Pages 23, 25, 5-7

		<p>.</p> <p>4. Join the dots 1-30</p> <p>5. Look and copy 1-160</p> <p>6. Write from memory 1-145</p>			on the extent to which each learner assimilation of the topic.		
8/9	Introduce 1-2 time table	<p>1. Rote count 1 – 400</p> <p>2. Recite and write 1 – 2 times tables.</p> <p>3. Write from memory 1 – 150</p> <p>5. Fill in the missing numbers 1 – 100.</p> <p>6 Multiply numbers using objects</p>	<p>1.To identify the symbol of multiplication</p> <p>2.To recite the multiplication table</p> <p>3. To fill in the missing numbers.</p>	Language art; noun	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the topic</p>	Chart on 1-2 time table, number chart	Lacomb e new Pry maths, pages, 27-29
10	Counting in 5s	<p>1.Rote count 1-400</p> <p>2.Identify, count and write numbers in 5's</p> <p>3.Look and copy 1-200</p> <p>4.Write form memory 1-150</p>	<p>1.To describe the term.</p> <p>2.To count and write in 5s</p> <p>3. To fill in the missing numbers in 5s</p> <p>4. To look and copy</p>	Physical Education; skipping	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic.</p> <p>Individual work skip count in 5s will</p>	Chart on counting in 5s, counters, number charts	Lacomb e new pg mathem atics pages 38-41

		5.Fill in the missing numbers 1-100			provide evidence on the extent to which each learner assimilation of the topic.		
11/12	Counting in 10s	1.Rote count 1-400 2.Count and write on 10's 10-200 3.Look and copy 1-200 4.Write from memory 1-150 5.Fill in the missing numbers 1-100	1.To describe the term. 2.To count and write in 10s 3. To fill in the missing numbers in 10s 4. To write from memory	Physical Education; skipping	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the topic</p>	Chart on counting in 10s, counters, number charts	Larcom be new page maths pages 38-41.

3RD TERM

WEEKS	TOPICS	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Concept of money	<p>1.Rote count 1-400</p> <p>2.Identify different currency</p> <p>3.Write from memory 1-150</p>	<p>1.To describe money</p> <p>2.To identify money</p> <p>3.To identify the different denominations/ currency</p>	Song/rhyme; how much is the dog	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on money.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained</p>	Money, chart on numbers, counters	<p>Lacombe new pry. Maths</p> <p>Pages 30-31 & numbers key stage</p> <p>Pages 5-7, 23,25</p>
2/3	Shopping involving money	<p>1.Rote count 1-400</p> <p>2.Describe terms</p> <p>3.Shop with money</p> <p>4.Look and copy 1-200</p> <p>4.Write from memory 1-170</p> <p>5.Join the dot</p>	<p>1.To identify money</p> <p>3.To shop with money</p> <p>3.To make change with money.</p>	Song/rhyme; how much is the dog	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the adding/subtraction money , then make change.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained</p>	Money, butter supermarket, counters, chart on numbers	<p>Lacombe new pry. Maths</p> <p>Pages 34</p>
4/5	Addition of	1.Rote count	1.To identify money	Song/rhyme; how	Whole class activity at	Real money,	Lacombe new

	numbers involving money	<p>number 1-450</p> <p>2.Addition using money</p> <p>3.Join the dots</p> <p>4.Look and copy 1-250</p> <p>5.Write from memory 1-190</p> <p>6.Fill in the missing no: 1-150</p>	<p>3.To shop with money</p> <p>3.To make change with money.</p>	much is the dog	<p>the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the adding money.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained</p>	sign for addition, chart on numbers, counters	<p>pry. Maths</p> <p>Pages 18</p>
6/7	Subtraction involving money	<p>1.Rote count number 1-500</p> <p>2. Subtraction using money</p> <p>3.Join the dots</p> <p>4.Look and copy 1-270</p> <p>5.Write from memory 1-200</p> <p>6.Fill in the missing no: 1-160</p>	<p>1.To identify money</p> <p>3.To shop with money</p> <p>3.To make change with money.</p>	Song/rhyme; five current buns	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on how to subtract money and have change.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained the lesson.</p>	Money , sign for subtraction number chart, counters	<p>Lacombe new pry. Maths</p> <p>Pages 34</p>

8	Greater/less, than and equal to	1.Rote count 1-500 2.Identify and write these symbols appropriately 3. Write from memory 1-210	1.To demonstrate greater than/less than 2.To identify the symbol of greater than / less than 3.To fill in the missing number.	Sensorial Activity; concept of size	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on greater/less than and equal to. Individual work will provide evidence on the extent to which each learner have ascertained the lesson.	The sign for less than/ greater than and equal to, chart on numbers	Lacombe new Maths Pages 36-37
9/10	Introduce telling the time on the hours .	1.Rote count 1-500 2.Describe the term 3 Identify the hand of the clock 4.Look and copy 1-280 5.Write from memory 1-230 6.Fill in the missing numbers 1-180	1.To identify the period of the day 2.To identify the minute and hour hand To tell the time in hours.	Pre-science; season	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on identifying different period of the day. Individual work will provide evidence on the extent to which each learner differentiate minutes from the hour hand.	Clocks, charts on number 1-200	Lacombe new Maths Pages 34

11/12	fraction	1.Rote count 1-250 2.Write from memory 1-230 3.Describe terms 4.Identify and shade/colour fraction.	1.To identify the whole 2.To identify the half, quarter' $\frac{1}{4}$ etc 3.To match fraction.	T.P.D; sharing with your friend	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on fraction.</p> <p>Individual work will provide evidence on the extent to which each learner identifying a whole object and parts of an object.</p>	Chart on fraction, different objects on fraction, fruits on fraction	Lacombe new Maths Pages 36-37
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1ST TERM

PRE-SCIENCE

WKS	TOPICS	CONTENTS	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE

1	Living and non - living things	1.describe terms 2.identify living and non- living things 3.differentiate living and non- living things	1. To say the meaning of living and non-living things. 2. To identify and name the living and non-living things. 3. To say the characteristic of living and non-living things.	Language Arts; noun.	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can identify living and non- living. Individual work will provide evidence on the extent to which each learner can apply their knowledge on living and non-living things.	Chair, table, man, boy, trees, animal and chart on living and non-living things	Science is fun bk 3 by s. T bajah page 3-5
2	Plants and animals	1.describe terms 2. identify and mention some characteristics of plants and animals	1.To identify plant and animals 2. To state the feature of plant and animals. 3. To differentiate plant and animals.	Practical life; care of plants.	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on plants and animals. Individual work will provide evidence on the extent to which each learner differentiate plants from animals.	Chart on plant and animals, real animals, plants	Lantein comprehensive science bk 7 and oxford advanced dic. Pages 887 And Scholastic (ecy.) page 527
3	Classification of animals(domestic and wild)	1.describe terms 2.classify body coverings of animals	1. To identify the wild animals and domestic animals. 2. To say why	W.W.J.D. story of creation.	whole class activity at the beginning of the lesson will provide evidence on the extent to which	Chart on wild and domestic animals, real animals both wild an	Oxford advanced learners dic page 374 and early social st.

		3.identify and mention these body coverings	some animals are wild and some lives close to us. 3. To identify their differences.		learners can say where they live. Individual work will provide evidence on the extent to which each learner identify wild and domestic animals.	domestic	For nursery sch. Page 33
4/5	Growth and reproduction in plants and animals	1.describe terms 2.state how some animals reproduce 3.Experiment and mention some stages of growth in some animals (using butterfly) 4.demonstrate how things grow with a rhyme	1.To say the meaning of growth and reproduction 2.To identify the stages of growth in animals. 3.To plant a seed and monitor it germinate.	Songs/rhymes. We are like seeds.....	whole class activity at the beginning of the lesson will provide evidence on the extent to which learners have ascertain the lesson. Individual work on planting will provide evidence on the extent to which each learner have understood the lesson.	Chart on the life cycle of a butterfly, real life cycle of a frog, bean seeds, containers, water, and soil.	Tender science is from bk 2 by stbajah pages 6-7 Secience is from bk 3 pages 20-36
6/7	Heavenly bodies	1.describe terms 2.identify and name the heavenly bodies 3.state their functions 4. Say their	1. To identify the heavenly bodies. 2. To name the heavenly bodies. 3. To identify and circle the heavenly bodies.	W.W.J.D; creation.	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on heavenly bodies.	Chart on heavenly bodies, the real sun and cloud.	Scholastic children's D.C page 476

		importance to us.			Individual work will provide evidence on the extent to which each learner can identify the heavenly bodies.		
8	The sun	<p>1. Identify and name the heavenly bodies.</p> <p>2. identify the sun in the midst of the heavenly bodies</p> <p>3. State the function/importance of sun to us.</p>	<p>1. To identify the sun as a heavenly body</p> <p>2. To wash and dry handkerchief on the sun</p> <p>3. To identify the important of the sun to man. .</p>	songs/rhyme; oh Mr sun	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the function of the sun.</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained the lesson.</p>	Chart on heavenly bodies, sun, handkerchief, soap and water.	Social studies bk2 and home Ecomfor junior sec. Sch. By Elizabeth anyakoha&
9/10	Season (things we wear)	<p>1. describe terms</p> <p>2. state how many seasons we have in Nigerian</p> <p>3. match clothings to season</p> <p>4. identify the season we are in now</p>	<p>1. To identify the seasons</p> <p>2. To differentiate the national/ international season.</p> <p>3. To identify the things we wear at a particular season and say why we wear them.</p>	Social skill; clothing.	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on season.</p> <p>Individual work will provide evidence on the extent to which each learner can</p>	Chart on season, chart on things we wear, cloths, shoes etc.	Social studies from pry-schbk by adisabakare lesson 31-32 page 68-69

					identify different season.		
11 /12	Every day materials; matter(solid, liquid and gas)	1.describe terms 2. State the process involved in changing solid to liquid and liquid to solid. 3.identify liquid object 4. Identify solid objects. 5. Experiment on liquid /solid, gaseous states. 6. identify tools and toys	1.To identify solid and liquid 2. To mention things that are solid and liquid. 3. To differentiate solid from liquid. 4.To differentiate toys from tools	Sensorial Activity; shapes	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge. Individual work will provide evidence on the extent to which each learner have understood the topic.	Chart on solid, liquid and gas Ice block, water, stone etc	Oxford Advanced Learners Dic. Pages 1132/691

2ND TERM

PRE-SCIENCE

1/2	Human beings and other animals.	1.describe term 2. State the differences between human beings and other animals. 3.state their characteristics 4. Identify the similarities on them.	1. To identify human beings and other animals. 2. To mention their characteristic. 3. To identify their differences.	W.W.J.D; Story of creation	whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on	Chart on human beings and other animals, real animals and the teachers.	Science is discovering bk 3 by benedict a c. Asjusioro pages &scholastic success with kindergarten 240-246
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					<p>human beings and other animals</p> <p>Individual work to differentiate between human beings and other animals will provide evidence on the extent to which each learner have ascertained the lesson.</p>		<p>Uric primary science by chief kola adegbon page 4</p>
3	Parts of the body	<p>1.identify the part of the body</p> <p>2.say their function/importance</p> <p>3.state how to take care of them</p>	<p>1.To identify`` the part of the body</p> <p>2. To mention each part of the body. Songs/rhymes; I have two hands</p> <p>3. To state the function of each part.</p>	<p>songs/rhyme; my head, shoulders, kneel and toes</p>	<p>whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge the topic</p> <p>Individual work will provide evidence on the extent to which each learner have ascertained the</p>	<p>Chart on parts of the body, human beings</p>	<p>Now edition by health ed. By e. A obogbaimwpages 7-8</p>

					lesson		
4	Sense organ	1.identify the parts of the body 2.identify and mention the sense organs of the body 3.state their functions/importance 4. State how they can be taken care of.	1. To identify the sense organs. 2. To say how many sense organs we have. 3. To identify their functions.	Songs/ rhymes, sensorial Activity; perception and discrimination	<p>Whole class activity on identifying the sense organs at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work will provide evidence on the extent to which each learner have understood the topic.</p>	Chart on sense organ, use the children	Scholastic children encyclopaedia page 527 & Schofield and sum science key stage 2 pages 6-7
5	Pets	1.describ terms 2.identify and name pet animals 3.state their uses /importance 4. Say how to care for them	1.To identify pet animals 2. To differentiate pet from other animals. 3. To colour the pet animals. :	Songs/ rhyme; oh where oh where has my little dog gone.....	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can identify pets</p> <p>Individual work to circle pet from other</p>	Chart on pet, real animal on cat, dog etc	Internet: intomotessori.com/ox. & Oxford advanced learners ds 6th edition page 870. 80

					animals will provide evidence on the extent to which each learner have ascertained the lesson		
6/7	Personal hygiene	<p>1.describe terms</p> <p>2. State how to take care of our body and our environments.</p> <p>3. Identify and mention things used in taking care of our body/environment.</p> <p>4. State the right time to take our bathe, wash our cloths and brush our teeth.</p>	<p>1. To identify part of the body.</p> <p>2. To identify things used in taking care of our body e.g soap, sponge, water, cream etc.</p> <p>3. To identify how we care for our environment.</p> <p>4. To state different ways we care for each part of the body.</p>	T.P.D; good toilet habit	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on cleanliness.</p> <p>Individual work to will provide evidence on the extent to which each learner have ascertained the lesson.</p>	<p>Soap, water, towel, toilet, drinking water, sponge, broom, mop ,packer and the environment</p>	<p>Comprehensive home Ecomfor primary school book 1 pages 28-31.</p> <p>Pages 28-31</p>
8	Water	<p>1.describe terms</p> <p>2.state the sources of water/uses</p> <p>3. State the importance of water and uses.</p>	<p>. 1. To say the meaning of water</p> <p>2.To identify the sources of water</p> <p>3. To mention the</p>	Practical life; bathing exercise	<p>Whole class activity at the beginning of the lesson will provide evidence on the</p>	<p>Chart on sources of water, tap, bore hole</p>	<p>Health education bk.5. Comprehensive Agricultural Science for Pry.46-53</p>

			uses of water.		<p>extent to which learners can apply their knowledge on the topic.</p> <p>Individual work to identify the sources of water and it uses will provide evidence on the extent to which each learner assimilation of the topic.</p>		
9	Water purification	<p>1. 1.describe terms</p> <p>2.state how water can be purified</p> <p>3.identify and mention things used for water purification</p> <p>4. Say the need/benefits of clean/ good water.</p> <p>4. Say why some object sinks and some floats.</p>	<p>1.To differentiate clean water from dirty</p> <p>2.To identify some things used in purifying water.</p> <p>3. To identify the benefit of drinking water.</p>	social skill; safety	<p>whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on water purification.</p>	Gas, kettle, water guard and water dispenser	Health education bk.5. Comprehensive Agricultural Science for Pry.46-55
10	Evaporation and condensation	<p>1.describe terms</p> <p>2. Demonstrate evaporate.</p>	1. To describe evaporation and condensation using demonstration.	Song/rhyme; incey wincey	<p>Whole class activity at the beginning of the lesson will</p>	Gas, pot, matches and chart on evaporation.	Health ed. Bk 5 pages 20-by obogamihe scholastic

		3.To experiment evaporation and condensation	2. To experiment evaporation and condensation.		provide evidence on the extent to which learners can apply their knowledge on evaporation and condensation.		children encyclopaedias. Page 527 early social st. For Nursery bk pages 11.
11/12	Buoyancy	describe terms 2.identify and name some sinking objects 3. Identity, colour and cross out floating object.	1.To say the meaning of buoyancy 2. To identify the floating objects. 3.To identify the sinking objects 4. To circle the sinking objects and colour the floating objects.	Sensorial Activity; concept of heat.	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work to identify floating and sinking objects will provide evidence on the extent to which each learner have understood the topic.</p>	Big bowl, water, light and heavy objects.	Early social st. For nursery sch. Bk 2 page 23 chact. 7

3RD TERM

PRE-SCIENCE

1	Classes of food	<p>1.describe terms</p> <p>2.identify and mention the 6 classes of food</p> <p>3. State what each class of food gives to the body.</p> <p>4. Match each class of food to the pictures.</p>	<p>1.To say the meaning of food</p> <p>2.To identify some food</p> <p>3. To identify the 6 classes of food.</p> <p>4. To state the function of each class of food to the body.</p>	social skill; food eaten by different nationals	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on classes of food.</p> <p>Individual work to name and identify the six classes of food will provide evidence on the extent to which each learner have understood the topic.</p>	Chat on the classes of food. Real foods.	Pry.health ed. Bk of by e.a obogbambu pages 92-97 figure 49-54
2	Importance of food	<p>. 1. Identify and mention the 6 classes of food.</p> <p>2. State what each class of food gives to the body.</p>	<p>1. To Say the reason for eating food.</p> <p>2. To identify the 6 classes of food.</p>	social skill; food eaten by different nationals	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners	Chat on classes of food, real food.	Pry.health ed. Bk of by e.a obogbambu pages 92-97 figure 49-54

		3.say the importance of food to the body	3. To state the importance of food to the body.		can apply their knowledge on importance of food. Individual work to say the importance of food will provide evidence on the extent to which each learner have understood the topic.		
$\frac{3}{4}$	Temperature	1.describe terms 2.say our normal body temperature 3. State that when an object is hot, the temperature is high and that when and object is cold the temperature is very low. 4.identify a thermometer and state the function 5.use a thermometer to observe a	1. To say the meaning of temperature. 2. To identify a thermometer and the use. 3.To mention the decree of hot and cold. 4. To match object to it appropriate temperature.	social skill; clothing	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on temperature. Individual work to identify hot and cold objects will provide	Thermometer, ice block, hot water.	Scholastic. From children pagen& science is from bk 1 and 2 by s.t bajah pages 8,9 Science is discovery pupils b/c 5 by olarewajua.o pages 74-80

		<p>temperature</p> <p>6. State how a thermometer reads.</p>			evidence on the extent to which each learner have understood the topic.		
5	Concept of heat	<p>1. Describe terms.</p> <p>2. state how objects expand because of heat using the pop-corn and corn-popper</p> <p>3. Describe other ways heat could expand objects.</p>	<p>1. To identify the function of heat.</p> <p>2. To say the source of heat.</p> <p>3. To experiment.</p>	sensorial Activity; perception and discrimination	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on concept of heat.	Gas, pot, corn, salt sugar groundnut oil(To show the pupils an experiment how the heat expands the corn into a pop-corn.)	Health education bk3 pages 30-34 by obgbanuhe
6/7	Electricity.	<p>1.describe terms</p> <p>2.identify and mention some electrical appliances</p> <p>3.identify switch; switch off and on</p> <p>4.state the importance of electricity</p> <p>5. State the dangers of playing with</p>	<p>1. To identify electricity.</p> <p>2. To state the function of electricity.</p> <p>3. To identify the danger of not using it properly.</p>	social skill; safety	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on electricity.</p> <p>Individual work to say the meaning</p>	Socket, extension	Health ed. Bk 5 pages 20- by obogamihe scholastic children encyclopaedias. Page 527

		<p>electricity.</p> <p>.</p>			<p>of electricity will provide evidence on the extent to which each learner have understood the topic.</p>		
8/9	Electrical appliance	<p>1.describe terms</p> <p>2.identify and mention some electrical appliances</p> <p>3.state the importance of electrical appliance</p> <p>4.say how to switch off and on and watch the teacher demonstrate it</p> <p>5. State the danger of playing with electrical appliances.</p> <p>.</p>	<p>1. To identify and name some electrical appliance.</p> <p>2.To mention the uses of these appliances</p> <p>3. To say the danger of playing with these appliances.</p>	social skill; safety	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on electrical appliances.</p> <p>Individual work to identify and mention some electrical appliances will provide evidence on the extent to which each learner have understood the topic.</p>	Television, electric iron, fan, electric kettle. Etc.	Health ed. Bk 5 pages 20- by obogamihe scholastic children encyclopaedias. Page 527

10	sound	<p>1.describe terms</p> <p>2.make different sounds</p> <p>3. Use the imaginary telephone to demonstrate the adapt sounds.</p> <p>4. State the need to always pay attention.</p> <p>5. To experiment on sound.</p> <p>6. To differentiate the sounds. E.g. loud, soft. etc.</p>	<p>1. To identify the different sounds by using the sound box.</p> <p>2. To illustrate the concept of sound by using the imaginary telephone.</p> <p>3. To differentiate the sounds.</p>	songs/ rhyme; old Mac-Donald	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on sounds.</p> <p>Individual work to listen and identify different sound will provide evidence on the extent to which each learner have understood the topic.</p>	Sound box, imaginary telephone.	Internet: motessori.com/sound box .
11/12	Musical instrument	<p>1.describe terms</p> <p>2.identify and mention some musical instruments</p> <p>3.play some of the musical instruments and say the sound they produce</p> <p>4. Identify and</p>	<p>1. To identify the musical instruments by name.</p> <p>2. To circle the musical instruments in the mist of other picture.</p> <p>3. To identify the</p>	social skill; occupation	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on musical</p>	Chat on musical instrument, the tambourine, the music lab	Internet: www. Musical instrument.com

		mention some instrument that makes the same sounds	sounds of some instruments.		instrument. Individual work to identify and name different musical instrument will provide evidence on the extent to which each learner have understood the topic.		
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1ST TERM

SOCIAL SKILLS

1/2	The family (types)	1.describe terms 2.identify and mention the types of family 3. Identify and name the leader of a family/member of a family.	1.To identify the family. 2. To differentiate the nuclear form the extended family	Language Art: vowels and consonants	Class work (discussion) will give evidence on the extent to which learners understanding the meaning. An individual work (response) will ascertain each learner's lead of assimilation on the topic.	Chart on the family	Basic facts in general sist. For sec. Sch by m.o a. Oledelem.c pages 14-15 Comprehensive socialstbk 1.
3	Duties of members of the family	1.say what a family is 2. Identify and mention the member of a family. 3. state the duties of the father, mother and children.	1.To identify members of the family. 2.To state the role of each of the member of the family 3.To circle the father as the head of the family.		Whole class work provide evidence and the extent to which learners can identify and mention the members of the family.	Chart on the family	Social studies form primary schools book one by adisa, b ayisa b&briola h. Lesson 6-9
4	Rules in the family	1.identfy and mention members	1.Name some members of the	T.P.D; School and class agreement	Class discussion at the beginning of the	Chart on the family	Social studies for primary schools

		<p>of the family</p> <p>2.state the rules in the family</p> <p>3.match each member of the family and the rules</p> <p>4. State the importance of rules in the family.</p>	<p>family</p> <p>To state the rules of each member of the family.</p> <p>To say the importance of obeying these rules in the family</p>		<p>lesson will ascertain learner's previous knowledge on the meaning of family.</p> <p>Individual work (feedback) will also prove each lead of assimilation on the rules in the family and its importance.</p>		<p>book one by adisa b & co lesson 6-9</p> <p>&</p> <p>Basic pry. Schbk 4</p>
5/6	My school	<p>1.describe school</p> <p>2.identify and way the name of our school, my teacher, head teachers, supervisor and proprieties</p> <p>3.identify the sections of my school</p> <p>4.draw the school</p>	<p>1.To say the name of the school, teachers, supervisor, head teacher, administrator and proprietress</p> <p>2.To identify the things that can be found in the school,</p> <p>3.To say the name of their class.</p>	Language Arts; noun	<p>An open class activity will ascertain learners understanding of what a school is.</p> <p>An individual activity (feedback) will also give understanding on the extent to which each learners understand stood the lesson.</p>	The school environment	Social studies for primary school book one by adisab&co lesson 19 allas for Nigerian page 5
7/8	Rules in my school	<p>1.describe school/rules</p> <p>2.outline some rules in our school</p> <p>3.state the benefits of observing their</p>	<p>1.To describe what we do in school</p> <p>2.To mention some school rules</p>	T.P.D; School and class agreement	<p>An open class activity will prove learners understanding on the topic.</p> <p>Individual work (response) will also</p>	The school environment	<p>Social studies for primary school book one lesson 19.</p> <p>&</p> <p>Macmillan Nigerian socialst. Alas page</p>

		<p>rules</p> <p>4.state the consequences of breaking the school rules</p> <p>5.using the class as a case study</p> <p>6. State the relationship between family rules and school rules.</p>	3.To state the important of observing the school rules		prove each learners level of assimilation in the topic.		2/3
9	My country	<p>1.mention the name of my country and the capitals</p> <p>2.say the 36 states and capitals in Nigerian</p> <p>3.say the name of our president</p> <p>4.identify the national flag and the coat of arm</p> <p>5. Say the national anthem.</p>	<p>1.To say the name of our country and the capital city</p> <p>2.To identify and say the name of the president</p> <p>3.To recite the 36 states and capitals</p>	Language Arts noun	<p>A whole class discussion at the beginning of the lesson will ascertain learners knowledge and the name of our country.</p> <p>An individual work (feedback) will prove each learners understanding and the topic.</p>	Chart on the map, picture of the president	Social studies for primary school, book one by adisa lesson 29
10	The Nigeria flag	<p>1.say the name of our country</p> <p>2. Identify the Nigerian flag, say</p>	1.To say the name of our country and the capital city	Sensorial Activity; sorting of colour.	An open class activity will ascertain learner's ability to the name of our country and the capital.	Chart on the Nigeria flag	Early learners environmental studies page 80

		<p>the colour and their meanings.</p> <p>3. Colour Nigerian flag with appropriate colour.</p>	<p>2.To identify and say the name of the president</p> <p>3.To recite the 36 states and capitals</p> <p>4. To identify the Nigerian flag by saying the colours and the meaning.</p>		<p>An individual activity will prove also tech learners level of assimilation on the topic.</p> <p>.</p>		
11/12	transportation	<p>1.describe terms</p> <p>2.identify and name the traditional and modern means of transportation</p> <p>3.match different transport & respective means /routes</p> <p>4. Say the importance of obeying traffic rules.</p>	<p>1.To define transportation</p> <p>2.To identify and name some means/route of transportation</p> <p>3.To tick the places where each vehicle moves</p>	<p>Songs/rhymes; all the big ship sails</p>	<p>An open class activity will prove learners understanding on the meaning to transportation.</p> <p>An individual work will also ascertain each learner's level of assimilations in the topic.</p>	<p>Chart on transportation</p>	<p>Early social Studies 4 nursery bk 2 page 6 &Macmillan Nigerian social atlas page 26 & spectrum Social .Studies. by Dayo o. Unit 7, pg 55</p>

2ND TERM

SOCIAL SKILLS

1	Days of the week	<p>1.identify and mention the 7 days in a week</p> <p>2.identify and mention the first and last day (weekend) in the week</p> <p>3. Sing the days of the weeks song along with barney.</p>	<p>1. To say the days of the week.</p> <p>2.To identify that there are seven(7) days in the week</p> <p>3.To choose the first and last day of the week</p>	<p>Songs/rhyme; there seven day in a week.</p>	<p>An open class activity of describe terms will ascertain learners understanding of the topic.</p> <p>Individual ability mention the 7 days in a week accordingly will prove each learners understanding on days of the week.</p>	<p>Charts on days of the week</p>	<p>Social Studies For pry school, bk 1 by Adis abakarefaratwia edu. Lesson 31-32 pages 68-69.</p> <p>Oxford advanced learners dic 6th edition page 1044</p>
2	Months of the year	<p>1. say the meaning of month /year</p> <p>2.say how many months we have in a year and mention them</p> <p>3. Identify the 1st and the last month of the year.</p> <p>4. Recite rhymes& sing songs of the months of the years.</p>	<p>1. To identify the month in a year</p> <p>2. To recite the 12 months in the year</p> <p>3.To point out the months that has 28/29 days</p>	<p>Songs/rhyme; 30 days has september,</p>	<p>An open class discussion at the beginning of the lesson will ascertain learner's previous knowledge on days of the week.</p> <p>An individual activity will also prove each learners level of comprehension on the month of the year.</p>	<p>Chart on months of the year</p>	<p>Banneyc.d& social st. For pry schools bk 1 by adisa lesson 31-32</p>
3	Seasons of the year (national)	<p>1.say the meaning of the term- season</p>	<p>1.To identify the season of the year</p>	<p>Pre-science; the sun,</p>	<p>A whole class activity will attest each learners</p>	<p>Chart on season</p>	<p>Social studies for primary schools. Book</p>

		<p>2. Identify the seasons of the year in our country.</p> <p>3. Identify and mention the different clothing's we put on during each season.</p> <p>4. match the clothing to season</p>	<p>in Nigeria</p> <p>2.To name the season in other part of the world</p> <p>3.To colour the clothing for each season</p>	<p>heavenly bodies</p>	<p>understanding on the meaning of season.</p> <p>An individual activity will also prove each learners level of assimilation in the natural seasons of the year.</p>		<p>on. Lesson 31-32</p> <p>&Macmillan English Dic. New edition pages 13388</p>
4	International season of the year.	<p>1.describe terms</p> <p>2. state the season in other parts of the world(summers, winter, spring and autumn</p> <p>3. Match clothing's to each season.</p>	<p>1.To identify the season of the year in Nigeria</p> <p>2.To name the season in other part of the world</p> <p>3.To colour the clothing for each season</p>	<p>Pre-science; the sun</p>	<p>An open class activity will ascertain learner's previous knowledge on season.</p> <p>An individual activity will also prove each learners level of understanding on the international seasons of the year.</p>	<p>Chart on the international season</p>	<p>Social st.4 pry.sch. bk 1 lesson 31-32</p> <p>&Macmillan English Dic.New edition page 1338</p>
5	Some interesting places	<p>1.say what an interesting place means</p> <p>2.mention some interesting places, say what is done there.</p>	<p>1. To describe interesting places</p> <p>2.To name some of the places</p> <p>3.To match</p>	<p>Pre-science; wild animals</p>	<p>An open class discussion at the beginning of the lesson will ascertain learner's previous knowledge on the topic.</p> <p>An individual activity (feedback)</p>	<p>Chart on the zoo, park, airport and seaport</p>	<p>Early social st.Bk 2 by ochundaraj.a unit 3 page 5</p> <p>&</p> <p>Social st. Or pry school book one page lesson 37-</p>

		<p>3.say why we visit these interesting places</p> <p>4.go for an excursion</p>	<p>what they can see in each of these place to the interesting place</p>		<p>will also prove each learners level of assimilation in the topic.</p>		38
6/7	Occupation	<p>1.Describe term</p> <p>2.identify the different occupations .</p> <p>3.state the functions of each occupation /importance</p> <p>4. Match clothing to occupation.</p>	<p>1.To say the meaning of occupation.</p> <p>2.To mention each occupation.</p> <p>3.To choose what they what to be when they grow up</p>	<p>Song/rhyme; what I want to be when I grow up</p>	<p>An open class activity will prove learners understanding in the meaning of occupation.</p> <p>Individual work will also prove each learners level of assimilation and the different types of occupation</p>	<p>Chart on occupation</p>	<p>Macmillan Nigeria social st. Atlas page 1&</p> <p>Social st. Or pry. Schoolsbk 1 lesson 29&39.</p>
8/9	Clothing	<p>1.describe terms</p> <p>2.identify different clothings</p> <p>3. Identify and mention different clothing work by the three ethnic groups in Nigerian.</p> <p>4. Match clothings to occasions and season.</p>	<p>1.To say the meaning of clothing</p> <p>2.To identify different cloth for different occasion</p>	<p>Practical life; care of clothes</p>	<p>An individual ability to describe will ascertain each learner's knowledge on the topic.</p> <p>An open class activity to mention the different clothing's and matches to the occasion/ season will prove learners level of</p>	<p>Different types of clothes</p>	<p>Social st.For pry. school bk1 lesson 14& home ecoms by r.aogunjime pages 18&19</p>

					understanding on clothings.		
10	Food eaten by different nationality (Nigerian)	<p>1.describe terms</p> <p>2. Identify and mention the three ethnic groups in Nigeria and their touch.</p> <p>3. State the importance of level to the body.</p> <p>4. Say their favourite food and how foods can be preserved.</p>	<p>1.To describe food</p> <p>2.To identify the food eaten by Nigerians</p> <p>3.To state the importance of food to the body</p>	Pre-science; Classes of food.	<p>An open class activity will prove learners understanding in the topic.</p> <p>An individual activity will also ascertain each learner's level of assimilation on the topic.</p>	Food eaten by Nigerians	Social st. For pry school bk/lesson 13.
11	Food eaten by different people (internationally)	<p>1.describe terms</p> <p>2.identify and mention the three ethnic groups in Nigerian and say their favourite foods</p> <p>3.say the importance of food</p> <p>4. Identify and name of other countries' dishes/food.</p>	<p>1.To describe food</p> <p>2.To identify the food eaten by other countries</p> <p>3.To state the importance of food to the body</p>	Pre-science; Classes of food	<p>A whole class discussion at the beginning of their lesson will give evidence on the extent to which each learners understanding the Lenin.</p> <p>An individual activity will also prove each learners level of understanding of other countries</p>	Different type of food like salad	Social studies for pry. Sch. Bk 1 lesson page 13.

					dishes/food.		
12	Homes	1.describe terms 2.identify the different types of home and mention them 3.identify and name some materials used to build home 4. Match the building materials to each home.	1.To define home 2. To identify different types of home 3. To say the importance of having a home	Pre-science; animals and their home	An open class activity will ascertain learners understanding on the topic. An individual activity will also each learner comprehension on the home and their building materials.	Chart on the home, the school building	Social studies for primary school book 1 lesson 6-9 section 2.

3RD TERM

1	Some states in the north	1. Rote read the 36 states and capital. 2.Rote the four regions in Nigerian 3.identify and mention some states in the north	1.To say the name of our country 2. To name the state in the north by demonstration the four regions using the cardinal	Number concept; addition, ascending and descending order.	An open class activity to say our countries name and recite the 36 states & capital will ascertain learner's knowledge on	Charts on the the 36 states and capitals Chart on their dressing	Social studies for pry.schbk one lesson 28&34.
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		<p>4.say their common food</p> <p>5. Say their common language.</p>	<p>point</p> <p>3. To identify their common foods and languages</p>		<p>the lesson.</p> <p>An individual ability to identify and mention the northern states and common language will also prove each learners understanding on the topic.</p>		
2	Some states in the south.	<p>1.Rote the 36 states and capital</p> <p>2.Rote the four region in Nigerian</p> <p>3. Identify and mention some states in the south.</p> <p>4. Say their common language and food.</p>	<p>1.To say the name of our country</p> <p>2. To name the state in the south by demonstration the four regions using the cardinal point</p> <p>3. To identify their common foods and languages</p>	Number concept; addition, ascending and descending order.	<p>A whole class work will prove learners understanding of the four regions in Nigerian.</p> <p>An individual work will also prove each learners understanding in some state in the south.</p>	<p>Charts on the the 36 states and capitals</p> <p>Chart on their dressing</p>	Social studies for primary. School bk one lesson 28 & 34.
3	Some states in the East	<p>1.recite the 36 states and capital</p> <p>2.Rote the four regions in Nigerian</p> <p>3. Identify and</p>	<p>1.To say the name of our country</p> <p>2. To name the state in the East by demonstration</p>	Number concept; addition, ascending and descending order.	<p>An open class activity will ascertain learner's knowledge on the four regions.</p>	<p>Charts on the the 36 states and capitals</p> <p>Chart on their dressing</p>	<p>Social studies for primary school book 1 lesson 28 &34</p> <p>&</p> <p>Social st. For pry. Bk 1 by</p>

		<p>mention some states in the East.</p> <p>5. say their favourite food and the common language.</p>	<p>the four regions using the cardinal point</p> <p>3. To identify their common foods and languages</p>				adisa page 2,
4	Some state in the west	<p>1. Rote the 36 states and capital</p> <p>2. Identify and mention some states in the western part of Nigeria.</p> <p>3. Say the common language and their common food.</p> <p>4. Say what the easterners call their king.</p>	<p>1. To say the name of our country</p> <p>2. To name the state in the west by demonstration the four regions using the cardinal point</p> <p>3. To identify their common foods and languages</p>	Number concept; addition, ascending and descending order.	<p>A whole class discussion will prove learners knowledge on the topic.</p> <p>An individual activity (respond) will also ascertain each learner's level of assimilation on the topic.</p>	<p>Charts on the the 36 states and capitals</p> <p>Chart on their dressing</p>	Social studies for primary schools book 1 lesson 28 & 34
5/6	National Anthem	<p>1. State the meaning/importance of national pledge and national anthem</p> <p>2. State the need to obey, respect them.</p> <p>3. Recite the national anthem and pledge.</p>	<p>1. To recite the national Anthem</p> <p>2. To state the importance of the national anthem/pledge.</p> <p>3. To colour the national flag</p>	Songs/rhymes	<p>An open class activity will ascertain learner's previous knowledge on national anthem.</p> <p>Learner's ability to say</p>	The Nigeria flag chart on National Anthem	

		4.identify the national flag and the coats of arm.			the national pledge will proves each learners level of assimilation on the topic.		
6/7	The world continent	<p>1.describe terms</p> <p>2. Say the continents using songs /rhymes.</p> <p>3. Identify and mention the seven continents in the world.</p> <p>4.say the continent we belong to.</p> <p>5. Say the continent that nobody lives in and why?</p>	<p>1.To name the seven continents.</p> <p>2.To identify the continent that we live in</p> <p>3.To identify the coolest continent.</p>	Number concept; Rote counting	<p>An open class discussion will provide evidence in the extent to which learners can describe terms</p> <p>Individual work to sing the continent song</p> <p>Identify and mention the continents in the world will each prove learners level of understanding in the topic.</p>	Chart on the world continent	<p>Early social st.Bk&by oshundaraJ.aClint 17 pages 53 & unit 2 page 3</p> <p>&</p> <p>Bk 1 unit 16 page 45.</p>

8	Some west African countries	<p>1.Rote read some west African countries</p> <p>2.identify and mention some west African countries</p> <p>3.colour and match the flags of close West African countries. E.g. Cameroun, Nigeria, Ghana etc.</p>	<p>1.To identify the four cardinal point.</p> <p>2.To name some African countries</p> <p>3.To identify and match the flag</p>	Sensorial Activity; sorting colour	<p>An open class activity will give understanding on learner's previous knowledge on what a country is.</p> <p>An individual activity to identify and mention some west African countries and colour their flags accordingly will prove each learners understanding in the topic.</p>	Chart on west African countries	Social studies for primary schools book one sector 4 unit 4 lesson 38
9/10	Some countries in the world.	<p>1.say the name of countries</p> <p>2. State the importance of national anthem and the need to obey them.</p> <p>3. Recite the national anthem.</p> <p>4. Identify the national flag and</p>	<p>1.To rote read the some countries</p> <p>2.To identify the flags of these countries.</p> <p>3.</p>	Sensorial Activity; sorting colour	<p>An open class activity will ascertain learner's previous knowledge on nation anthem.</p> <p>Learner's ability to say the national anthem and state the</p>	Chart on the world map	Social studies for primary schools book 1 lesson 38

		the coats of arm.			importance will also prove each learners level of assimilation on the topic.		
11/12	Community helpers	<p>1.describe terms</p> <p>2.identify and mention some community helpers</p> <p>3.state why they are called community helpers and what they do</p> <p>4. Match community helpers to their works.</p>	<p>1.To define community helpers</p> <p>2.To mention some community helpers</p> <p>3.Match community helpers to their workers.</p>	Song/rhyme; what I want to be when I grow up.	<p>An open class activity t& describe community helpers will prove learner understanding on the topic.</p> <p>An open class activity will also ascertain each learner's level of assimilation on the topic.</p>	Chart on community helpers	MacmillanNigerian socialstudies.Atlas page 1.

C.R.K

IST TERM

WEEKS	TOPICS	CONTENTS	KEY SKILLS	CROSSCURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCES
1/2	The great God	1.describe God 2.tell the story of creation 3.identify and mention things God created on each day of the week 4. Illustrate with story the need for rest.	1. To say some of the demonstration of God's power. 2. To identify and mention the thing created in each day. 3. To say why it's good to rest.	Pre-science; classification of plants and animals.	And individual activity to describe God will prove learner understanding of who God is. An open activity will provide evidence of teach learners understanding in the topic.	Pictures of what God created. Projector	The Bible, the really interesting Bit, Great stories from the bible illustrated by brain deld page 8

¾	The loving and caring God.	<p>1.describe God as a loving and caring father</p> <p>2. Tell the story of the lost coin.</p> <p>3. Make explicit the naughty characters to receive God (i.e) from doing bad to Good.</p>	<p>1. To say the things God did to make Him a loving and caring God.</p> <p>2. To summarize the story of the lost coin and state the moral lesson.</p>	Practical life; Grooming	<p>An open class activity will guide learner's ability to describe God.</p> <p>An individual activity will ascertain each learners their comprehension of the moral lesson form the story.</p>		Bible knowledge for pry. School bk 2 by a.sfalaiye page 31.
5/6	Trust in God's powers	<p>1. to make explicit the meaning of trust</p> <p>1.tell the story of David and Goliath</p> <p>2.state the importance of prayer</p> <p>3. Identify the most powerful being on earth in heaven.</p> <p>4.state the need to be bold</p> <p>5.identify and colour David</p> <p>6.cross out Goliath</p>	<p>1. To define trust.</p> <p>2. To summarize the story of David and Goliath and say the moral lessons.</p> <p>3.mention the importance of prayer.</p>	Language Art; initial consonant blend.	<p>An open class discussion at the beginning of the lesson will ascertain learner's pronoun, knowledge in the story of David and Goliath.</p> <p>Individual will only give evidence on the extent to which each learners is able to apply his/her knowledge in the lesson.</p>		My 100 best Love stories by Bruce Wilkinson
7/8	Prayer	<p>1.describe terms</p> <p>2.state the importance of prayer</p>	<p>1. To demonstrate prayer and pray.</p>	Language Art; Initial consonant blend.	An individual ability to describe the term "prayer" will ascertain each	The Bible	Christian Religion st. For pry sch. Bk2 (evans) modular by a.sfalaye & co

		3. Lead pupils to say the Lord's prayers	2. To state some importance of prayer. 3. To say the lord's prayer.		learners understanding of the topic. An open class activity to ascertain learners understanding on how to pray.		pages 8889
9/10	God our provider	1. to make explicit the meaning of provider 1.tell brief story of the boy Samuel and Hannah 2.state the importance of obedient and prayers 3.identify and colour Samuel	1. TO define provider. 2. To summarize the story of Hannah and Samuel. 1. To state the importance of prayer and obedience.	Social skills; rules of members of the family.	An open class activity to ascertain learns knowledge in the story. Individual response/feedback will prove each learners understanding on the topic.		My 100 best loved bible stories by Bruce Wilkinson.
11/12	The love of God for us.	1.say the meaning of love 2.say the love of God in relation of Christ's birth 3.state the reason for Christ birth 4. Say how to reciprocate the love of God (obey his	1. To define and demonstrate love. 2. to say the reason of Christ birth.	Pre –science; growth and reproduction	An individual feedback will prove each learners understanding on the love of God. An open class activity to state the reason why Jesus was born will prove their level of assimilation on the	My 100 best loved bible stories	Christian religion knowledge for pry sch. Bk 2 by a. Falaye& co page 32 -34

		<p>commands and love others).</p> <p>5.colour Jesus on the cross</p>			<p>Love of God for us in relation to Christ's birth</p>		
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2nd TERM

WEEKS	TOPICS	CONTENTS	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1/2	Telling others about God	<p>1. guide learners to describe God /Jesus</p> <p>2. State the importance/benefit of telling others about God.</p> <p>3.tell the story of Jesus at 12</p> <p>4. Describe who should tell others about God.</p>	<p>1. To describe God.</p> <p>2. To mention some benefits of telling about God.</p> <p>2. To summarize the story of Jesus at 12.</p>		<p>An individual work will ascertain each learners understanding on colour Jesus/God is.</p> <p>An open class activity will give evidence on the extent to which learners can state the importance/benefits of telling people about God.</p>	<p>My 100 best loved bible stories.</p> <p>Picture of Jesus at 12</p>	<p>My 100 best loved bible stories by Bruce Wilkinson</p>

3/4	Believing God (faith)	<p>1.To guide learners in defining faith using the story of father Abraham</p> <p>2.describe father Abraham</p> <p>3.the importance of faith</p>	<p>1. To define faith.</p> <p>2. To say who father Abraham is to God.</p> <p>3. To mention some importance of faith.</p>		<p>Open class discussions at the beginning of the lesson will ascertain learner's knowledge on the topic.</p> <p>Individual feedback will prove each learners level of assimilation in the lesson</p>	My 100 best loved bible stories.	My 100 best love bible stories by Bruce Wilkinson
5	Dedication towards God's work	<p>1. Lead learners to describe terms.</p> <p>2. State the need to be dedicated to the work of God.</p> <p>3. State the benefits reward of being dedicated using the story of Paul and Silas.</p>	<p>1. To describe term (dedication).</p> <p>2, to state the importance of being dedicated to God's work.</p> <p>3. State the benefits of being dedicated to God's work.</p>		<p>A whole class activity will ascertain learners knowledge on dedication</p> <p>An individual activity will prove each learners understanding on the benefits of dedication toward God's will.</p>		Christian religion st. Pry. Sch. Bk 2 by a.sfalaye page 77
	Dedication toward God's work	<p>1.describe terms</p> <p>2. Tell the story of the 12 disciples of Jesus and say</p>	<p>1. To describe term (dedication).</p> <p>2, to state the importance of being dedicated to God's work.</p>	Language Art; Nouns	<p>An individual (learners) feedback will ascertain each learner's knowledge of the topic.</p> <p>A whole class ability to</p>	My 100 best loved bible stories	Christian religion st. Pry. Sch. Bk 2 by a.sfalaye page 77

6/7		<p>the moral lesson.</p> <p>3. State the benefits of being dedicated toward the work of God.</p> <p>4. say how we can be involve in God's word.</p>	3. State the benefits of being dedicated to God's work.		state the benefits of dedication using the story of the 12 disciple will prove learners understanding of the lesson.		
8/9	Love	<p>1.say the meaning of love</p> <p>2. Outline various ways we can practically show love to others using the story of the good Samaritan.</p> <p>3. State the benefits of showing love.</p>	<p>1. To define love.</p> <p>2. To demonstrate ways we sow love.</p> <p>3. To role play the story of the good Samaritan.</p> <p>3. To state the benefits of showing love.</p>		<p>Class discussion at the beginning of the lesson will prove learners knowledge on the meaning of love.</p> <p>An individual activity (feedback) will provide the evidence of the extent to which each learner understand various ways we can practically show love to other and the benefits.</p>	My 100 best loved bible stories	<p>Christian religion studies bk. 2 by a.sfalaye, pages 52-53</p> <p>&</p> <p>My 100 best loved bible stories by Bruce Wilkinson.</p>
10	Greed	<p>1.describe greed</p> <p>2.tell the story of king Ahab and Naboth's vineyard and say some moral lessons from</p>	<p>1. To describe greed.</p> <p>3. To role the story of Naboth's vine yard and state the moral lesson.</p> <p>3. To state the consequences of</p>	Language Art; initial consonant blends.	Class work (discussion) will give evidence on the extent to which learner understand the story of Naboth Vineyards and the greed King Ahab.	To role play the story.	My 100 best loved stories by Bruce Wilkinson

		the story 3.state the consequence of greed	greed.		Individual work (response) will ascertain each learner's level of assimilation of Greed and consequence.		
11	obedience	1.guide learners to say the meaning of obedience 2. Tell the story of good Samuel and say some moral lesson from the story. 3.state the benefits/rewards of obedience using the story of Samuel	1. To say the meaning of obedience. 2. To summarize the story of Samuel and say the moral lesson. 3. To state some benefits of being obedient.	Songs and rhymes; obedient is better than sacrifice.	Class discussion at the beginning of the lesson will ascertain learner's knowledge on the topic obedience. Individual work (feedback) will also prove each learners level of assimilation on the lesson.	My 100 best loved	The bible, tell really interesting bits great stories from the bible illustrated by Brian delft pages & Christian religious studies for pry -sch-bk 2 a.sfalaye pages 59-60 & 71
12	Easter tide	1.say the meaning of Easter 2.state why we celebrate Easter 3. Say how best to reciprocate to Jesus love.	1. To say the meaning of Easter tide. 2. To say why we celebrate Easter. 3. To state and show ways we can love others the way Jesus did.		Class discussion at the beginning of the lesson will ascertain learners understanding on the topic. Individual response will also prove each learners level of assimilation of benefits of Jesus	Role playing the death of Jesus. Picture of Jesus.	The bible , the really interesting bits great stories from the bible illustrated by Bruce delf pages 26-28

		<p>4. State how we can love others passionately like Jesus.</p> <p>5. State the benefits of Jesus' death and resurrection.</p>			death and resurrection.		
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3RD TERM

WEEKS	TOPICS	CONTENTS	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1/2	God cares for us	<p>1. Describe God</p> <p>2. Tell the story of the children of Israel in the wilderness and how God cared for them.</p> <p>3. say the moral lesson from the story</p> <p>4. state what we should do to show God we appreciate his love</p>	<p>1. To describe God</p> <p>2. To summarize the story of the children of Israel in the wilderness</p> <p>3. To state the moral lessons</p> <p>4. To state how God cares for them and what they should do to appreciate his love.</p>	Language Art; Nouns	<p>An open class activity will ascertain learners understanding in who God is.</p> <p>Learners feedback will prove each learners level of assimilation on how God cares for us and how we can reciprocate his</p>	D.V.D and Picture of the children of Israel in the wilderness.	My 100 best loved bible stories by Bruce wilkinson

					love		
3	Being thankful	<p>1.say the meaning of thankful</p> <p>2.state reason to be thankful using the story of the 10 leper</p> <p>3.say when to be thankful</p> <p>4.identify and mention who we should appreciate most</p> <p>5. State the benefits of being thankful.</p>	<p>1. To demonstrate thankfulness</p> <p>2. To role play the story of the ten lepers.</p> <p>3. To say when and why they should be thankful.</p> <p>4. To state the benefits of being thankful.</p>	Number concept; Number value.	<p>A whole class activity will prove learners knowledge in the story of the 10 lepers and the moral lesson.</p> <p>An individual work (feedback) will also give understanding on the extent to which each learner's t can state the benefits of being thankful.</p>	<p>Role play</p> <p>My 100 best loved bible story</p>	My 100 best loved bible stories by Bruce Wilkinson.
4	Cheating and stealing are bad	<p>1.describe terms</p> <p>2.tell the story of Ananias and Saphira /Achan</p> <p>3.state the consequences of stealing and cheating</p> <p>4. State the need for contentment.</p>	<p>1. To define cheating and stealing</p> <p>2. To summarize the story of Ananias/Saphira and Achan.</p> <p>3. To state why cheating and stealing are wrong.</p> <p>4. To state the moral lessons.</p>	Story; The little red riding hood	<p>Class activity will ascertain learners knowledge on cheating and stealing</p> <p>Individual response will also prove each learners understanding on the consequence of cheating/stealing.</p>	<p>My 100 best loved bible story</p> <p>Role play</p>	Oxford advanced learners dic. Pages 185 &170 revised standard bible acts chapter 5 & my 100 best loved bible stories by Bruce Wilkinson.
5	I don't want to disobey	1.describe terms	1. To describe the term disobey.	Social skills; Transportation	An open class activity will prove	D.V.D and picture of Jonah	My 100 best loved bible

		<p>2. Tell the story of Jonah and some moral lesson form the story.</p> <p>3. identify and mention practical ways we show disobedience using a role play</p> <p>4. Say the consequence of disobedience using the story of Jonah and some benefits of obedience.</p>	<p>2. To summarize the story of Jonah and state the moral lessons.</p> <p>3. To mention some ways we disobey.</p> <p>4. to say why it is wrong to disobey</p>		<p>learners understanding/knowledge in the story of Jonah and the moral lesson.</p> <p>An individual ability to state the consequences of disobedience and the benefits of obedience will also ascertain each learner's level of assimilation on the topic.</p>		<p>stories by Bruce Wilkinson</p> <p>D.V.D on the story of jonah</p>
6/7	Nobody knows but God.	<p>1. describe God as the omnipresent</p> <p>2. tell the story of Miriam and baby Moses</p> <p>3. Say the moral lesson from the story.</p> <p>4. Say the need to be well behaved at all times using a play let.</p>	<p>1. To say why God is omnipresent.</p> <p>2. To say a short summary on the story of Moses and state the moral lessons.</p> <p>3. To state the benefits of being well behaved.</p>	Social skills; The family.	<p>An individual ability to describe the Omnipresence God will prove each learners understanding on the topic.</p> <p>Class discussion at the end of the lesson will ascertain learners understanding on the story of miriam and baby Moses.</p>	D.V.D on the story of Moses	My 100 best loved bible stories by Bruce Wilkinson.
8/9	What I should do	1. identify and mention some good manners	1. To describe being good.		An open class discussion at the		Macmillan school dict.

	as a good child	<p>2. State the need to forgive using the story of Joseph.</p> <p>3. Say the benefits of forgiveness/consequence of unforgiving spirit using a role play.</p>	<p>2. To say the need to forgive</p> <p>3. To state the benefits of forgiveness and the consequence of an unforgiving spirit.</p>		<p>beginning of the lesson will ascertain learners knowledge on good manners</p> <p>Learner's feedback will prove each learners ability to apply his/her knowledge in the lesson.</p>		<p>Pages 407 & gradNevis bible pages 432 (Esther 4)</p>
10/11	Kindness	<p>1.describe terms</p> <p>2.mention other moral we can use in place of kindness</p> <p>3. State practical ways we can show kindness using the story of Queen Esther.</p> <p>4. State the benefits of showing kindness.</p>	<p>1. To demonstrate kindness.</p> <p>2.to summarize the story of queen Esther and say the moral lessons</p> <p>3. To mention ways we can show kindness and to state the benefits of showing kindness.</p>	Language Art; Nouns.	<p>An open class activity will ascertain learner's knowledge on the meaning to kindness.</p> <p>Individual work will also give understanding to each learners level of assimilation in the benefits of kindness</p>	D.V.D of Queen Esther	<p>Macmillan school dict. Pages 407&</p> <p>Grodnaives bible pages 432 (Esther)</p>
12	Jesus our role model	<p>1.describe terms</p> <p>2.identify and mention some good manners that Jesus displayed</p>	<p>1. To describe Jesus as a role model.</p> <p>2. To identify and say some of the</p>	Sensorial Activity; Concept of height.	<p>An individual ability to describe Jesus and some good manners he displayed will</p>	Picture of Jesus and satan	<p>My 100 best Loved bible stories by Bruce Wilkinson</p>

		<p>that make him outstanding (a role model)</p> <p>3.tell the story of Jesus and the devil (when Jesus was tempted)</p> <p>4. Say some moral lesson from the story.</p> <p>5. Identify and colour our role model Jesus.</p>	<p>characters Jesus portrait that made him a role model.</p> <p>3. To mention the ways Jesus was tempted by satan.</p>		<p>prove each learners understanding on the topic.</p> <p>An open class activity will also prove learners understanding in the story of Jesus.</p>		
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HANDWRITING

1ST TERM

WEEK	TOPIC	CONTENTS	KEYSKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Tracing and writing sounds a, b	<p>1.To guide learners in tracing "a" and "b"</p> <p>2.To guide learners to form the sounds "a" and "b"</p>	<p>1. to grip with the tripod finger.</p> <p>2. To trace a and b.</p> <p>3. To form the sounds a and b.</p>	Language Art; single sounds	Open class activity on formation of the letters will provide evidence on the extent to which learners understand the	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p>	Easy learning writing by Collins pages 7

					lesson.	Chart on single sounds	
2	Tracing and writing sound "c" d	<p>1.To guide learners to form the sounds "c" and "d"</p> <p>2.Toguide learners to trace "c" and "d"</p> <p>3.To guide learners to write the letter "c" and "d"</p>	<p>1. To identify the sounds c and d.</p> <p>2. To trace and form the sound c and d.</p> <p>3. To look and copy the sounds c and d</p>	Language Art; single sounds	An open class activity at the beginning of the lesson will give feedback on the extent to which learners understood work on tracing	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p> <p>Chart on single sounds</p>	Easy learning writing by Collins pages 8
3	Tracing and writing sound e, f	<p>1.To lead learners identify the sounds e and f</p> <p>2.To guide learners to form the letters e, f</p> <p>3.To guide learners to trace and write "e" and "f"</p>	<p>1. To identify the sounds c and d.</p> <p>2. To trace and form the sound e and f.</p> <p>3. To look and copy the sounds e and f</p>	Language Art; single sounds	<p>A whole class activity at the beginning of the lesson will prove learners understanding of the topic.</p> <p>Individual activity to form, trace the letters.</p>	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p> <p>Chart on single sounds</p>	Easy learning writing by Collins pages 13
4	Tracing and writing "g" and "h"	<p>1.To lead learners to identify the sound</p> <p>2.To guide learners to form the letters "g" and "h"</p> <p>3.To guide learners to trace and write "g"</p>	<p>1. To grip with the tripod finger.</p> <p>2. To identify the sounds g and h.</p> <p>3. To form and trace sounds g</p>	Language Art; single sounds	An open class activity at the beginning of the class will give understanding of learners level of assimilation on the topic	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p>	Easy learning writing by Collins pages 14-15

		and "h"	and h. 4. To look and copy g and h.		An individual work on writing and tracing.	Chart on single sounds	
5	Tracing and writing "i" j	1.To identify the sounds 2.Formation of the sounds "i" and j" 3.To trace and write "i" and j"	1. To grip with the tripod fingers. 2. To identify the sounds i and j. 3. To form and trace i and j. 3. To look and write i and j.	Language Art; single sounds	Open class work at the beginning of the lesson on formation of letters will prove learners knowledge on topic. Individual work to write and trace letters will give feedback on learners ability to write	Handwriting book and pencils Dreamland handwriting book, Chart on single sounds	Easy learning writing by Collins pages 15-16
6/7	Tracing and writing k, l	1.To guide learners to identify the sounds 2.Formation of the letters "k" and "L" 3.To guide learners to trace and write k and L.	1. To grip with the tripod fingers. 2. To identify the sounds k and l. 3. To form and trace k and l. 3. To look and write k and l.	Language Art; single sounds	Open class work at the beginning of the lesson on formation of letters will prove learners knowledge on topic. Individual work on tracing and writing will give evidence on each learner's ability to write.	Handwriting book and pencils Dreamland handwriting book, Chart on single sounds	Easy learning, writing by Collins page 20-21

8	Tracing and writing sounds "m" and n	<p>1.To guide learners to Identify the sounds</p> <p>2.To guide learners to form the sounds "m" and "n"</p> <p>3.To trace and write "M" and "N"</p>	<p>1. To grip with the tripod fingers.</p> <p>2. To identify the sounds m and n.</p> <p>3. To form and trace m and n.</p> <p>3. To look and write m and n.</p>	Language Art; single sounds.	<p>An open class work at the beginning of the class will provide feedback on learners understanding of the topic.</p> <p>An individual activity of form and write letters will prove each learners writing ability</p>	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p> <p>Chart on single sounds</p>	Hand writing work book 3 by Nelson pages 2-4
9	Tracing and writing sounds o, p, q	<p>1.To guide learners to Identify the sounds</p> <p>2.To guide learners to form the sounds "o" "p" and "q"</p> <p>3.To guide learners trace and write o" "p" and "q"</p>	<p>1. To grip with the tripod fingers.</p> <p>2. To identify the sounds o, p and q.</p> <p>3. To form and trace o, p and q.</p> <p>3. To look and write o, p and q.</p>	Language Art; single sounds	<p>An open class work to prove learners understanding of the lesson.</p> <p>Individual work on formation of letter "O" "P" and "Q"</p>	<p>Handwriting book and pencils</p> <p>Dreamland handwriting book,</p> <p>Chart on single sounds</p>	Hand writing work book 1 by Nelson pages 30-31
10	Tracing and writing "r" "s" and "t"	<p>1.To identify the sounds</p> <p>2.Formation of the letters "R", "S" and "T"</p>	<p>1. To grip with the tripod fingers.</p> <p>2. To identify the sounds r, s</p>	Language Art; single sounds	<p>Whole class activity at the beginning of the class will give feedback on learners</p>	<p>Handwriting book and pencils</p> <p>Dreamland</p>	Hand writing work book 1 by Nelson pages 23-25

		3.To trace and write r, "s" and "t"	and t. 3. To form and trace r, s and t. 3. To look and write r, s and t.		understanding of the topic. Individual work will prove each learner knowledge on writing.	handwriting book, Chart on single sounds	
11	Tracing and writing sounds "U", "V" and W	1.To guide learners to identify the sounds 2.To guide learners to form the letters "U", "V" and "W" 3.To guide learners to trace and write the sound "U", "V" and "W"	1. To grip with the tripod fingers. 2. To identify the sounds r, s and t. 3. To form and trace r, s and t. 3. To look and write r, s and t.	Language Art; single sounds	An open class activity will prove learner's knowledge on formation of letters. Individual work on writing and tracing will provide evidence on each learners writing ability.	Handwriting book and pencils Dreamland handwriting book, Chart on single sounds.	Hand writing work book 1 by Nelson pages 15-17
12	Tracing and writing "X", "Y" and "Z"	1.To identify these sound 2.To form the sound "X", "y" and "Z" 3. To trace and write these sounds. 4.To write all the sounds	1. To grip with the tripod fingers. 2. To identify the sounds x, y and z. 3. To form and trace x, y and z. 3. To look and write x, y and z.	Language Art; single sounds	An open class activity will give understanding of learner's level of assimilation on the topic. Individual activity to write the sounds will ascertain each learner's ability to write.	Handwriting book and pencils Dreamland handwriting book, Chart on single sounds	Hand writing work book 1 by Nelson pages 11-14

2ND TERM

WEEK	TOPIC	CONTENTS	KEYSKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Fill in the missing number 1-10	<p>1.To guide learners to look and copy numbers 1-10</p> <p>2.To guide learners to fill in the missing numbers 1-10</p>	<p>1. To grip with tripod fingers.</p> <p>2. To look form and copy numbers 1-10</p> <p>3. To fill in the missing numbers 1-10</p>	Number concept; number values	<p>Open class activity on look and copy will provide evidence on the extent to which learners understand the lesson.</p> <p>Individual activity to fill in the missing numbers.</p>	<p>Number writing book,</p> <p>Activity book,</p> <p>Chart on numbers,</p> <p>Handwriting notebook,</p> <p>Pencil</p>	Nursery Numbers 6 by Schofield & Sims pages 7
2	Write from memory 1-20	<p>1.To guide learners to form number 1- 20</p> <p>2.To guide learners to look and copy number 1-20</p>	<p>1. To grip with tripod fingers.</p> <p>2. To look form and copy numbers 1-20</p> <p>3. To write from</p>	Number concept; number value	An open class activity at the beginning of the lesson will give feedback on	<p>Number writing book,</p> <p>Activity book,</p> <p>Chart on numbers,</p>	Nursery Numbers 6 by Schofield & Sims pages 8

		3.To write number 1-20 from memory	memory numbers 1-20		the extent to which learners understood the lesson. Individual work on writing from memory.	Handwriting notebook, Pencil	
3	Tracing and writing sounds 'a, b'	1.To guide learners to identify the sound 2.To guide learners to form the letters a, b 3.To guide learners to trace and write "a" and "b"	1. to grip with the tripod finger. 2. To trace a and b. 3. To form the sounds a and b	Language Art; single sounds	A whole class activity at the beginning of the lesson will prove learners understanding of the topic. Individual activity to form, trace the letters.	Dreamland handwriting book, Chart on single sounds Handwriting notebook, Pencil.	Easy learning writing by Collins pages 13
4	Look and copy "in, at, is, it"	1. To guide learners to blend the words. 2. To guide learners form two letter words. 3. To look and copy. "in, at, is, it",	1. To build and blend two letter words. 2. To look and copy two letter words. 3. To read two letter words. 4. To listen and write	Sensorial Activity; preposition	An open class activity at the beginning of the class will give understanding of learners level of assimilation	Early learner(phonics and spelling) Chart on two letter words Handwriting note book,	Easy learning writing by Collins pages 14-15

			two letter words.		on the topic An individual work to look and copy.	Pencil	
5	Identify and copy the tall sounds(h, b, d, f)	<p>1. To guide learners to identify the tall sounds.</p> <p>2. To guide learners to Form and write the tall sounds.</p> <p>3.To guide learners to look and copy "h, d, b, f"</p>	<p>1. To identify tall sounds.</p> <p>2. To form and write tall sounds.</p> <p>3. To look and copy tall sounds.</p>	Sensorial Activity; concept of height	<p>Open class work at the beginning of the lesson on formation of letters will prove learners knowledge on topic.</p> <p>Individual work to look and copy letters will give feedback on learners ability to write</p>	<p>Dreamland handwriting book,</p> <p>Handwriting notebook,</p> <p>Pencil.</p>	Easy learning writing by Collins pages 15-16
6/7	Identify and copy the sounds with legs.(g, p, j, q, y)	<p>1.To guide learners to identify the sounds</p> <p>2. To guide learners to form the sounds with leg.</p> <p>3.To look and copy " g, p, j, q, y)</p>	<p>1. To identify sounds with leg.</p> <p>2. To form the sounds with leg.</p> <p>3. To look and copy the sounds with leg (g, p, j, q, y).</p>	Pre-science; parts of the body	Open class work at the beginning of the lesson on formation of letters will prove learners knowledge on topic.	<p>Dreamland handwriting book,</p> <p>Handwriting notebook,</p> <p>Pencil.</p>	Easy learning, writing by Collins page 20-21

					Individual work to look and copy will give evidence on each learner's ability to write.		
8	Read and copy "of, me, my, we."	<p>1.To guide learners to read and memorize the sight words</p> <p>2. To guide learners to look and copy. "Of, me. My, we."</p>	<p>1. To read and memorize sight words me, my, we.</p> <p>2. To look and copy sight words.</p>		<p>An open class work at the beginning of the class will provide feedback on learners understanding of the topic.</p> <p>An individual activity to read and copy words will prove each learners reading ability</p>	<p>Early learner(phonics and spelling)</p> <p>Chart on sight words</p> <p>Handwriting note book,</p> <p>Pencil</p>	Hand writing work book 3 by Nelson pages 2-4
9	Read and copy. "fat, dog, pig ,box"	<p>1.To guide learners blend the words</p> <p>2. To guide learners to look and copy "fat, dog, pig, box."</p> <p>3. To guide learners to</p>	<p>1. To build and blend three letter words.</p> <p>2. To look and copy three letter words.</p> <p>3. To read three letter words.</p>	Pre-science; animals	An open class work to prove learners understanding on the lesson.	<p>Chart on three letter words,</p> <p>Early learner(phonics and spelling)</p> <p>Handwriting</p>	`Phonics and Spelling by Collins. Ages 4-5, pages 5-6.

		read these words.	4. To listen and write three letter words.		Individual work on look and copy, fat, dog, pig, box.	note book, Pencil	
10	Look and copy 11-20	<p>1.To guide learners to count numbers 1-20</p> <p>2. To guide learners in Forming of numbers 1-20</p> <p>3.To direct learners to look and copy 1-20</p>	<p>1. To count from number 1-20</p> <p>2. To form and copy numbers 1-20</p> <p>3. To write numbers 1-20 from memory.</p>	Number concept; counting in ascending order	<p>Whole class activity at the beginning of the class will give feedback on learners understanding of the topic.</p> <p>Individual work will prove each learner knowledge on writing.</p>	<p>Number writing book,</p> <p>Activity book,</p> <p>Chart on numbers,</p> <p>Handwriting notebook,</p> <p>Pencil</p>	Nursery Numbers 6 by Schofield & Sims page9
11	Read and copy, oo, ,oa, ee, or	<p>1.To guide learners to identify the sounds</p> <p>2.To guide learners to form the sounds</p> <p>3. To direct learners to look and copy oo, oa, ee, or.</p>	<p>1.To identify the sounds oo, oa, ee, or.</p> <p>2. To read look and copy oo, oa, ee, or.</p> <p>3. To listen and write digraph sounds.</p>	Language Art digraph sounds	<p>An open class activity will prove learner's knowledge on formation of letters.</p> <p>Individual work on read and copy will provide evidence on each learners</p>	<p>Chart on digraph sounds,</p> <p>Activity book,</p> <p>Handwriting notebook,</p> <p>Pencil</p>	Jolly phonics hand book

					writing ability.		
12	Review all sounds with legs	<p>1.To guide learners to identify these sounds</p> <p>2.To direct learners form the sounds g, p, j, q, y.</p> <p>3. To guide learners to look and copy these sounds.</p> <p>4.To direct learners to write all the with leg sounds</p>	<p>1. To identify all the sounds with legs.</p> <p>2. To look and copy the sounds with leg.</p> <p>3.To listen and write the sounds with leg</p>	Pre-science; part of my body	<p>An open class activity will give understanding of learner's level of assimilation on the topic.</p> <p>Individual activity to write the sounds will ascertain each learner's ability to write.</p>	<p>Dreamland handwriting book,</p> <p>Handwriting notebook,</p> <p>Pencil.</p>	Hand writing work book 1 by Nelson pages 11-14

3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Look and copy tall sounds	1. To guide learners to identify the tall sounds.	<p>1. To identify all the tall sounds.</p> <p>2. To form, look and</p>	Sensorial Activity; concept of height	Open class activity on look and copy will provide evidence	Dreamland handwriting book,	Easy learning writing by Collins pages 19

		<p>2. To direct learners to form the tall sounds.</p> <p>3. To guide learners to look and copy tall sounds, d, b, h, f, t, f, l, k.</p>	<p>copy all the tall sounds.</p> <p>3. To listen and write all the tall sounds</p>		<p>on the extent to which learners understand the lesson.</p> <p>Individual activity to form letters correctly.</p>	Handwriting notebook, Pencil.	
2	Look and copy sounds with legs	<p>1. To guide learners to identify the sounds with leg.</p> <p>2. Guide learners to Form of sounds with legs.</p> <p>3.To guide learners to look and copy, g, q, p, y.</p>	<p>1. To identify the sounds with leg.</p> <p>2. To form, look and copy sounds with leg.</p> <p>3. To listen and write sounds with leg.</p>	Pre-science; part of the body	<p>An open class activity at the beginning of the lesson will give feedback on the extent to which learners understood the lesson.</p> <p>Individual work on writing letters with legs.</p>	Dreamland handwriting book, Handwriting notebook, Pencil.	Easy learning writing by Collins pages 21
3	Look and copy short sounds	<p>1.To guide learners to identify the short sounds</p> <p>2. To guide learners to form the letters a, c, e, i, m, n, o, r, s, u, v, w, z, x.</p> <p>3. To guide learners to look and copy the short sounds.</p>	<p>1. To identify all the short sounds.</p> <p>2. To look and copy the short sounds.</p> <p>3. To listen and write all the short sounds.</p>	Sensorial Activity; concept of height	<p>A whole class activity at the beginning of the lesson will prove learners understanding of the topic.</p> <p>Individual activity to form the letters.</p>	Dreamland handwriting book, Handwriting notebook, Pencil.	Easy learning writing by Collins pages 25
4	Look and	1. To guide learners to	1. To build and blend		An open class	Chart on	Easy learning

	copy three letter words.	<p>build and blend three letter words.</p> <p>2. To guide learners to read three letter words.</p> <p>3. To direct learners to look and copy three letter words. Ant, sat, log, leg.</p>	<p>three letter words.</p> <p>2. To read three letter words.</p> <p>3. To look and copy three letter words.</p> <p>1. To listen and write three letter words.</p>		<p>activity at the beginning of the class will give understanding of learners level of assimilation on the topic</p> <p>An individual work to look and copy.</p>	<p>three letter words, Early learners phonics and spelling.</p> <p>Dreamland handwriting book</p> <p>Handwriting note book,</p> <p>pencil</p>	writing by Collins pages 24-25
5	Look and copy four letter words.	<p>1. To guide learners to build and blend four letter words.</p> <p>2. To lead learners to read four letter words.</p> <p>3. To direct learners to look and copy four letter words. Pink, frog, sing, swam.</p>	<p>1. To build and blend three letter words.</p> <p>2. To read four letter words.</p> <p>3. To look and copy four letter words.</p> <p>4. To listen and write four letter words.</p>		<p>Open class work at the beginning of the lesson on writing these words will prove learners knowledge on topic.</p> <p>Individual work to look and copy words will give feedback on learners ability to write</p>	<p>Chart on word with digraph sounds, Early learners phonics and spelling.</p> <p>Dreamland handwriting book</p> <p>Handwriting note</p>	Easy learning writing by Collins pages 26-27

						book, Pencil	
6/7	Look and copy five letter words.	<p>1. To guide learners to build and blend five letter words.</p> <p>2. To direct learners to read five letter words.</p> <p>3. To guide learners to look and copy, brush, queen, broom.</p>	<p>1. To build and blend five letter words.</p> <p>2. To read five letter words.</p> <p>3. To look and copy five letter words.</p> <p>4. To listen and write five letter words.</p>	Songs and rhymes; there are five balloons floating in the air.	<p>Open class work at the beginning of the lesson reading this word will prove learners knowledge on topic.</p> <p>Individual work to look and copy will give evidence on each learner's ability to write.</p>	<p>Chart on consonant blends, Early learners phonics and spelling</p> <p>Handwriting note book, pencil</p>	Easy learning, writing by Collins page -30
8	Copy this sentence; The door is shut.	<p>1. To guide learners to construct and read sentences.</p> <p>2. To direct learners to look and copy; the door is shut.</p>	<p>1. To construct and read sentences.</p> <p>2. To look and copy sentence (The door is shut).</p> <p>3. To listen and write the door is shut.</p>	Pre-science; tools and toys.	<p>An open class work at the beginning of the class will provide feedback on learners understanding of the topic.</p> <p>An individual activity to read and copy sentences will prove each learners reading ability</p>	<p>Handwriting note book, pencil, and chart on sentence construction and Dreamland handwriting book.</p>	Hand writing work book 3 by Nelson pages 10
9	Copy this	1. To guide learners to	1. To construct and read	Social skill; duties of	An open class	Handwriting	Hand writing

	sentence; Mum can cook.	build and read the sentence. 2. To direct learners to look and copy; mum can cook.	sentences. 2. To look and copy sentence (Mum can cook). 3. To listen and write mum can cook.	members of the family	work to prove learners understanding on the lesson. Individual work on look and copy, mum can cook.	ng note book, pencil, and chart on sentence construction and dreamland handwriting book.	work book4 Nelson. Page 4.
10	Copy this sentence; I like mum and dad.	1.To guide learners to build and read the sentence 2. To direct learners to look and copy; I like mum and dad.	1. To construct and read sentences. 2. To look and copy sentence (I like mum and dad). 3. To listen and write I like mum and dad.	Social skill; the family.	Whole class activity at the beginning of the class will give feedback on learners understanding of the topic. Individual work on writing the sentence will prove each learner knowledge on writing.	Handwriting note book, pencil, and chart on sentence construction and dreamland handwriting book.	Hand writing work book 4 by Nelson page 7
11	Copy this sentence; Duck can swim.	1. To guide learners to construct and read the sentence. 2. To guide learners on the sound the duck makes.	1. To construct and read sentences. 2. To make the sound the duck makes. 3. To look and copy sentence. The duck can	Songs and rhymes; old Mac-donald has a farm	An open class activity will prove learner's knowledge on the topic. Individual work on read and copy will	Handwriting note book, pencil, and chart on sentence	Hand writing work book 4 by Nelson page 9

		2. To guide learners to look and copy; Duck can swim.	swim.		provide evidence on each learners writing ability.	constructi on and Dreamlan d handwriti ng book.	
12	Copy this sentence; A bunch of banana.	1. To direct learners to construct and read the sentence. 2. To guide learners to look and copy the sentence; A bunch of banana.	1. To construct and read sentences. 2. To look and copy sentence. A bunch of banana.	Pre-science; classes of food	An open class activity will give understanding of learner's level of assimilation on the topic. Individual activity to write the sounds will ascertain each learner's ability to write.	Handwriti ng note book, pencil, chart on sentence constructi on.	Hand writing work book 4 by Nelson page14

T.P.D

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Coming to school early	To partake in the morning	1. To always be punctual	Number concept: telling	An open class activities will give	.teachers and pupils	www.lumosity.com

		drill.	<p>in school</p> <p>2. To always be ready for the daily activities.</p> <p>3. To go to bed in time</p>	the time in the hour.	<p>feedback on the extent learners have understood the lesson.</p> <p>Individual work . the way a learner is able to answer his name will prove his understanding on the topic.</p>		
2	Orderliness	Making lines, folding arms and standing according to height.	<p>1.To always make a straight line.</p> <p>2. To always stand according to height on a queue</p>	W. W. J. D: the story creation	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on how to keep and maintain orderliness.	Pupils and teachers	www.lumosity.com
3	Doing my homework	To do, handle homework with care / returning homework.	<p>1. To do home work as instructed</p> <p>2. To return homework in time.</p>	W. W. J. D: obedience	The ability of child to do , keep and return homework neatly will prove learners understanding on the topic	Book, water, file, table	www.lumosity.com
4	Correct learning position	To take a proper sitting posture while learning	1.to always sit the [right way during learning time.	Physical education: jack in the box	Whole class activity will give feedback on the extent to which pupils can take a good learning position.	Chair, table	www.lumosity.com
5	Proper use of materials	To handle materials with	1. To always take care of their	W. W. J. D: the story of queen	Child's ability to handle and use	Books, table, pencil, easer, etc	www.lumosity.com

		care	property/belonging	Esther	materials will test how the child understands the proper use of materials.		
6/7	Bullying and fighting are wrong	1.To discourage learners from bullying and fighting.	1. To always avoid fighting 2. To treat others as will want others do to you.	W. W. J. D: the story of the good Samaritan	Learners ability to mingle or associate with others will prove the extent to which pupils understanding that bullying and fighting are wrong	Picture of two persons fighting	www.lumosity.com
8	Proper way of answering question	To encourage the use of pointer when question is asked.	1. To always make use of pointer to get attention	W. W. J. D: the story of Samuel and Eli	Whole class and individual activities will prove the extent to which learners understand the topic.	Teacher, pupil, register, pen	www.lumosity.com
9	Silence time	To encourage silence during meal time, learning time and resting time	To keep and maintain silence during meal, learning and resting time	W. W. J. D: the death and resurrection of Christ.	The level at which learners observe silence during the meal, silence and resting time will show pupils understanding on the topic	Table, teacher and pupil	www.lumosity.com
10	Proper way to sneeze, yawn and cough	To encourage the use of handkerchief	To make the use of handkerchief a habit	Physical education: bending	Pupils regular use of handkerchief and value of	Handkerchief and tissue	www.lumosity.com

			To always avoid sneezing on people	exercise	handkerchief while coughing , yawning and sneezing will prove learners understanding on the topic		
11	Orderliness	Carrying and keeping of bags and boxes on the shelves.	To always keep things in the right place and the right ways	W. W. J. D: the story of creation.	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on how to keep and maintain orderliness.	Boxes, bags, books etc	www.lumosity.com
12	Greetings in the morning and afternoon	To encourage good manners . To encourage learners to always greet in the morning and after school	To master the correct greetings in the morning and afternoon. To be respectful. To be polite	W. W. J. D: thankfulness. The story of the ten lepers	The ability of learners to greet the proper way in the morning and afternoon will show how deep learners understand the topic	Teachers, pupils and parents	www.lumosity.com

2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1.	Coming to school	1.To partake in morning drill.	1. To always be punctual	Number concept:	An open class activities will give feedback on the extent	Teachers and pupils	www.lumosity.com

	early		<p>in school</p> <p>2. To always be ready for the daily activities.</p> <p>3. To go to bed in time</p>	telling the time in the hour.	<p>learners have understood the lesson.</p> <p>Individual work . the way a learner is able to answer his name will prove his understanding on the topic.</p>		
2.	Correct sitting and standing posture	To encourage learner to sit, stand and walk the right ways	<ul style="list-style-type: none"> To always sit the right way To always walk the right way 	Practical life: grooming	Whole class work at the beginning of the lesson will provide evidence on the extent to which learners can sit and stand the right way.	Teachers, pupils	www.lumosity.com
3.	Silence time.	To encourage silence during meal, learning and resting time.	To keep and maintain silence during meal, learning and resting time	W. W. J. D: the death and resurrection of Christ.	The level at which learners observe silence during the meal, silence and resting time will show pupils understanding on the topic	Table, pupils and teacher	www.lumosity.com
4/5.	How to handle materials	The right way to use materials	1. To always take care of their property/belonging	W. W. J. D: the story of queen Esther	Child's ability to handle and use materials will test how the child understand the proper use of materials	Pencils, books, eraser etc	www.lumosity.com
6/7.	Handling home work books, doing and passing homework	To encourage learners to always handle books with care, doing and returning homework books	To do, handle homework with care / returning homework.	W. W. J. D: obedience	The ability of child to do , keep and return homework neatly will prove learners understanding on the topic	Books, files, table	www.lumosity.com

3RD

8/9	School rules / agreement.	1. To drill learners on observing school rules and class agreement.	1.To always obey school rules. 2.To always respect and regard the school rules	W. W. J. D: the ten commandments	The manner in which pupils respond to the school rules will help evaluate pupils understanding on the topic	Chart on class/ school agreement	www.lumosity.com
10	Good toilet habits	To encourage washing of hands with soap ,flushing and drying of hands after using the toilet	1.to always wash hand after using the toilet 2. to see the need for flushing toilet after use 3. to lift skirt properly when trying to use the toilet.	Pre-science: personal hygiene.	The extent to which learners remember to wash hands with soap, flush toilet and lift skirt whenever they make use the toilet will prove their understanding on the topic	Soap, water, towel, toilet	www.lumosity.com
11.	Proper way of answering your name	To encourage learners to answer names the right way {yes please}	<ul style="list-style-type: none"> To answer name the right way when called. 	W. W. J. D: the story of Samuel and Eli	A whole class activity will tell if learners can answer their name correctly	Teachers and pupils	www.lumosity.com
12.	Don't take things that do not belong to you.	To discourage stealing	<ol style="list-style-type: none"> To avoid stealing from people To develop a good habit 	W. W. J. D: the story of Ananias and saphira	Whole class and individual activity will test for how best learners understand the topic.	Thing on the table	www.lumosity.com

TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Coming to school early and settling down in class	To settle down and partake in morning drills	<ol style="list-style-type: none"> 1. To always be punctual in school 2. To always be ready for the daily activities. 3. To go to bed in time 	Number concept: telling the time in the hour.	<p>An open class activities will give feedback on the extent learners have understood the lesson.</p> <p>Individual work . the way a learner is able to answer his name will prove his understanding on the topic.</p>	Teachers and pupils	www.lumosity.com
2	Handling my homework and books	To encourage learners to always handle books with care, do and return home work.	To do, handle homework with care / returning homework.	W. W. J. D: obedience	The ability of child to do , keep and return homework neatly will prove learners understanding on the topic	Books, files	www.lumosity.com
3	My class agreement.	To rote read the class agreement daily .	<ul style="list-style-type: none"> • To master some good behaviour while in class • To always abide by rules 	W. W. J. D: the ten commandments	The manner in which pupils respond to the class rules will help evaluate pupils understanding on the topic	Chart on class agreement	www.lumosity.com
4	Some good habits.	To encourage good table manners, good toilet habits,	1.to always observe good table manners.	Pre-science: personal hygiene.	The extent to which learners remember to wash hands with soap, flush toilet and lift skirt whenever they need to use the	Table, food, chair, toilet	www.lumosity.com

		sitting posture and greetings .	2. to always observe good toilet habit / good walking , sitting and standing posture		toilet/ eat properly without making crumbs, talking with mouth full and soiling shirt will help evaluate pupils knowledge on the topic		
5/6	Minding your language always	To encourage the use of polite words.	<ol style="list-style-type: none"> 1. To always use polite words 2. To pronounce words correctly 3. To speak correct English 	Language art: the 42 jolly phonics sounds	Learners ability to identify and pronounce sound the way it should be pronounced while speaking , the use of polite words always will give prove on their understanding on the topic.	Teachers and pupils	www.lumosity.com
7/8	Etiquette: minding your dressing.	To dress up properly	<ol style="list-style-type: none"> 1.to always look neat. 2. to always be presentable 	Practical life: grooming.	Learners, effort to always look neat will help to test pupils understanding on the topic.	Pupils and teachers	www.lumosity.com
9/10	Etiquette	Don't laugh at your friend's mistake	<ol style="list-style-type: none"> 1.To always respect others opinion 2. always see the good side of others 	W. W. J. D: the story of David and Goliath	Pupils ability to listen to others and correct politely when the need arise rather than laughing will help to prove how much pupils imbibe the topic.	Pupils and teachers	www.lumosity.com
11	Good table manners	To discourage talking with mouth full, making of crumbs, soiling of clothes while	1. To always be quiet, not soiling clothes, not making crumbs while eating	Pre-science : personal hygiene.	The ability of learners to eat with the mouth closed, unsoiled dress, not making crumbs will help determine their understanding on the topic.	Table, food, chair	www.lumosity.com

		eating.					
12	Good toilet habits	To encourage washing of hands with soap, flushing and drying hands after using the toilet.	1.to always wash hand after using the toilet 2. to see the need for flushing toilet after use 3. to lift skirt properly when trying to use the toilet.	Pre-science: personal hygiene.	The extent to which learners remember to wash hands with soap, flush toilet and lift skirt whenever they make use of the toilet will prove their understanding on the topic	The toilet, water, soap, towel	www.lumosity.com

STORY

1ST TERM

WKS	TOPICS	CONTENTS	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCE	REFERENCE
1	Reading individual picture book.	1.describe terms 2.identify different pictures	1. To say the meaning of reading. 2. To identify different pictures.	Sensorial Activity. Perception and discrimination	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can read picture books. Individual work will provide evidence on the extent to which each learner can apply their knowledge on reading picture books.	Different picture books.	Ladybird story books
2/3	Snow white and the seven	1.describe terms 2. identify each	1.To identify and describe the	Social skills; seasons	Whole class activity at the beginning of the lesson	The DVD on snow white and the	Snow white story book

	dwarfs	character in the story 3. Tell the pupils the story. 4. State the moral lessons in the story.	characters 2. To give a summary of the story. 3. To say the moral lessons in the story.		will provide evidence on the extent to which learners can apply their knowledge on snow white and the seven dwarfs. Individual work will provide evidence on the extent to which each learner summarize the story.	seven dwarfs	
4/5	Pinocchio	1.describe terms 2. Identify each character in the story. 3. Tell the pupils the story. 4. State the moral lessons in the story.	1. To identify and describe the characters in the story. 2. To give a summary of the story. 3. To say the moral lessons in the story.	W.W.J.D. what I should do as a good child.	whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on Pinocchio Individual work will provide evidence on the extent to which each learner summarize the story.	Wood, pupils and teachers	The story book for pinocchio
6/7	Little red riding hood	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Sensorial Activity; concept of colours.	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners have ascertained the lesson. Individual work on stating the moral lesson will provide evidence on the extent to which each learner have understood the lesson.	Red material, pix of a wolf	The story book for little red ridding hood
8/9	Amelia and the grasshopper	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the	Pre science; insects	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on story. Individual work on stating the moral lesson will	Grasshopper, basket ball court	Amelia and the grasshopper story book

		lessons in the story.	moral lessons in the story.		provide evidence on the extent to which each learner have understood the lesson.		
10/11	The giant stew.	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Sensorial Activity; concept of size	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the story. Individual work on summarizing the story will provide evidence on the extent to which each learner have ascertained the lesson.	Carrot, knife, pot.	The giant stew story book
12	The clever monkey	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre science; animals	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on story. Individual work on stating the moral lesson will provide evidence on the extent to which each learner have ascertained the lesson.	A jug, stones and water.	The clever monkey story book

STORY 2ND TERM

1	Reading individual story book	1.describe terms 2.identify different pictures	1. To say the meaning of reading. 2. To identify different pictures.	W.W.J.D; Story of creation	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the story. Individual work to identify	Stories books.	Individual story books
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					pictures will provide evidence on the extent to which each learner have ascertained the lesson.		
2/3	The fox and the stork	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre science; wild animals	whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge the topic Individual work on summarizing the story will provide evidence on the extent to which each learner have ascertained the lesson.	Picture of a fox,	The fox and the stork story book
5/6	Chicken licken	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre science; heavenly bodies	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge. Individual work to summarize the story will provide evidence on the extent to which each learner have understood the topic.	A nut, pix of the chicken	Chicken licken story book
6/7	The three little pigs	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in	Pre science; farm animals. Sensorial Activity; concept of size	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can identify the pigs. Individual work to state the moral lessons will provide evidence on the extent to which each learner have	Straw, brick and wood	The three little pig story book

		lessons in the story	the story.		ascertained the lesson		
8/9	The duck and the hen	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre-science: domestic animals	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on lesson. Individual work to will provide evidence on the extent to which each learner have ascertained the lesson.	Peak, picture of a hen and duck	The duck and the hen story
10/11	Why the bear tail is short	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	W.W.J.D: Greed	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic. Individual work will provide evidence on the extent to each assimilation of the topic.	Fish, picture of snow, bear and fox.	The book on why the bear tail is short.
12	Why the giraffe and ox are good friends	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story.	Pre-science: wild animals	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the lesson.	Picture of a giraffe and ox	The book on why giraffe and the ox are good friends

		the pupils 4. State the moral lessons in the story.	3. To say the moral lessons in the story.				
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STORY 3RD TERM

1	Reading of individual story book	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Sensorial Activity: shapes and objects	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on classes of food. Individual work to summarize the story will provide evidence on the extent to which each learner have understood the topic.	Lady book story books.	Individual picture book
2/3	The three Billy goat gruff	1.describe terms 2. identify and name the characters in the story 3.Dramatise and	1. To identify and role play some of the characters in the story. 2. To give a short summary of the	Number concept; Number value Language Art; Nouns	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge to the lesson.	Grass, picture of goats.	The three Billy goat gruff story book

		say the story to the pupils 4. State the moral lessons in the story.	story. 3. To say the moral lessons in the story.		Individual work to say the moral lesson will provide evidence on the extent to which each learner have understood the topic.		
4/5	The enormous turnip	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Sensorial Activity; Concept of size	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the lesson. Individual work to summarize the story will provide evidence on the extent to which each learner have understood the topic.	Man, woman, dog, boy and girl.	CD on the enormous turnip
6/7	Jack and the bean stalk	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre science; classes of food	individual activity on questioning at the end of the lesson will provide evidence on the extent to which learners can apply their knowledge on the story	The picture of jack, beans	The story book on Jack and the beanstalk, and DvD.
8/9	The clever monkey	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the	Pre science; sources of water Language Art; consonant blends	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the story. Individual work to say the story will provide evidence	Picture of a monkey, stones, jug and water	The story book on the clever book

		4. State the moral lessons in the story.	moral lessons in the story.		on the extent to which each learner have understood the topic.		
10/11	Little red hen	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Language Art: double consonant	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the story . Individual work to identify some moral lessons will provide evidence on the extent to which each learner have understood the topic.	Grain of maize, grass, picture of a hen, pig, rat and cat.	www.story.com , the book on little red hen
12	The lion and the mouse	1.describe terms 2. identify and name the characters in the story 3.Dramatise and say the story to the pupils 4. State the moral lessons in the story.	1. To identify and role play some of the characters in the story. 2. To give a short summary of the story. 3. To say the moral lessons in the story.	Pre- science: classification of animals	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge on the topic. Individual work on questioning will provide evidence on the extent to which each learner have understood the topic.	Picture of lion and mouse.	www.story.com , the book on the lion and the mouse.

SONGS & RHYMES

1ST TERM

1	This little pig	<p>1.recite the rhyme and sing the song</p> <p>2. Identify a pig as an animal and colour it.</p> <p>3.role play it</p> <p>4.state the moral lessons from the rhyme</p>	<p>1.To identify the big, bigger and biggest pigs</p> <p>2.recite the rhyme and sing the song</p>	Pre-science; domestic animals	<p>An open class activity to ascertain learner's previous knowledge in the topic.</p> <p>An individual activity to state the moral lesson from the rhyme.</p>		A golden sturdy book by mother goose word book illustrated by dicschweningen
2	Old Macdonald had a farm	1. Recite the rhyme and sing the song.	1. To recite the rhyme and	Language Arts; sounds.	An open class activity to ascertain learner's	Picture of animals	Old Mac-Donald had a farm

		<p>2.role play the song</p> <p>3.identify and colour the animals in old Macdonald's farm</p> <p>4.describe a farm</p>	<p>sing the song</p> <p>2.To identify the animals in the farm</p> <p>3. To make their sounds</p>	Pre-science; domestic animals	<p>previous knowledge on the rhyme.</p> <p>An individual activity to recite and state some moral lesson.</p>		
3	Jack and Jill went up the hill.	<p>1.recite the rhyme and sing the song</p> <p>2.role play it</p> <p>3.say the moral lessons</p> <p>4. we need to always walk, or do everything with care.</p>	<p>1.To recite the rhyme and sing the song.</p> <p>2.To be careful why walking.</p>	Language Art; double consonant	<p>An open class discussion at the beginning of the lesson</p> <p>Will ascertain learners understanding on the meaning of the rhyme.</p> <p>A pair work to role play it</p> <p>An individual activity to say the moral lessons.</p>	A bucket of water	Jack and Jill (a touch and a feel rhyme) illustrated by Emma Dodd.
4	Two fat gentlemen	<p>1.Recite the rhyme and sing the song</p> <p>2.role play it</p> <p>3. Say the need to always greet with courtesy.</p> <p>4. Say the</p>	<p>1. To recite the rhyme</p> <p>2.To always greet with courtesy</p> <p>3.To state the need to be polite</p>	T.P.D; Proper way of greeting in the morning, afternoon and evening.	<p>An open class discussion at the beginning of the lesson</p> <p>Will ascertain learners understanding on the meaning of the rhyme.</p>		Two fat gentlemen (a touch and a feel rhyme) illustrated by Emma Dodd

		<p>importance of greeting people.</p> <p>5.state the need to always be polite</p> <p>6. Identify and colour a fat man.</p>			<p>A pair work to role play it</p> <p>An individual activity to say the moral lessons.</p>		
5	Hey diddle diddle	<p>1.recite the rhyme and sing the song</p> <p>2. Say some moral lesson from the role play.</p> <p>4. Identify and colour a cat.</p>	<p>1. recite rhyme/ sing the song</p> <p>2. to identify the cat, cow, etc</p>	Pre-science; domestic animals	<p>An open class activity to recite the rhyme and role play it.</p> <p>An individual activity to say the moral lesson</p>		Hey diddle diddle (a touch and a feel rhyme) illustrated by Emma Dodd
6/7	Goosy goosy gander	<p>1.recite the rhyme and sing the song</p> <p>2.dramatise it and say some moral lessons from the rhyme/role play</p> <p>3.identify an old man</p>	<p>1.To recite the rhyme/ sing the song</p> <p>2.To identify the need for prayer</p> <p>3.To identify the an old man</p>	W.W.W.J.D; prayer	<p>An open class activity to ascertain learner's previous knowledge in the topic.</p> <p>An individual activity to state the moral lesson from the rhyme.</p>		Goosy goosy (a touch and a feel rhyme) illustrated by Emma Dodd
8	Little fishes in a brook	<p>1.recite the rhyme</p> <p>2.dramatise</p> <p>3.say some duties of a father/ mother</p>	<p>1.To recite the rhyme</p> <p>2.To identify and say the</p>	Social skill; the family	An open class activity to ascertain learner's previous knowledge in the topic.	Fish, hook, pot	Little fishes in the brook (a touch and a feel rhyme) illustrated by Emma Dodd

			duties of each member of the family		An individual activity to state the moral lesson from the rhyme.		
9	One two buckle my shoes	1. identify a shoe . 2.recite the rhyme 3. Say the moral lesson.	1.To sing the song 2.To identify a shoe 3.To always buckle their shoes	Practical life; lacing exercise	An open class activity to ascertain learner's previous knowledge in the topic. An individual activity to state the moral lesson from the rhyme.	shoes	One two buckle my shoes (a touch and a feel rhyme) illustrated by Emma Dodd
10	Cobber, cobbler, mend my shoe	1.identify a shoes that is bad. 2. Recite the rhyme 3.Role play.	1.To recite the rhyme 2.identify who a cobber is	Practical life; lacing exercise	An open class activity to ascertain learner's previous knowledge in the topic. An individual activity to state the moral lesson from the rhyme.	shoes	Cobber, cobbler mend my shoe (a touch and a feel rhyme) illustrated by Emma Dodd
11	Five currant buns	1. Recite the rhyme. 2.state the principles of subtraction 3. Identify buns and say what it is used for. 4.role play 5. Say some moral lesson.	1.To sing the song. 2.To state the principle of subtraction 3.identify money and how to make change	Number concept; subtraction involving money	An open class activity to ascertain learner's previous knowledge in the topic. An individual activity to state the moral lesson from the rhyme.	Buns, a boy, the picture of a shop	Five current buns (a touch and a feel rhyme) illustrated by Emma Dodd

12	Hot cross buns	1.recite the rhyme 2.Identify buns 3.say the moral lesson From the role play.	1.To recite the rhyme 2.To identify the buns 3.To identify other currency	Number concept; concept of money	An open class activity to ascertain learner's previous knowledge in the topic. An individual activity to state the moral lesson from the rhyme.	buns	Hot cross buns (a touch and a feel rhyme) illustrated by Emma Dodd
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2ND TERM

1	Yankee doodle	1.recite the rhyme 2.role play it 3.say the moral lesson 4.say the need to always observe things carefully 5.say the benefits of music as they play some musical instruments	1.To sing the song. 2. role play the song	Pre-science; musical instrument	An open class activity to recite the rhyme and role play it. An individual activity to say the moral lesson	Yankee doodle's hat, feather	Yankee doodle (a touch and a feel rhyme) illustrated by Emma Dodd
2	Hush little baby	1.recite the rhyme and sing the song 2.say the benefits of not crying unnecessary and the disadvantage of crying unnecessarily	1.To sing the song 2.To say what we must do when we need some thing	T.P.D; crying unnecessary are bad habits	An open class activity to ascertain learners understanding on the meaning of the rhyme. An individual activity to recite the rhyme	A bell, a ring	Hush little baby (a touch and a feel rhyme) illustrated by Emma Dodd

		3.state what we must do when we want some things	3.To identify how bad it is to cry unnecessary				
3	Humpty dumpty	1.recite the rhyme 2.role play the rhyme 3.say some moral lesson from the rhyme 4.to be safety conscious 5.avoid playing rough/unnecessarily	1.recite the rhyme / sing the song 2.To avoid playing rough	Language Art; review of noun and verb	An open class activity to recite the rhyme A pair works to role play it. An individual activity to say some moral lesson from the rhyme.		Humpty dumpty (a touch and a feel rhyme) illustrated by Emma Dodd
4	Mary, Mary, quiet contrary	1.recite the rhyme and sing the song 2.role play it 3. Say the moral lessons from the song. Talk about caring.	1.To recite the rhyme 2.To keep thing in order	T.P.D; orderliness	An open class activity to recite the rhyme A pair works to role play it. An individual activity to say the moral lessons from the story.	Picture of a garden	Mary, Mary quite contrary (a touch and a feel rhyme) illustrated by Emma Dodd
5	Dinah blow your horn	1.recite the rhyme 2.role play he dramatize it 3.identifyand name some musical instruments . 4. Say the need to always wake up early.	1.To sing the song 2.To identify and mention some musical instrument 3.To always	Pre-science; musical instrument	An open class discussion to recite the rhyme and dramatize will prove learners knowledge on the meaning of the rhyme. An individual activity	Picture of a railway	Dinah blow your horn(a touch and a feel rhyme) illustrated by Emma Dodd

			wake up early and identify the important of work		to say some moral lessons from the rhyme.		
6	All the big ship sail.	1.recite the rhyme and sing the song 2.role play the rhyme 3.identify ships	1.To recite the rhyme 2.To identify a ship using picture	Social skill; some interesting places	An individual activity to recite the rhyme will prove each learners understanding on the meaning of the rhyme. An open class activity to identify ships and say some moral lesson from the rhyme.		All the big ship (a touch and a feel rhyme) illustrated by Emma Dodd
7/8	Touch a friend's hand	1.describe a friend 2.recite the rhyme and sing the song 3. State the importance of greeting.	1.To describe a friend 2.To sing the song 3.To state the importance of greeting	Pre-science; part of the body	An open class activity to describe a friend will prove learners knowledge in the topic. An individual activity to state the importance of greetings will prove learners understanding in the rhyme.		Touch a friend hands (a touch and a feel rhyme) illustrated by Emma Dodd
9/10	Five balloons	1.recite the rhyme 2.identify 5 balloons for number 5 3.state the need to always	1.To sing the song 2.To identify number 5 for five balloons	Number concept; number value	An open class activity to ascertain learners understanding on the meaning of the rhyme. An individual activity	balloons	Five balloon (a touch and a feel rhyme) illustrated by Emma Dodd

		be safety conscious (moral lesson)	3. To state some safety rules		to recite the rhyme		
11/12	This little pig	1.recite the rhyme 2.role play the rhyme 3.say the moral lesson 4.it is not good to cry unnecessary 5.we need to be disciplined	1.To recite the rhyme 2.To role play the rhyme 3.To identify how bad it is to cry unnecessary	T.P.D; crying unnecessary are bad habits	An open class activity to prove learners knowledge on the rhyme (meaning of the rhymes). An individual activity to state the moral lessons from the rhyme.	Pig of three pigs	This little pig (a touch and a feel rhyme) illustrated by Emma Dodd

3RD TERM

½	Piggy on the railway	1.describe terms 2.recite the rhyme 3. say the importance of caring for others. 4.state the need to be safety conscious 5. Role plays piggy on the railway.	1.To recite the rhyme 2.To always say sorry	T.P.D; etiquette	An open class discussion to ascertain learner's knowledge on the importance of caring for others. An individual activity to state the need to be safety conscious.	Picture of a railway, stones	Piggy on the railway (a touch and a feel rhyme) illustrated by Emma Dodd
3	Five little birds	1.Identify and describe birds 2.role play the 5 little birds 3.recite the rhymes 4. Say the lesson from	1.To identify the birds 2.To recite the rhyme 3.Identify five as values	Number concept; number value	An open class activity to recite the rhyme and identify birds will prove learners knowledge in the rhyme. An individual activity to say the moral lesson	Picture of five birds	Five little birds (a touch and a feel rhyme) illustrated by Emma Dodd

		the rhyme.			forms the rhyme.		
4	Mary had a little lamb	1.describe a lamb 2.recite and role-play the rhyme 3.say the need to always do the right thing at the right time 4.say the need to always adhere to the school rules	1. To sing the song 2.To obey right 3.To always do the right things at the right time	Social skills; my school	An open class activity (discussion) will prove learners knowledge on the meaning of lamb. An individual activity to state the need to always do the right things at the right using the class rules as a care study.	Picture of Mary and a lamb	Mary had a little lamb (a touch and a feel rhyme) illustrated by Emma Dodd
5	Here we go around the mulberry bush.	1. Recite rhyme and show the actions 2.state some benefits of playing with our friends at the right time.	1.To always brush in the morning and at night 2.To recite the rhyme 3.To care for the body	Pre-science; personal hygiene	An open class activity at the beginning of the lesson to ascertain the learners knowledge on the rhymes/action. An individual activity to state some benefits of playing with our friends at the right times.		Here we go round (a touch and a feel rhyme) illustrated by Emma Dodd
6/7	Old mother Hubbard	1.recite the rhyme 2.role play it 3. State the needs to always plan ahead of time.	1.To recite the 2. To identify the need	Language Arts; noun	An open class discussion to ascertain learner's knowledge on the rhyme and old. An individual activity to recite the rhyme and state the need for proper planning (planning ahead of time).	Cup board, picture of a dog	Old mother Hubbard (a touch and a feel rhyme) illustrated by Emma Dodd

8	Sing a song of sixpence	1. recite the rhyme & sing the song 2. role play it 3. Identify and mention some of our duties as children. 4. State the need to be careful/safety conscious.	1. To sing the song 2. To identify the rules of members of the family 3. To identify other currency	Number concept; concept of money	An open class discussion will prove on the rhyme. An individual activity to identify and mention some of our duties as children and state the need to be careful/safety conscious.	A bird, money, bread	Sing a song of six pence (a touch and a feel rhyme) illustrated by Emma Dodd
9	I can tie my shoe lace	1. recite the rhyme 2. role play the rhyme 3. state the consequence of being naughty (moral lesson) 4. State the need to always help others. 5. State the need to always greet (moral lesson).	1. To identify a shoe lace 2. To tie their shoe lace 3. To state the need for personal hygiene	Practical life; lacing exercise, pre-science; personal hygiene	An open class discussion at the beginning of the lesson will ascertain knowledge on things we can do for ourselves. An individual activity to state the need for good looking /dicing	Shoe, lace	I can tie my shoe lace (a touch and a feel rhyme) illustrated by Emma Dodd
10	Ding dong bell	1. recite the rhyme 2. role play the rhyme 3. state the consequence of being naughty (moral lesson) 4. State the need to	1. To recite the rhyme 2. To state the consequence of naughtiness. 3. To always help others	Language Arts; double consonant	An open class discussion at the beginning of the lesson will prove learners knowledge on the meaning of the rhyme. An individual activity to state the need to	A bell, picture of a cat	Ding dong bell (a touch and a feel rhyme) illustrated by Emma Dodd

		always help others.			always help others.		
11	Pickety, hickety my black hen	1.recite rhyme 2.describe a black hen 3. Say the moral lesson from the rhyme.	1.To recite rhyme 2.To identify the hen as a bird 3.To identify the egg as protein	Pre-science; classes of food	A whole class activity to ascertain learners understanding on the meaning of the rhyme. An individual activity to prove each learner's level of assimilation in the moral lesson from the rhyme.	Picture of a hen, eggs	Picket hickety (a touch and a feel rhyme) illustrated by Emma Dodd
12	Clap clap hand	1.recite the rhyme 2.identify our hands as part of our body 3. Say the things we do with our hands.	1.To recite the rhyme 2.To identify the hand as part of the body	Language Arts; verb	An open class activity to identify our hands as part of the body. An individual activity to state what we do with hands and the moral lesson from the rhyme.	hands	Clap, clap hand (a touch and a feel rhyme) illustrated by Emma Dodd

PRACTICAL LIFE

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Washing and	1.To identify the a	1. To say the	Pre-science ;	An open class activities	Bowl, soap,	Comprehensive

	drying exercise	bowl, soap, towel and water 2.To wash and dry their hands	things use in washing our hands 2.To wash and dry their hands.	personal hygiene.	will give feedback on the extent learners have understood the lesson. Individual work on washing and drying their hands will provide evidence on the extent to which each learner can apply their knowledge.	towel, water.	home Economics for primary school book 1 pages 28-31. Pages 28-31
2	Buttoning exercise	1. To identify buttons 2.To identify the buttoning frame 3. To button their cloth.	1.To identify button. 2. To put the button in the hole 3. unbutton	Pre-science: sense organ. Hand and eyes connection	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on buttoning. Individual work to put the button in the right hole will provide each learners understanding of the lesson.	Buttons, buttoning frame, clothes with button	Www. Lumosity .com
3	Zippering exercise	1. To identify zips 2.To identify the zipping frame 3. To zip and unzip their cloth	1.To identify zip. 2. To identify the zipping frame 3. zip and unzip their bags, clothes and lunch bags and boxes	Language Arts; verbs	An open class activity to zip their frames using the zipping frames will ascertain learner's knowledge on the topic. Individual work to unzip their bags and bring out their books and zip it back will give feedback on each learners understanding of the topic.	Zips, zipping frame, bags and boxes.	Www. Lumosity .com

4	Buckling exercise	<p>1. To identify buckles</p> <p>2.To identify the buckling frame</p> <p>3. To buckle and unbuckle their shoes, bags and belts</p>	<p>1.To identify buckle.</p> <p>2. To identify the buckling frame</p> <p>3. To buckle and unbuckle their bags, shoes and belts</p>	Language Arts; noun	<p>Whole class activity will give feedback on the extent learners have ascertained the lesson.</p> <p>Individual work will prove each learners ability to buckle their shoes</p>	Belts, shoes, buckle frames	Scholastic success with kindergarten pages 240-245
5	Lacing exercise	<p>1.To identify a lace</p> <p>2.To identify the lacing frame</p> <p>3.To lace and unlace their shoes, frame</p>	<p>1. To identify lacing frames</p> <p>2. To unlace and unlace their frames</p>	Language Art: noun	<p>Whole class work will provide evidence on the extent to which learners can lace their fames.</p> <p>Individual work will give feedback learners level of assimilation on the topic.</p>	Shoes, lacing frame	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge
6/7	Polishing exercise	<p>1.To identify the polish</p> <p>2. To polish their shoes.</p>	<p>1.To identify the polish</p> <p>2. To polish their shoes.</p>		<p>An open class discussion to ascertain the learner's knowledge on topic.</p> <p>An individual activity to polish their shoes.</p>	Shoes, polish, brush	Basic Montessori learning activity by David gettman pages 102-103
8	Spooning exercise	<p>1.To identify the spoon and sand</p> <p>2. To grip the spoon properly.</p> <p>3.To scoop the</p>	<p>1.To identify the spoon and sand</p> <p>2. To grip the spoon properly.</p> <p>3.To scoop the sand</p>	Language Arts; verb	<p>An open class activity will give evidence on the extent to which learners have understood the lesson.</p> <p>Individual work will provide evidence on the extent to which each</p>	Sand, spoon.	www.lumosity.com

		sand			learner can scoop the sand.		
9	Pouring exercise	1.To grip the jug 2.To pour water from the jug	1.To grip the jug 2.To pour water from the jug	Pre-science; uses of water	An open class activity will give evidence on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent to which each learner can scoop the sand.	Jug, cup, water	www.lumosity.com
10	Various exercise of buttoning, zipping, lacing and buckling	1. To identify zips, buttons, lace and buckles 2.To put the button, lace into the hole 3. To zip and unzip, buckle and unbuckle.	1.To identify buckles, laces, zips, buttons. 2. To identify the buckling, buttoning, lacing and zipping frame 3. To buckle, zip, button, lace and unbuckle, unzip, unbutton and unlace their bags, shoes and belts	Language Arts; more of noun and verb	Whole class work will provide evidence on the extent to which learners can lace their fames. Individual work will give feedback learners level of assimilation on the topic.	Zip, button, buckle and lace	www.lumosity.com
11	Washing	1.To identify	1.To identify	Language Arts;	Whole class work will	Soap, sponge,	www.lumosity.com

	exercise	soap, sponge, water . 2.To wash the spoons and plates	soap, sponge and water as things use in washing the spoon and plate 2.To wash the spoon and plate 3. To rinse the spoons and plates	noun. Pre-science; water and its uses	provide evidence on the extent to which learners can consecrate on washing the plates and spoon. Individual work will give feedback learners level of assimilation on the topic.	water, spoons, plate	
12	Opening exercise	1.To identify the bag, boxes, and plates 2.To open bags, boxes, plates and water bottle	1.To identify the boxes, bags, plates and water bottle 2.To open the plate, bag, box 3.To close it properly	Language Arts; noun. Pre-science; non-living things	Whole class work will provide evidence on the extent to which ate on learners can open and close the plates, boxes, bags etc. Individual work will give feedback learners level of assimilation on the topic.	Bags, boxes, plates, etc	www.lumosity.com

PRACTICAL LIFE 2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Washing and drying exercise	1.To identify the a bowl, soap,	1. To say the things use in	Pre-science ; personal	An open class activities will give	Bowl, soap, towel, water.	Comprehensive home Ecomfor

		towel and water 2.To wash and dry their hands	washing our hands 2.To wash and dry their hands.	hygiene.	feedback on the extent learners have understood the lesson. Individual work on washing and drying their hands will provide evidence on the extent to which each learner can apply their knowledge.		primary school book 1 pages 28-31. Pages 28-31
2	Carrying exercise	1. To identify and carry a chair.	1.To identify and carry the chair properly	Language Art; verb	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on the topic. Individual work to carry chair properly will provide each learners understanding of the lesson.	chairs	Www. Lumosity .com
3	Posture	1. To identify the right sitting, standing and walking posture	1.To sit, stand and walk properly	Language Arts; verbs	An open class activity will ascertain learner's knowledge on the topic. Individual work will give feedback on each learners understanding of the topic.	Teachers, pupils.	Www. Lumosity .com
4	Walking on the line	1. To walk on the line, folding their arms	1. To walk on the line, folding their arms	Language Arts; verb	Whole class activity will give feedback on the extent learners		Scholastic success with kindergarten pages 240-245

		2.To stand according to height	2.To stand according to height		have ascertained the lesson. Individual work will prove each learners ability to walk according to height		
5	Care of surface	1.To identify and clean the surface of the mirror and window.	1. To identify and clean the surface of the mirror and window using powder	Language Art: noun	Whole class work will provide evidence on the extent to which learners understood the lesson. Individual work will give feedback learners level of assimilation on the topic.	Mirror, window, powder and towel	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge
6/7	Washing and rinsing of handkerchief	1.To identify the a bowl, soap, towel and water 2.To wash, rinse and dry a handkerchief	. 1.To identify the a bowl, soap, towel and water 2.To wash, rinse and dry handkerchief	Pre-science; use of water	An open class discussion to ascertain the learner's knowledge on topic. An individual activity to wash and dry handkerchief will prove each learners understanding of the topic.	Bowl, soap, handkerchief, water etc	Basic Montessori learning activity by David gettman pages 102-103
8	Care of the plant	1.To identify watering can 2.To water the plan and flower	1.To identify watering can 2.To water the plan and flower	Language Arts; verb. Pre-science; plant	An open class activity will give evidence on the extent to which learners have understood the lesson.	Water, watering can, plants and flower	www.lumosity.com

					Individual work will provide evidence on the extent to which each learner can water the plant.		
9	Care of person	1.To groom by blowing the nose using the handkerchief 2.To pin their handkerchief on their shirts	1.To pin their handkerchief 2.To blow their nose using handkerchief	T.P.D; proper way of sneezing, coughing and yawning.	An open class activity will give evidence on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent to which each learner have understood the topic.	Handkerchief and tissue	www.lumosity.com
10	Grooming			Language Arts; more of noun and verb	Whole class work will provide evidence on the extent to which learners can lace their shoes. Individual work will give feedback learners level of assimilation on the topic.	Zip, button, buckle and lace	www.lumosity.com
11	Folding clothes or napkin	1.To fold the cloth, holding it at the edge 2.To arrange the	1.To identify the two edge of the cloth and fold it 2. To arrange it	Social skill; clothing	Whole class work will provide evidence on the extent to which learners can fold the	Napkin, cloth	www.lumosity.com

		clothes properly	neatly		cloth. Individual work will give feedback learners level of assimilation on the topic.		
12	Drying of cloth/ handkerchief	1.To identify the things use in washing 2.wash and dry the cloth/handkerchief	1. To identify soap, water, bowl. 2. To wash and dry the cloth/handkerchief using peg	Language Arts; verb	Whole class work will provide evidence on the extent to which each learners can identify the things use to wash etc. Individual work will give feedback learners level of assimilation on the topic.	Soap, water, bowl	www.lumosity.com

PRACTICAL LIFE 3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Grooming		1.To identify the things use in	Pre-science ; personal hygiene.	An open class activities will give feedback on the	Bowl, soap, towel, water,	Comprehensive home Ecomfor

			bathing. 2.To ba		extent learners have understood the lesson. Individual work on bathing and drying their doll baby will provide evidence on the extent to which each learner can apply their knowledge.	doll baby.	primary school book 1 pages 28-31. Pages 28-31
2	Care of plants	1.To identify watering can 2.To water the plan and flower	1.To identify watering can 2.To water the plan and flower	Language Arts; more of noun and verb. Pre-science; plants	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on watering plant. Individual work will provide each learners understanding of the lesson.	Watering can, water	Www. Lumosity .com
3	Brushing of teeth	1. To identify a tooth paste, a tooth brush 2.To brush their teeth.	1.To identify tooth paste, tooth brush 2.To identify the number of time we brush our teeth 3.To brush their teeth up down using the paste, tooth brush.	Pre-science personal hygiene	An open class activity to brush their teeth will ascertain learner's knowledge on the topic. Individual work to brush their teeth twice daily will give feedback on each learners understanding of the topic.	Tooth paste, tooth brush and water.	Www. Lumosity .com
4	Mopping exercise	1. To identify mopping stick, bucket, water	1. To identify mopping stick, bucket, water and	Language Arts; verb	Whole class activity will give feedback on the extent learners have	Mopping stick, bucket, water and detergent	Scholastic success with kindergarten

		and soap. 2.To mop the floor.	soap. 2.To mop the floor.		ascertained the lesson. Individual work will prove each learners ability to mop		pages 240-245
5	Washing glasses	1.To identify a glass cup 2.To identify soap, sponge and water 3.To wash and rinse the glass.	1.To identify a glass cup 2.To identify soap, sponge and water 3.To wash and rinse the glass.	Language Art: noun, consonant blends	Whole class work will provide evidence on the extent to which learners can . Individual wash the glass work will give feedback learners level of assimilation on the topic.	Glass cup, soap, sponge and water	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge
6/7	Care of the fingernails	1.To identify the fingernails as part of the body 2. To trim the long fingernails. 3.To wash the hands with soap and use sanitizer	. 1.To identify the fingernails as part of the body 2.To identify a nail cutter, scissor, razor blade 3. To trim the long fingernails. 3.To wash the hands with soap and use sanitizer	Pre- science; Personal hygiene	An open class discussion to ascertain the learner's knowledge on topic. An individual activity to identify the things use in trimming our fingernails.	Nail cutter, razor blade, scissor, etc	Basic Montessori learning activity by David gettman pages 102-103
8	Bathing exercise	1.To identify a doll baby. 2.To identify	1.To identify a doll baby. 2.To identify	Language Arts; verb	An open class activity will give evidence on the extent to which learners	Soap, water, towel and spong.	www.lumosity.com

		soap, water, towel and sponge 3. To bath the doll baby.	soap, water, towel and sponge 3. To bath the doll baby.		have understood the lesson. Individual work will provide evidence on the extent to which each learner can bath a baby.		
9	Watering plants	1.To identify watering can 2.To water the plan and flower	1.To identify watering can 2.To water the plan and flower	Language Arts; more of noun and verb. Pre-science; plants	An open class activity will give evidence on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent to which each learner can water the plants.	Watering can, water	www.lumosity.com
10	Making sandwich	1. To identify bread, butter, tray and bread knife 2.To slice the bread in a triangular shape. 3. To butter the bread.	1. To identify bread, butter, tray and bread knife 2.To slice the bread in a triangular shape. 3. To butter the bread.	Language Arts; more of noun and verb. Pre-science; classes of food	Whole class work will provide evidence on the extent to which learners can butter the bread. Individual work will give feedback learners level of assimilation on the topic.	Bread, butter, bread knife, tray	www.lumosity.com
11/12	Cutting fruits	1.To identify	1.To identify	Language Arts;	Whole class work will	Different fruits,	www.lumosity.com

	into tray	different fruits 2.To wash the fruits 3. To slice the fruit into pieces	different fruits 2.To wash the fruits 3. To slice the fruit into pieces	noun, magic 'e' Pre-science; classes of food	provide evidence on the extent to which learners can consecrate on cutting the fruits. Individual work will give feedback learners level of assimilation on the topic.	tray, knife	m
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SENSORIAL ACTIVITY 1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
½	Concept of	1.To describe by	1. To compare		An open class	Pink	Easy learning size and

	size	comparison 2.To compare different sizes of object 3. To identify and sort by size of objects.	objects according to sizes 2. To identify object and sort them base on the size 3. To circle the biggest object.		activities will give feedback on the extent learners have understood the lesson. Individual work on identification of different sizes will provide evidence on the extent to which each learner can apply their knowledge.	tower and other objects.	measurement page 4-5
3	Perception & discrimination (odd one)	1. To describe terms 2.To identify the differences in objects 3. To circle the odd one among the others.	1.To identify different objects. 2. To identify the odd object in the midst of other objects	Pre-science: sense organ	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on perception and discrimination. Individual work to identify and circle the odd one will provide each learners understanding of the lesson.	Two pink plates and one green, pencils and crayon	Www. Lumosity .com
4/5	Concept of size	1.To differentiate size using the pink tower.	1. To compare objects according to sizes		An open class activity to compare objects	Pink tower and other	Easy learning size and measurement pages 4-6

		2.To identify different sizes (small . smaller, smallest) etc.	2. To identify object and sort them base on the size 3. To circle the smallest object.		using the pink tower will ascertain learner's knowledge on the topic. Individual work to identify objects according to size e.g. big, biggest will give feedback on each learners understanding of the topic.	objects.	
6/7	Concept of colours	1.To name various colours of objects 2.To sort various object by colour. 3.to colour pictures accordingly	1. To identify different colours 2. To sort objects by colours.	Physical Education: throwing of balls	Whole class activity will give feedback on the extent learners have ascertained the lesson. Individual work will prove each learners ability to identify the colours	Colour box 1 and 2, objects in the classroom	Scholastic success with kindergarten pages 240-245
8	Concept of shapes	1.To identify various shapes 2.To associate the shapes to objects 3.To match pictures to	1. To identify different shapes 2. To match shapes to objects	Language Art: noun	Whole class work will provide evidence on the extent to which learners can identify shapes.	Chart on shapes, the widow, door, bowl	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge

		right shapes			Individual work of associating shapes to objects will give feedback learners level of assimilation on the topic.		
9/10	Perception	<p>1.To identify trace missing part different objects</p> <p>2. To identify the other half of objects and complete.</p>	<p>1. To identify the missing parts</p> <p>2. To draw the missing parts</p>	Pre-science: part of the body.	<p>An open class discussion to ascertain the learner's knowledge on twin.</p> <p>An individual activity to identify and match twin objects.</p>	Drawing an incomplete objects	Basic Montessori learning activity by David gettman pages 102-103
11/12	Observation	<p>1.To identify different objects by shapes, colours, size etc</p> <p>3. To identify the other half and completes.</p>	<p>1. To sort out objects by shapes</p> <p>2. To match objects to shapes and colour.</p>	Pre-science: sense organ	<p>An open class activity will give evidence on the extent to which learners have understood the lesson.</p> <p>Individual work will provide evidence on the extent to which each learner can identify the other half and circle.</p>	Chart on shapes, button of different colours.	www.lumosity.com

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2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1.	Concept of sizes	1.To describe comparison 2.To identify different sizes of objects.	1. To compare objects according to sizes 2. To identify object and sort them base on the size 3. To circle the big object.		An open class activity will give understanding of learner's level assimilation on the topic. An individual activity to identify and build with the building blocks.	Pink tower and other objects.	Basic Montessori learning activity by David gettman
2.	Concept of colour.(sorting of colours)	1.To sort object by colours 2.To identify different colours 3.To say the colours	1. To identify different colours 2. To sort objects by colours	Physical Education: throwing of balls	Whole class work at the beginning of the lesson will provide evidence on the extent to which learners understand the topic. Individual work will provide evidence on the extent to which each learner is able to able to apply his/her knowledge of colours.	Balls, animal counters and buttons	Montessori learning activities for under five by David gettman. Pages 117-118

3.	Concept of sameness.	<p>1.To identify the shapes that are the same</p> <p>2.To sort out same shapes using buttons and beads of different colours</p> <p>3.circle objects that are the same shapes</p>	<p>1. To identify the same books.</p> <p>2. To sort out all the blue buttons</p>	Songs/rhymes: two fat gentlemen	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work of sorting shapes will ascertain each learners understanding of the topic.</p>	Buttons, balls, counters	Scholastic success with kindergarten pages 240-246
4.	Perception and discrimination (spot the difference & colour)	<p>1. To describe terms</p> <p>2.To spot the differences in many objects</p> <p>3.To colour the objects</p>	<p>1. To identify objects and spot the difference</p> <p>2. To colour objects</p>	Pre-science: sense organ	<p>An open class discussion at the beginning of the class will ascertain learner's knowledge on the topic.</p> <p>Individual activity to spot the difference will prove each learners ability to apply their knowledge on the topic.</p>	Chart on spot the difference	Montessori learning activities for under five by David gettman pages 140-141
5.	opposite	<p>1. To describe term</p> <p>2.To identify opposite objects</p> <p>3.To match objects to their opposite</p>	<p>1.To identify the opposite</p> <p>2. To match object to their opposite</p>	Number Concept: addition and subtraction.	<p>Whole class discussion at the beginning of the lesson will ascertain learners understanding.</p> <p>Individual work on associating object to the opposite will provide evidence on the extent to which each learner can apply their</p>	Chart on the opposite, boy, girl, white, black	

					knowledge.		
6/7	Perception and Discrimination.	1. To describe terms. 2. To spot the mistake in an objects.	1. To identify the object that is different. 2.To spot the mistake	Song/rhyme: Three blind mice.	An open class activity at the beginning of the lesson will give feedback on the extent to which learners have understood the lesson. Individual work to spot the mistake in objects will provide evidence on the extent which each learner's can discriminate	Draw an incomplete objects	Www. Lumosity. Com
8	Perception (sorting of buttons)	1. To describe term 2.To sort according to colours 3.To sort according to shapes	1. Identify and sort out buttons by colours 2. To sort out buttons by shapes		Whole class work at beginning of the lesson will provide evidence on the extent to which learners understand sorting. Individual work will provide evidence on the extent to which each learner can apply their knowledge.	Buttons.	Basic Montessori learning activities by David gettman pages 62-64
9	Concept of sizes (wide and narrow)	1.Compare wide to narrow 2.To identify wide and narrow	1. To identify wide and narrow 2. To differentiate wide from narrow		A whole class activity will ascertain learner's knowledge on wide and narrow. An individual activity will give each learners ability to identify wide and	The slant	Easy learning size and measurement page 10-9 by Collins

					narrow.		
10	Observation (find the twin)	1. To describe term 2.To differentiate objects 3.To find the twin of objects.	1. To identify twin object 2. To differentiate objects 3. To find the twin object.		Whole class activity at the beginning of the lesson will ascertain learners understanding of the topic. Individual work will provide evidence on the extent to which each learn can identify the twin	Different objects	Www. Lumosity .com
11	Concept of Length.	1.To describe length 2.To identify short and tall objects.	1.To identify tall and short objects 2.To circle the object that is short and colour the tall one	Pre-science: plants and animals	An open class activity to ascertain learners' knowledge on length. Individual work will prove each learners understanding on the topic.	Red rod,	Easy learning size and measurement pages 4-5 by Collins
12	Preposition	1.To describe term 2.To mention some prepositional words. 3.To match objects to positions	1.To identify some prepositional words 2. To say the position of things 3. To write the correct position of objects	Number Concept; numbers before, after and between	An open class discussion to ascertain the learner's knowledge on prepositional activity to identify and circle prepositional words.	Door, table, tin, pencil, etc	Internet, www.lumosity.com

3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1/2	Puzzles (Alphabets)	1.To describe puzzle 2.To build words with puzzle 3.To identify words in the puzzle	1. To identify the letters 2. To arrange the letters 3. To build words with the puzzle	Language Art: Capital letter.	A whole class activity at the beginning of the lesson with give feedback on the extent to which learners have understood the lesson. Individual work on identification of words in the puzzle will provide evidence on the extent each learners can apply the knowledge	Alphabet puzzle game	Basic Montessori learning activities by David gettman pages 134-135
3/4	Puzzle (Numbers)	1.To Describe puzzle 2. To arrange numbers using the puzzle game. 3. To identify numbers in the puzzle.	1. To identify the numbers 2. To arrange the numbers in the puzzle	Number Concept : sequencing	An open class activity will prove learners understanding of the topic. An individual activity to solve numbers in the puzzle will give feedback on each learners ability to apply their knowledge	Number puzzle game	Basic Montessori learning activities by David gettman page 134-135
5	Concept of	1. To describe	1. To identify light	Story: three little	An open class activity will	scale	Easy learning ,

	Weight.	term 2. To identify light and heavy objects. 3. To differentiate the light objects from the heavy objects.	and heavy objects 2. To differentiate light and heavy object	pig	prove learners' ability to describe wide and narrow. An individual activity will ascertain each learner's ability to identify wide and narrow.		size and measurement pages 11-12
6/7	Concept of Sizes.	1.To Describe Wide and narrow 2. To differentiate wide from narrow.	1. To identify wide and narrow 2. To differentiate wide from narrow		An open class activity will prove learner's ability to describe wide and narrow. An individual activity will ascertain each learners ability to identify wide and narrow	Slant	Easy learning , size and measurement pages 6-7
8	Perception and Discrimination.	1. Describe term 2. To identify objects that doesn't belong in a set. 3. To circle object that is different	1. To identify what doesn't belong 2. To cross out what doesn't belong		Whole class work will ascertain learner's knowledge on the topic. Individual work will give evidence on the extent to which each learner is able to apply his/her knowledge on the lesson.		Internet, http://lclpl.reserve.com
9	Concept of Quantity.	1.To describe quantity 2. To identify more and less as quantity.	1. To identify more and less 2. To differentiate more and less.	Number Concept: Number value.	Whole class work will provide feedback on learner's level of assimilation on the topic. Individual work will	Counters, beads etc	Easy learning size and measurement by Collins pages 18-19

		3. To differentiate more from less.			ascertain each learner's ability to apply their knowledge.		
10	Preposition	<p>1.To describe term</p> <p>2.To mention some prepositional words.</p> <p>3.To match objects to positions</p>	<p>1.To identify some prepositional words</p> <p>2. To say the position of things</p> <p>3. To write the correct position of objects</p>	Number Concept; numbers before, after and between	<p>Whole class work will prove learners knowledge on preposition.</p> <p>Pair work will provide evidence on the extent to which learner understand the use of some preposition E.g (beside behind)</p>	Door, table, tin, pencil, etc	Scholastic success with kindergarten pages 240-246
11	Concept of colours (colour box)	<p>1.To identify different colours in the colour box</p> <p>2. To mention the colour names.</p>	<p>1. To identify different colours</p> <p>2. To sort objects by colours</p>	Physical Education: throwing of balls	<p>Open class activity at the beginning of the class will ascertain learner's knowledge on colors.</p> <p>Individual work on identification of different colours using the colour box 1 & 2 will provide each learners ability to apply the knowledge.</p>		Scholastic success with kindergarten 240-245
12	Perception and discrimination	<p>1. To describe sameness.</p> <p>2. To identify objects that is the same.</p>	<p>1. To identify the same books.</p> <p>2. To sort out all the blue buttons</p>	Songs/rhymes: two fat gentlemen	<p>Open class discussion at the beginning of the class to ascertain the learner's knowledge on sameness.</p> <p>Individual activity for</p>		Basic Montessori learning activities by David Gettman pages 50-51

					learners to identify and circle the objects that are the same.		
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CREATIVE ARTS

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Colouring a car	1. To guide learners to identify a car. 2. To colour the car with red and yellow	1. to identify a car 2. To colour the car with red and yellow crayon.	Sensorial Activity; Concept of colours	An open class activities will give feedback on the extent learners have understood the lesson. Individual work on colouring a car will provide evidence on the extent to which each learner can apply their knowledge.	Picture of a car Red and yellow crayon	
2	Free Expression	1.To encourage learners self independence.	1. to draw any object of their choice independently	T.P.D self confidence	Whole class activity at the beginning of the lesson will ascertain learner's knowledge on free	Scrap book Pencil	Www. Lumosity .com

		2. to draw and colour anything of their choice.	2.To colour nicely.		expression. Individual work to draw any object of their choice will provide each learners understanding of the lesson.	Crayon	
3	Plasticine	1. To identify plasticine. 2. To mould different objects with plasticine.	1. To identify plasticine. 2. To mould different objects with plasticine.	W.W.J.D; story of creation	An open class activity on moulding objects with plasticine will ascertain learner's knowledge on the topic. Individual work on moulding objects with plasticine will give feedback on each learners understanding of the topic.	Plasticine	Www. Lumosity .com
4	Thumb print	1.To identify different colours. 3.to identify a thumb. 2.to mix the colours. 3. to dip their thumbs into the poster colour and print	1. To identify different colours 2. To identify their thumbs. 3.to dip their thumbs into the poster colour and print.	Songs and rhymes; where is thumb king	Whole class activity will give feedback on the extent learners have ascertained the lesson. Individual work will prove each learners ability to identify their thumb and to thumb print.	Scrap book, poster colour, Their thumb	Scholastic success with kindergarten pages 240-245
5	Free Expression	1.To encourage learners self independence.	1. to draw any object of their choice independently	T.P.D Self confidence	Whole class work will provide evidence on the extent to which learners can draw different objects.	Scrap book Pencil	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge

		2. to draw and colour anything of their choice.	2.To colour nicely.		Individual work on drawing any object will give feedback learners level of assimilation on the topic.	Crayon	
6/7	Hand print	1.To identify different colours. 3.to identify a their hands. 2.to mix the colours. 3. to dip their hands into the poster colour and print	1. To identify different colours 2. To identify their hands. 3.to dip their hands into the poster colour and print.	Songs and rhymes; i have two hands.	An open class discussion to ascertain the learner's knowledge on hand print. An individual activity to print hands.	Scrap book, Poster colours hands	Basic Montessori learning activity by David gettman pages 102-103
8	Colouring of barney	1.To identify barney. 3.To colour a barney with purple and green crayon.	1.To identify barney. 2.To colour barney nicely with green and purple crayon.	Barney songs	An open class activity will give evidence on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent to which each learner can identify and colour barney nicely.	Scrap book Picture barney Purple and green crayon	www.lumosity.com
9	plasticine	1. To identify plasticine. 2. To mould different objects with plasticine.	1. To identify plasticine. 2. To mould different objects with plasticine	W.W.J.D story of creation	An open class activity on moulding objects with plasticine will ascertain learner's knowledge on the topic.	Plasticine	Www. Lumosity .com

					Individual work on moulding objects with plasticine will give feedback on each learners understanding of the topic.		
10	Colouring a pig	<p>1.To identify a pig.</p> <p>2. to make the sound of a pig.</p> <p>3.To colour a pig with peach crayon.</p>	<p>1.To identify a pig.</p> <p>2.To colour a pig nicely with peach crayon.</p>	Pre-science; farm animals	<p>Open class discussion at the beginning of the class to ascertain the learner's knowledge on colouring.</p> <p>Individual activity for learners to identify and colour a pig</p>	Picture of a pig, crayon	Www. Lumosity .com
11	Colour splash	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p>	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p> <p>3.To dip the brush in the paint and splash</p>	Sensorial Activity; concept of colours	<p>Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic.</p> <p>Individual activity for learners to splash the colour</p>	Poster colours, paint brush, plate etc	Www. Lumosity .com

12	Straw jewelries	1.To identify a straw 2.To cut the straw with scissor	1.To identify the straw 2.To identify the rubber thread 3.To put the straw into the thread	Sensorial Activity; eye and hand co-ordination	Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic. Individual activity for learners can put the straw into the thread	Straw, scissor, rubber thread	Www. Lumosity .com
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2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1.	Colouring a pig	.1.To identify a pig. 2. to make the sound of a pig. 3.To colour a pig with peach crayon	1.To identify a pig. 2.To colour a pig nicely with peach crayon.	Pre-science; farm animals	Open class discussion at the beginning of the class to ascertain the learner's knowledge on colouring. Individual activity for learners to identify and colour a pig	Picture of a pig, crayon	Basic Montessori learning activity by David gettman
2.	Colouring an umbrella	1.To identify an umbrella 2.To identify different colours 3.To colour the umbrella correctly	1.To identify an umbrella 2.To identify different colours 3.To colour the umbrella	Sensorial Activity; concept of colours	Whole class work at the beginning of the lesson will provide evidence on the extent to which learners understand the topic. Individual work will	Picture of an umbrella, crayon	Montessori learning activities for under five by David gettman. Pages 117-118

			correctly		provide evidence on the extent to which each learner is able to apply his/her knowledge of colours.		
3.	Vegetable print.	<p>1.To identify onions as a vegetable, plate and colours</p> <p>2.To cut the onions</p> <p>3.To dip the onion into the paint and print it on the scrap book</p>	<p>1.To identify onions as a vegetable, plate and colours</p> <p>2.To cut the onions</p> <p>3.To dip the onion into the paint and print it on the scrap book</p>	Pre-science; classes of food	<p>Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge.</p> <p>Individual work of printing the vegetable on their books will ascertain each learners understanding of the topic.</p>	Onions, poster colour, plates, knife	Scholastic success with kindergarten pages 240-246
4.	Plasticine	<p>1. To identify plasticine.</p> <p>2. To mould different objects with plasticine.</p>	<p>1. To identify plasticine.</p> <p>2. To mould different objects with plasticine.</p>	W.W.J.D; the story of creation	<p>An open class discussion at the beginning of the class will ascertain learner's knowledge on the topic.</p> <p>Individual activity to spot the difference will prove each learners ability to apply their knowledge on the topic.</p>	plasticine	Montessori learning activities for under five by David gettman pages 140-141
5.	Making/designing a hand fan	<p>1. To identify the a paper</p> <p>2.To fold the paper forward/ backward</p>	<p>1. To identify the a paper</p> <p>2.To fold the paper forward/</p>	Language Art; vowel and consonant.	Whole class activity at the beginning of the lesson will ascertain learners understanding.	Paper and marker	Www. Lumosity .com

		3.To design the fan with permanent marker	backward 3.To design the fan with permanent marker		Individual work on folding the forward and backward paper will provide evidence on the extent to which each learner can apply their knowledge.		
6/7	Colour splash	1.To identify different colour 2.To identify a paint brush	1.To identify different colour 2.To identify a paint brush 3.To dip the brush in the paint and splash	Sensorial Activity; concept of colours	An open class activity at the beginning of the lesson will give feedback on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent which each learner's can splash the colours	Poster colours, paint brush, plate etc	Www. Lumosity. Com
8	Spiky hedgehog	1.To identify a hedge hog 2.To cut the broom into small size. 3.To put the broom on the hedgehog using bond gum	1.To identify a hedge hog 2.To cut the broom into small size 3.To colour some part of the hedgehog 4. To put the broom on the hedgehog using	Pre-science; animals. Songs/rhyme; five balloons	Whole class work at beginning of the lesson will provide evidence on the extent to which learners understand the topic. Individual work will provide evidence on the extent to which each learner can put the broom on the body of the hedgehog.	Brooms, picture of a hedgehog, bond gum.	Basic Montessori learning activities by David gettman pages 62-64

			bond gum				
9	Free Expression	1.To encourage learners self independence. 2. to draw and colour anything of their choice	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; self-confidence	A whole class activity will ascertain learner's knowledge on the lesson. An individual activity will give each learners ability to draw anything.	Paper, pencil and crayon	Www. Lumosity. Com
10	Paper collage	1. To identify flora dress 2.To colour some part of flora's dress and body 3.To cut different cardboard in piece and paste on flora's dress	1. To identify flora dress 2.To colour some part of flora's dress and body 3.To paste different colours of cardboard on the flora's body using bond gum	Sensorial Activity; concept of colour	Whole class activity at the beginning of the lesson will ascertain learners understanding of the topic. Individual work will provide evidence on the extent to which each learn can paste on flora's dress	Different colours of card board, bond gum, picture of flora	Www. Lumosity .com
11	Friendship tree	1.To identify a tree 2.To write pupil's names on cardboard.	1.To identify a tree 2.To paste their names on the tree using masking tape	Pre-science: plants and animals	An open class activity to ascertain learners' knowledge on length. Individual work will prove each learners understanding on the topic.	Scissor, cardboard, pen,	Internet, www.lumosity.com
12	Making jewelries	1.To identify a straw 2.To cut the straw with scissor	1.To identify the straw 2.To identify the rubber thread	Sensorial Activity; eye and hand co-ordination	Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic.	Straw, scissor, rubber thread	Internet, www.lumosity.com

			3.To put the straw into the thread		Individual activity for learners can put the straw into the thread		
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3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	plasticine	1. To identify plasticine. 2. To mould	1. To identify plasticine. 2. To mould different	.W.W.D.J; the story of creation	An open class discussion at the beginning of the class will ascertain learner's knowledge on the topic.	plasticine	Basic Montessori learning activities by David gettman pages 134-135

		different objects with plasticine	objects with plasticine		Individual activity to spot the difference will prove each learners ability to apply their knowledge on the topic.		
2	Rabbit collage	1.To identify a rabbit and cotton wool 2. To colour some parts of the rabbit. 3. To paste the cotton wool on the rabbit.	1. To identify a rabbit and cotton wool 2. To colour some parts of the rabbit. 3. To paste the cotton wool on the rabbit.	Pre-science: animals	An open class activity will prove learners understanding of the topic. An individual activity to paste cotton wool on the rabbit will give feedback on each learners ability to apply their knowledge	Picture of a rabbit, cotton wool	Basic Montessori learning activities by David gettman page 134-135
3	Sand collage	1.To identify sand and a donkey 2.To sleeve the sand 3.To put the sand on the donkey using bond gum	1.To identify sand and a donkey 2.To put the sand on the donkey using bond gum	P.E; building castle on sand	An open class activity will prove learners' ability to identify sand, and donkey. An individual activity will ascertain each learner's ability to put the sand on the donkey.	Sand, picture of a donkey	Internet, www.lumosity.com
4	Free expression	. 1.To encourage learners self independence.	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; self-confidence	An open class activity will prove learner's ability to draw. An individual activity will ascertain each learners ability	Paper, pencils, crayon	Internet, www.lumosity.com

		2. to draw and colour anything of their choice.			to colour neatly		
5	Designing a paper plate	1. To identify a paper plate 2. To mix the colours using poster colour. 3. To design the plates	1. To identify a paper plate 2.To identify the colours 3. To design the plates	Language Arts; noun. Sensorial Activity; concept of colours	Whole class work will ascertain learner's knowledge on the topic. Individual work will give evidence on the extent to which each learner is able to apply his/her knowledge on the lesson.	Paper plates, poster colours, paint brush	Internet, http://cpl.reserve.com
6/7	Designing a cone hat	1.To identify a cardboard 2.To cut the card board in a triangular shape 3.To fold it into a cone shape and design it	1. To identify a cone shape 2. To fold and design the cone hat.	Language Arts; more of nouns and verbs.	Whole class work will provide feedback on learner's level of assimilation on the topic. Individual work will ascertain each learner's ability to apply their knowledge.	Card board, cut cardboards different colours, scissor, bond gum	Internet, www.lumosity.com
8	Free expression	. 1.To encourage learners self independence. 2. to draw and colour anything of their choice.	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; self confidence	Whole class work will prove learners knowledge on drawing. individual work will provide evidence on the extent to which learner understand the topic	paper, table, crayon, pencil, etc	Scholastic success with kindergarten pages 240-246

9	Making cards	1.To identify card board and cut it 2. To make a card.	1. To make a card 2.To write on the card	Language Arts; more of nouns and verbs	Open class activity at the beginning of the class will ascertain learner's knowledge on making a card. Individual work will provide each learners ability to apply the knowledge.	Card board, scissor, pencils and markers	Scholastic success with kindergarten 240-245
10	Colour splash	. 1.To identify different colour 2.To identify a paint brush	1.To identify different colour 2.To identify a paint brush 3.To dip the brush in the paint and splash	Sensorial Activity; concept of colours	An open class activity at the beginning of the lesson will give feedback on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent which each learner's can splash the colours	Poster colours, paint brush, plate etc	Basic Montessori learning activities by David Gettman pages 50-51
11	Feather	1.To identify the feather and chicken. 2. To paste the feather on the body of the chicken	1.To identify the feather and chicken. 2. To paste the feather on the body of the chicken	Pre-science; classification of animals	Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic. Individual activity for learners to paste the feather	Feather, chicken, bond gum	Www. Lumosity .com
12	Free expression	. 1.To encourage learners self independence. 2. to draw and colour anything of their choice.	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; Self-confidence	Whole class work will prove learners knowledge on drawing. individual work will provide evidence on the extent to which learner understand the topic	paper, table, crayon, pencil, etc	Www. Lumosity .com

PHYSICAL EDUCATION 1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILLS	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1	Jack in the box	1. To demonstrate some good postures.	To demonstrate some good postures.	T.P.D; correct sitting and standing posture	An open class activities will give feedback on the extent learners have understood the lesson. Individual work will provide evidence on the extent to which each learner can apply their knowledge.		
2	Kangaroo hop	1.To position the body like a kangaroo and hop	1. to hop like a kangaroo.	T.P.D ;	Whole class activity at the beginning of the lesson will ascertain learner's knowledge . Individual work on hopping will provide each learners understanding of the lesson.	Scrap book Pencil Crayon	Www. Lumosity .com
3	Matching exercise	1.To identify the left and right legs 2.To match and swing the arms	To identify the left and right legs 2.To match and swing the arms	Pre-science; part of the body	An open class activity will ascertain learner's knowledge on the topic. Individual work on matching will give feedback on each learners understanding of the topic.		Www. Lumosity .com

4	There is fire on the mountain	1.T	<p>1. To identify different colours</p> <p>2. To identify their thumbs.</p> <p>3.to dip their thumbs into the poster colour and print.</p>	Songs and rhymes; where is thumb king	<p>Whole class activity will give feedback on the extent learners have ascertained the lesson.</p> <p>Individual work will prove each learners ability to identify their thumb and to thumb print.</p>	Scrap book, poster colour, Their thumb	Scholastic success with kindergarten pages 240-245
5	Hopping exercise	<p>1.To encourage learners self independence.</p> <p>2. to draw and colour anything of their choice.</p>	<p>1. to draw any object of their choice independently</p> <p>2.To colour nicely.</p>	T.P.D Self confidence	<p>Whole class work will provide evidence on the extent to which learners can draw different objects.</p> <p>Individual work on drawing any object will give feedback learners level of assimilation on the topic.</p>	Scrap book Pencil Crayon	Macmillan primary English course 1 pages 4-5 by Taiwo I Honge
6/7	swinging	<p>1.To identify different colours.</p> <p>3.to identify a their hands.</p> <p>2.to mix the colours.</p> <p>3. to dip their hands into the poster colour and print</p>	<p>1. To identify different colours</p> <p>2. To identify their hands.</p> <p>3.to dip their hands into the poster colour and print.</p>	Songs and rhymes; i have two hands.	<p>An open class discussion to ascertain the learner's knowledge on hand print.</p> <p>An individual activity to print hands.</p>	Scrap book, Poster colours hands	Basic Montessori learning activity by David gettman pages 102-103

8	Racing in pairs	1.To identify barney. 3.To colour a barney with purple and green crayon.	1.To identify barney. 2.To colour barney nicely with green and purple crayon.	Barney songs	An open class activity will give evidence on the extent to which learners have understood the lesson. Individual work will provide evidence on the extent to which each learner can identify and colour barney nicely.	Scrap book Picture barney Purple and green crayon	www.lumosity.com
9	Throwing of balls	1. To identify plasticine. 2. To mould different objects with plasticine.	1. To identify plasticine. 2. To mould different objects with plasticine	W.W.J.D story of creation	An open class activity on moulding objects with plasticine will ascertain learner's knowledge on the topic. Individual work on moulding objects with plasticine will give feedback on each learners understanding of the topic.	Plasticine	Www. Lumosity .com
10	Ball race	1.To identify a pig. 2. to make the	1.To identify a pig. 2.To colour a	Pre-science; farm animals	Open class discussion at the beginning of the class to ascertain the learner's knowledge on colouring.	Picture of a pig, crayon	Www. Lumosity .com

		<p>sound of a pig.</p> <p>3.To colour a pig with peach crayon.</p>	<p>pig nicely with peach crayon.</p>		<p>Individual activity for learners to identify and colour a pig</p>		
11	Who's in the garden	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p>	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p> <p>3.To dip the brush in the paint and splash</p>	Sensorial Activity; concept of colours	<p>Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic.</p> <p>Individual activity for learners to splash the colour</p>	<p>Poster colours, paint brush, plate etc</p>	<p>Www. Lumosity .com</p>
12	Bending exercise	<p>1.To identify a straw</p> <p>2.To cut the straw with scissor</p>	<p>1.To identify the straw</p> <p>2.To identify the rubber thread</p> <p>3.To put the straw into the thread</p>	Sensorial Activity; eye and hand co-ordination	<p>Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic.</p> <p>Individual activity for learners can put the straw into the thread</p>	<p>Straw, scissor, rubber thread</p>	<p>Www. Lumosity .com</p>

2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS CURRICULAR LINK	ASSESSMENT	RESOURCES	REFERENCE
1.	Who's in the garden	.1.To identify a pig. 2. to make the sound of a pig. 3.To colour a pig with peach crayon	1.To identify a pig. 2.To colour a pig nicely with peach crayon.	Pre-science; farm animals	Open class discussion at the beginning of the class to ascertain the learner's knowledge on colouring. Individual activity for learners to identify and colour a pig	Picture of a pig, crayon	Basic Montessori learning activity by David gettman
2.	Tambourine movement	1.To identify an umbrella 2.To identify different colours 3.To colour the umbrella correctly	1.To identify an umbrella 2.To identify different colours 3.To colour the umbrella correctly	Sensorial Activity; concept of colours	Whole class work at the beginning of the lesson will provide evidence on the extent to which learners understand the topic. Individual work will provide evidence on the extent to which each learner is able to apply his/her knowledge of colours.	Picture of an umbrella, crayon	Montessori learning activities for under five by David gettman. Pages 117-118
3.	Kangaroo hop	1.To identify onions as a vegetable, plate and colours 2.To cut the onions 3.To dip the onion into the paint and print it on the scrap book	1.To identify onions as a vegetable, plate and colours 2.To cut the onions	Pre-science; classes of food	Whole class activity at the beginning of the lesson will provide evidence on the extent to which learners can apply their knowledge. Individual work of printing the vegetable on their books will ascertain each	Onions, poster colour, plates, knife	Scholastic success with kindergarten pages 240-246

			3.To dip the onion into the paint and print it on the scrap book		learners understanding of the topic.		
4.	Hopping on one leg and then the other	1. To identify plasticine. 2. To mould different objects with plasticine.	1. To identify plasticine. 2. To mould different objects with plasticine.	W.W.J.D; the story of creation	An open class discussion at the beginning of the class will ascertain learner's knowledge on the topic. Individual activity to spot the difference will prove each learners ability to apply their knowledge on the topic.	plasticine	Montessori learning activities for under five by David gettman pages 140-141
5.	Throwing and catching of balls	1. To identify the a paper 2.To fold the paper forward/ backward 3.To design the fan with permanent marker	1. To identify the a paper 2.To fold the paper forward/ backward 3.To design the fan with permanent marker	Language Art; vowel and consonant.	Whole class activity at the beginning of the lesson will ascertain learners understanding. Individual work on folding the forward and backward paper will provide evidence on the extent to which each learner can apply their knowledge.	Paper and marker	Www. Lumosity .com
6/7	Bouncing exercise	1.To identify different colour	1.To identify different colour	Sensorial Activity; concept of colours	An open class activity at the beginning of the lesson will give feedback on the	Poster colours, paint brush, plate etc	Www. Lumosity. Com

		2.To identify a paint brush	2.To identify a paint brush 3.To dip the brush in the paint and splash		extent to which learners have understood the lesson. Individual work will provide evidence on the extent which each learner's can splash the colours		
8	Matching exercise	1.To identify a hedge hog 2.To cut the broom into small size. 3.To put the broom on the hedgehog using bond gum	1.To identify a hedge hog 2.To cut the broom into small size 3.To colour some part of the hedgehog 4. To put the broom on the hedgehog using bond gum	Pre-science; animals. Songs/rhyme; five balloons	Whole class work at beginning of the lesson will provide evidence on the extent to which learners understand the topic. Individual work will provide evidence on the extent to which each learner can put the broom on the body of the hedgehog.	Brooms, picture of a hedgehog, bond gum.	Basic Montessori learning activities by David gettman pages 62-64
9	Bending exercise	1.To encourage learners self independence. 2. to draw and colour anything of their choice	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; self-confidence	A whole class activity will ascertain learner's knowledge on the lesson. An individual activity will give each learners ability to draw anything.	Paper, pencil and crayon	Www. Lumosity. Com
10	There is fire on the mountain	1. To identify flora dress 2.To colour some part	1. To identify flora dress 2.To colour	Sensorial Activity; concept of colour	Whole class activity at the beginning of the lesson will ascertain learners understanding of the topic.	Different colours of card board, bond gum, picture of	Www. Lumosity .com

3RD

		of flora's dress and body 3.To cut different cardboard in piece and paste on flora's dress	some part of flora's dress and body 3.To paste different colours of cardboard on the flora's body using bond gum		Individual work will provide evidence on the extent to which each learn can paste on flora's dress	flora	
11	Climbing the staircase	1.To identify a tree 2.To write pupil's names on cardboard.	1.To identify a tree 2.To paste their names on the tree using masking tape	Pre-science: plants and animals	An open class activity to ascertain learners' knowledge on length. Individual work will prove each learners understanding on the topic.	Scissor, cardboard, pen,	Internet, www.lumosity.com
12	Filling the basket with small balls	1.To identify a straw 2.To cut the straw with scissor	1.To identify the straw 2.To identify the rubber thread 3.To put the straw into the thread	Sensorial Activity; eye and hand co-ordination	Open class discussion at the beginning of the class to ascertain the learner's knowledge on the topic. Individual activity for learners can put the straw into the thread	Straw, scissor, rubber thread	Internet, www.lumosity.com

TERM

WEEK	TOPIC	CONTENT	KEY SKILL	CROSS	ASSESSMENT	RESOURCES	REFERENCE
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				CURRICULAR LINK			
1	In and out the dusty blue bells	1. To identify plasticine. 2. To mould different objects with plasticine	1. To identify plasticine. 2. To mould different objects with plasticine	.W.W.D.J; the story of creation	An open class discussion at the beginning of the class will ascertain learner's knowledge on the topic. Individual activity to spot the difference will prove each learners ability to apply their knowledge on the topic.	plasticine	Basic Montessori learning activities by David Gettman pages 134-135
2	Rackets and balls	1.To identify a rabbit and cotton wool 2. To colour some parts of the rabbit. 3. To paste the cotton wool on the rabbit.	1. To identify a rabbit and cotton wool 2. To colour some parts of the rabbit. 3. To paste the cotton wool on the rabbit.	Pre-science: animals	An open class activity will prove learners understanding of the topic. An individual activity to paste cotton wool on the rabbit will give feedback on each learners ability to apply their knowledge	Picture of a rabbit, cotton wool	Basic Montessori learning activities by David gettman page 134-135
3	Filling the baskets with small balls	1.To identify sand and a donkey 2.To sleeve the sand	1.To identify sand and a donkey 2.To put the sand on the donkey using bond gum	P.E; building castle on sand	An open class activity will prove learners' ability to identify sand, and donkey. An individual activity	Sand, picture of a donkey	Internet, www.lumosity.com

		3.To put the sand on the donkey using bond gum			will ascertain each learner's ability to put the sand on the donkey.		
4	Tug of war	<p>1.To encourage learners self independence.</p> <p>2. to draw and colour anything of their choice.</p>	<p>1. 1. to draw any object of their choice independently</p> <p>2.To colour nicely.</p>	T.P.D; self-confidence	<p>An open class activity will prove learner's ability to draw.</p> <p>An individual activity will ascertain each learners ability to colour neatly</p>	Paper, pencils, crayon	Internet, www.lumosity.com
5	London bridge is falling down	<p>1. To identify a paper plate</p> <p>2. To mix the colours using poster colour.</p> <p>3. To design the plates</p>	<p>1. To identify a paper plate</p> <p>2.To identify the colours</p> <p>3. To design the plates</p>	<p>Language Arts; noun.</p> <p>Sensorial Activity; concept of colours</p>	<p>Whole class work will ascertain learner's knowledge on the topic.</p> <p>Individual work will give evidence on the extent to which each learner is able to apply his/her knowledge on the lesson.</p>	Paper plates, poster colours, paint brush	Internet, http://lclpl.reserve.com
6/7	Throwing of balls	<p>1.To identify a cardboard</p> <p>2.To cut the card board in a triangular shape</p> <p>3.To fold it into a cone shape and design it</p>	<p>1. To identify a cone shape</p> <p>2. To fold and design the cone hat.</p>	Language Arts; more of nouns and verbs.	<p>Whole class work will provide feedback on learner's level of assimilation on the topic.</p> <p>Individual work will ascertain each learner's ability to apply their knowledge.</p>	Card board, cut cardboards different colours, scissor, bond gum	Internet, www.lumosity.com

8	Skipping exercise	<p>1.To encourage learners self independence.</p> <p>2. to draw and colour anything of their choice.</p>	<p>1. 1. to draw any object of their choice independently</p> <p>2.To colour nicely.</p>	T.P.D; self confidence	<p>Whole class work will prove learners knowledge on drawing.</p> <p>individual work will provide evidence on the extent to which learner understand the topic</p>	paper, table, crayon, pencil, etc	Scholastic success with kindergarten pages 240-246
9	Swinging exercise	<p>1.To identify card board and cut it</p> <p>2. To make a card.</p>	<p>1. To make a card</p> <p>2.To write on the card</p>	Language Arts; more of nouns and verbs	<p>Open class activity at the beginning of the class will ascertain learner's knowledge on making a card.</p> <p>Individual work will provide each learners ability to apply the knowledge.</p>	Card board, scissor, pencils and markers	Scholastic success with kindergarten 240-245
10	What is the time Mr. Wolf	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p>	<p>1.To identify different colour</p> <p>2.To identify a paint brush</p> <p>3.To dip the brush in the paint and splash</p>	Sensorial Activity; concept of colours	<p>An open class activity at the beginning of the lesson will give feedback on the extent to which learners have understood the lesson.</p> <p>Individual work will provide evidence on the extent which each learner's can splash the colours</p>	Poster colours, paint brush, plate etc	Basic Montessori learning activities by David Gettman pages 50-51
11	Catching the train	1.To identify the feather and	1.To identify the feather and chicken.	Pre-science; classification of	Open class discussion at the beginning of the	Feather, chicken, bond	Www. Lumosity .com

		chicken. 2. To paste the feather on the body of the chicken	2. To paste the feather on the body of the chicken	animals	class to ascertain the learner's knowledge on the topic. Individual activity for learners to paste the feather	gum	
12	Jumping exercise	. 1.To encourage learners self independence. 2. to draw and colour anything of their choice.	1. 1. to draw any object of their choice independently 2.To colour nicely.	T.P.D; Self-confidence	Whole class work will prove learners knowledge on drawing. individual work will provide evidence on the extent to which learner understand the topic	paper, table, crayon, pencil, etc	Www. Lumosity .com

PRIMARY 1

LANGUAGE ART

1ST TERM

1	Revision	<p>Review sounds s-ar</p> <p>Match pictures to beginning sounds</p> <p>Fill in the missing sound.</p> <p>Cross out picture</p> <p>Formation of sounds in the air.</p>	<p>An open class discussion to reinforce and enhance learners knowledge on formation of sounds</p> <p>An individual activity to match pictures to the beginning sounds</p>		
2	Revision	<p>Revisit diagraph sounds</p> <p>Circle the correct sound for each picture</p> <p>Fii the gaps with the missing sound.</p> <p>Fill the sound to complete the correct name of the picture</p>	<p>An open class discussion to enhance learners knowledge on fill in the gaps with missing sounds</p> <p>An individual activity to circle the correct sound for each pictures</p>		
3	Word building	<p>Build 2-3 letter word with sounds</p>	<p>An open class discussion to ascertain learners knowledge on building of words.</p>		

		Listen and write built words Read built words	An individual activity to read built words.		
4	Word building	Build 2-3 letter words Listen and write built words Read built words	An open class discussion to ascertain the learners knowledge on words built. An individual activity to read built words.		
5	Word building	Built 3-4 letter words Read sight words identify sounds in words Match rhyming nsme and sounds Match words with correct picture Fill in the missing sounds to correct names	An open class discussion to ascertain learners knowledge on word built. An individual activity to match rhyming name and sound		
6	Use of capital letters	To start sentence with capital letters To start name of place, person with capital letters Identify capital letters Read capital letters	An open class discussion to ascertain learners knowledge on reading letters An individual activity to start sentences with capital letters		
8	Sentence construction	Define term Make sentences with words Dictation of sight words Dictation of word built	An open class discussion to ascertain learners knowledge on sentence construction An individual activity to past sentences to the correct pictures		

		<p>Match sentences to the correct pictures</p> <p>Past sentences to the correct words</p>			
9-10	Consonant blends: initial and final	<p>Define terms,</p> <p>Identify initial and final consonant blends Match pictures to the correct blends</p> <p>Listen and write words built with blends.</p>	<p>An open class discussion to ascertain the learners knowledge on identifying initial and final blends</p> <p>An individual activity to list and write words built with blends</p>		
11	Sentence construction	<p>Make sentences with words</p> <p>Match sentences to pictures</p> <p>Reorder of simple sentences wrongly placed</p> <p>Dictation of sentences</p> <p>Complete sentences with words</p>	<p>An open class discussion to ascertain learners knowledge on making sentences with built words</p> <p>An individual activity to listen and write sentences.</p>		
12-13	Silent “e” words a, l, o, u	<p>Identify silent ‘e’ words</p> <p>Listen and write silent “e” words.</p> <p>Read silent ‘e’ words</p>	<p>An open class discussion to ascertain learners knowledge on silent “e” words.</p> <p>An individual activity to read silent “e” words.</p>		

2nd TERM

1-2	Introduce alternative spelling of words eg ay, y, igh etc	<p>Identify ay, y, igh in words</p> <p>List and write words with the sounds</p> <p>Read the sounds in the words</p> <p>Fill in the missing sounds in the words</p>	<p>An open class discussion to ascertain the learners knowledge on reading words ay, y, igh .</p> <p>An individual activity on listen and write words on ay, y, words.</p>		
3	Silent "e" words	<p>Identify silent 'e" in a word</p> <p>Circle silent "e" words</p> <p>Read silent "e" words in sentences</p> <p>Listen and write silent "e" words.</p>	<p>An open class discussion to ascertain learners knowledge on silent "e" words</p> <p>An individual activity on reading silent "e" words in sentence.</p>		
4-5	Revision	<p>Building words up to 5 letters</p> <p>Identify sight words</p> <p>Listen and write sight words</p> <p>Read built word in sentences</p>	<p>An open class discussion to ascertain learners knowledge on reading sight words</p> <p>An individual activity on identifying sight words</p>		
6-8	Introduce trigraph	<p>Define term</p> <p>Identify trigraph.</p> <p>Read words build with trigraph</p> <p>Circle trigraph in word built</p>	<p>An open class discussion to ascertain learners knowledge on trigraph sound</p> <p>An individual activity on reading trigraph words.</p>		
9	Sentences construction	<p>To start a sentence with capitals</p> <p>To end a sentence with full</p>	An open class discussion to ascertain learners knowledge on sentence construction.		

		–stop Listen and write sentence Read sentence constructed.	An individual activity to listen and write sentences		
10	Revision	To read capital letters Identify capital letters To start sentences with Capitals Listen and write capital Letters.	An open class discussion to ascertain learners knowledge on reading capital letters. An individual activity to listen and write capitals letters.		
11	Consonant blends	Define term. Identify consonant blends in words Listen and write consonant blends Read sentences with blends	An open class discussion to ascertain learners knowledge on blends An individual activity to listen and write consonant blends.		

3rd TERM

1	Doubling rule	Define Term Read words with ss, ff. ck., ll, at	An open class discussion to ascertain learners knowledge on doubling rules		
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		<p>end</p> <p>Listen and write with words ss , ff, ck, ll at the end</p> <p>Read sentence with ss ck, ff, ll, words,</p>	<p>An individual activity to read words with ll. Ff, ss, ck in sentence</p>		
2-3	Shy l and tough Y	<p>Identify tough Y-shy l words</p> <p>To state the rules of formation</p> <p>Read sentences on chart</p> <p>Circle all the full-stop, question mark in the passage.</p>	<p>An open class discussion to ascertain learners knowledge on tough Y and shy l.</p> <p>An individual activity to read words on shy l and Tough Y</p>		
4-5	Rules of reading	<p>Define term</p> <p>Say rules of reading</p> <p>To apply the rules while reading</p> <p>Circle all the shy l and Tough Y words in the sentences</p>	<p>An open class discussion to ascertain learners knowledge on rules of reading.</p> <p>An individual activity on observing learners skill in reading.</p>		
6-8	Nouns and adjectives	<p>Define term</p> <p>Identify nouns and adjectives.</p> <p>Practice rules of reading</p> <p>To identify "a" and 'an' in a story.</p> <p>To use 'a' and 'an' correctly in speech</p>	<p>An open class discussion to ascertain learners knowledge on definition of noun</p> <p>An individual activity to use 'a' and 'an' correctly in speech.</p>		

		Match “a’ and ‘an’ to the correct picture/sentences			
9	Verbs and Adverbs	<p>Define term</p> <p>Identify verb in sentence</p> <p>To use adverbs correctly in speech</p> <p>Fill the verbs in the sentences</p>	<p>An open class discussion to ascertain learners knowledge on definition of adverb</p> <p>An individual activity on use of adverb to make sentence</p>		
10	Use of some and any	<p>To identify “some” and “any” story.</p> <p>To use “some” and “any” correctly in speech</p> <p>To match :some” to the correct picture/sentence</p> <p>Identify vowels</p> <p>Identify consonants .</p> <p>To add full- stop and question mark at the end of sentence.</p>	<p>An open class discussion to ascertain learners knowledge on use of ‘some’ and ‘any’.</p> <p>To match ‘some’ to the correct picture/ sentence.</p> <p>Identify vowels</p> <p>Identify consonant</p> <p>To mark correct use of punctuation marks.</p>		
11	Comprehension	<p>To read story</p> <p>To answer questions on story.</p> <p>Fill in all the missing words in the sentences</p> <p>Listen and write sight words.</p>	<p>An open class discussion to ascertain learners knowledge on reading story.</p> <p>An individual activity to answer questions on story read.</p>		
12-13	Comprehension	<p>To read story</p> <p>To answer question on story.</p>	<p>An open class discussion to ascertain learners knowledge on reading.</p>		

		<p>Fill in all the missing sentences</p> <p>Underline adjectives in sentences</p> <p>To construct sentences using adjectives.</p>	<p>An individual activity to answer questions on the story.</p>		
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SOCIAL SKILL

1ST TERM

1	My family	<p>Define term</p> <p>Identify members of the family</p>	<p>An open class discussion to ascertain learners knowledge on definition of family.</p> <p>An individual activity to mention members of the family.</p>		
2-3	Types of family	<p>Define term</p> <p>Identify members of the family</p> <p>Mention the 2 major types of family.</p> <p>Role play family</p>	<p>An open class discussion to ascertain learners knowledge on types of family</p> <p>An individual activity to identify his family</p>		
4	Family occupation	<p>Define term</p> <p>To say the occupation of the father</p> <p>Say the occupation of the mother</p> <p>Say their occupation</p>	<p>An open class discussion to ascertain learners knowledge on family occupation</p> <p>An individual activity to say responsibility of the members of the family</p>		

5	My community	<p>Define term</p> <p>Identify community</p> <p>Mention the leaders in the community</p> <p>Mention and practice the custom and tradition of the community,</p>	<p>An open class discussion to ascertain learners knowledge on community</p> <p>An individual activity to say the responsibilities of the community to its members</p>		
6-8	Community responsibility	<p>Define term</p> <p>Identify a community</p> <p>Say the responsibility of the community</p> <p>Mention the responsibility of the member of the community</p>	<p>An open class discussion to ascertain learners knowledge on the responsibilities of the community.</p> <p>An individual activity to mention the levels of leaders and their responsibilities.</p>		
9	Respect/people	<p>Define term</p> <p>Mention the level of the leaders in the community</p> <p>Say the duties of the leaders in the community</p>	<p>An open class discussion to ascertain learners knowledge on respect for people.</p> <p>An individual activity to say ways of respecting the elders in the community</p>		
10-11	Knowing some state in the	Mention the states in the north	An open class discussion to		

	Northern Nigeria	Say their types of food Identify their mode of dressing Mention their occupation	ascertain learners knowledge to mention the state in the North		
12-13	Knowing some state in southern Nigeria	Mention the states in the south Identify their mode of dressing Say their occupation.	An open class discussion to ascertain learners knowledge on saying the state in South. An individual activity to identify their mode of dressing.		

2ND TERM

1-2	All the family	Define term Mention 2 major types of family Differentiate the 2 major family Mention the responsibilities of members of the family	An open class discussion to ascertain learners knowledge on definition of family. An individual activity to identify the 2 major family		
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		Role play family			
3	The Nigeria flag And it's colour	Define term Identify the flag Say the colour of the flag Say the meaning of the flag Colour the flag with the Correct colour.	An open class discussion to ascertain learners knowledge identifying Nigerian flag An individual activity to say the colour of Nigerian Flag.		
4-5	<i>Occupation</i>	Define term Mention different kinds of occupation Match pictures to the correct name	An open class discussion to ascertain learners knowledge on occupation An individual activity to the correct occupation.		
6-7	Rocks	Define term Identify rocks Mention types of rocks Say the uses of rocks	An open class discussion to ascertain learners knowledge on rock An individual activity Mention types of rocks		
8-9	Mountains	Define term Identify mountains	An open class discussion to ascertain learners		

		<p>Mention types of mountains</p> <p>Differentiate rock from mountain</p> <p>It's importance</p>	<p>knowledge on the meaning of mountain</p> <p>An individual activity identify mountains</p>		
10	Valleys and Hills	<p>Define terms</p> <p>Identify valleys and hills</p> <p>Mention names of them</p> <p>Differentiate hills and valleys</p>	<p>An open class discussion to ascertain learner knowledge meaning of valleys and hills.</p> <p>An individual activity to differentiate hills</p> <p>From valleys</p>		
11-12	Oceans, Seas River	<p>Define term</p> <p>Identify Oceans, Seas Rivers</p> <p>Match picture to the correct name</p>	<p>An open class discussion to ascertain learners knowledge on definition of ocean. Sea, and river</p> <p>An individual activity to match picture to the correct name.</p>		

3rd TERM

1-2	My country	<p>Identify Nigeria as their country</p> <p>Say the name of the president</p> <p>Say the location of Nigerian in the map</p> <p>Mention the number of states in Nigeria</p> <p>Recognize the picture of the president</p> <p>Colour the Nigerian flag</p> <p>Sing the National Anthem.</p> <p>Recite the national pledge.</p>	<p>An open class discussion to ascertain learners knowledge on my country</p> <p>An individual activity to say the location of Nigeria</p>		
3-4	Some common languages in Nigeria	<p>To define language</p> <p>To mention 3major languages in Nigeria</p> <p>To say the importance of language</p>	<p>An open class discussion to ascertain learners knowledge on the topic</p> <p>An individual activity to mention the 3 major languages in Nigeria</p>		
5	National anthem	<p>Define term</p> <p>Identify the Nigerian flag</p> <p>Sing the national anthem</p>	<p>An open class discussion to ascertain learners knowledge on</p>		

		Recite the national pledge.	National Anthem and flag. An individual activity sing the National Anthem		
6	Good citizenship	Define term To identify themselves as citizen of Nigeria To say the qualities of a good citizen To say the role as good citizen in a country.	An open class discussion to ascertain learners knowledge on the topic An individual activity to say the qualities of a good citizen		
7-8	The handicapped	To define handicapped To identify handicapped person To say various ways to help them.	An open class discussion to ascertain learners knowledge on the lesson An individual activity on various ways to help the handicapped		
9-10	Knowing people from other places.	To list some countries in the world To identify the Caucassian, Assian and Negroes. To name the African race {Negroes}	An open class discussion to ascertain learners knowledge the topic An individual activity to name		

			the African race {Negroes}		
11-12	Good social habits	Define term Mention good social habits Match picture to good social habits	An open class discussion to ascertain learners knowledge on good habits. An individual activity good social habits		Social studies for Primary School bk1 by Adisa Bakara, Ayisha Belgora.
13	Major cities in Nigeria	Identify the picture of a city Name the cities in the country Draw pictures of city	An open class discussion to ascertain learners knowledge on major cities in Nigeria An individual activity to draw picture of a city		Social studies for Primary School bk1 by Adisa Bakara, Ayisha Belgora

1ST TERM PRE-SCIENCE

1-2	Parts of the body	<p>Identify the parts of the body</p> <p>Match the parts to the names</p> <p>Colour parts of the body</p> <p>Write the names of the parts of the body</p>	<p>An open class discussion to ascertain learners knowledge on parts of the body</p> <p>An individual activity to identify parts of the body</p>		
3	Body cleanliness	<p>Identify soap, water, nail cut, comb, tooth-brush</p> <p>Circle things use to care for the body</p> <p>Writ and match them to their pictures</p>	<p>An open class discussion to ascertain learners knowledge to care for their body</p> <p>An individual activity to mention the things used to care for our</p>		

			body		
4	Good body posture	Define body posture Demonstrate various body posture Say it's importance	An open class discussion to ascertain learners knowledge to practice it An individual activity to circle good body posture		
5	Proper use of toilet	Define term Identify toilet Circle modern toilet Mention things use in the toilet	An open class discussion to ascertain learners knowledge on how to use the toilet An individual activity to mention things used in the toilet		
6	Transportation	Define term. Identify various means of transportation Mention means of transportation Match transportation to their various means	An open class discussion to ascertain learners knowledge on means of transportation An individual activity match transportation to their various means		
8	Light and heavy objects	Define term Identify light and heavy objects. Mention light and	An open class discussion to ascertain learners knowledge on light and heavy objects.		

		heavy objects Circle light and heavy objects Write the names of light and heavy objects	An individual activity to say means of transportation.		
9	Buoyancy	Define term. Mention floating and sinking objects Circle floating and sinking objects Write names of floating and sinking objects.	An open class discussion to ascertain learners knowledge buoyance An individual activity to identify floating and sinking objects		
10	Types of homes	Define term Mention types of homes Identify various types of homes Circle types of homes we live in Write the names of homes.	An open class discussion to ascertain learners knowledge on types of home An individual activity to mention types of homes		
11	Difference in animals and humans homes	Identify animals and human beings homes Mention types of	An open class discussion to ascertain learners knowledge on		

		homes for animals Write the names of the homes Match animals to their homes	difference in animals and humans home An individual activity to identify animal home		
12	Revision				

2ND TERM

1	Living and none living things	Define term. Mention living and non- living things Identify living and non-living things Circle living and non- living things Match living and non- living things	An open class discussion to ascertain learners knowledge on living and non- living things An individual activity to mention living and living things		
2	Aquatic and terrestrial animals	Define term Mention Aquatic and terrestrial animals. Match Aquatic and terrestrial	An open class discussion to ascertain learners knowledge on Aquatic and terrestrial animals. An individuality to match		

		<p>animals to their environment</p> <p>Circle Aquatic animals and colour Terrestrial animals</p>	<p>aquatic and terrestrial to their environment</p>		
3	Locomotion in animals	<p>Define term</p> <p>Mention organs of locomotion in animals</p> <p>Colour Aquatic animals</p> <p>Write organs of locomotion in animals</p> <p>Demonstrate their various means of locomotion</p>	<p>An open class discussion to ascertain learners knowledge on locomotion in animals.</p> <p>An individual activity to mention organs of locomotion in animals</p>		
4	Mode of feeding in animals	<p>Define term</p> <p>Mention mode of feed in animals</p> <p>Write the mode of feeding</p> <p>Match animals to their environment</p>	<p>An open class discussion to ascertain learners knowledge on mode of feeding in animals.</p> <p>An individual activity to match to their organs of feeding,</p>		
5	Animals and their young ones	<p>Identify animals and their young ones</p> <p>Say the names of their young ones.</p> <p>Match animals to their young ones.</p> <p>Say the organs of locomotion</p>	<p>An open class discussion to ascertain learners knowledge on animals and their young ones</p> <p>An individual activity to say the names of animals and their young ones.</p>		

6	Exercise /rest	<p>Define term</p> <p>Identify causes of tiredness.</p> <p>Benefits of exercise and rest</p>	<p>An open class discussion to ascertain learners knowledge on benefits of exercise and rest</p> <p>An individual activity to say the importance of exercise and rest.</p>		
8	Safety at school/home	<p>Define term</p> <p>Way we can observe safety rules in school and at home..</p>	<p>An open class discussion to ascertain learners knowledge on safety.</p> <p>An individual activity to say the rules of safety.</p>		
9	Classification of insect as part of the animals world	<p>Identify insect from other animals.</p> <p>Say why they are part of the animals world</p> <p>Say the difference in animals and insects</p> <p>Mention their importance in the animals world.</p>	<p>An open class discussion to ascertain learners knowledge on classification of insect as part of animals world.</p> <p>An individual activity to mention the importance of insect to the animals world.</p>		
10	Differences between animals, Birds, and Human beings	<p>Identify different parts of animals, birds and human being</p> <p>Mention the names of the parts</p> <p>Differentiate the parts</p> <p>Mention the functions of the</p>	<p>An open class discussion to ascertain learners knowledge on differences on animals, birds, and human beings.</p> <p>An individual activity to mention the functions of the parts.</p>		

		<p>parts animals ,birds and human beings</p> <p>Match the similarities of the parts.</p>			
11	Season	<p>To define term</p> <p>Types of season</p> <p>Say their own weather condition (Africa)</p> <p>Differentiate home and abroad seasons</p> <p>Mention what to wear in each season</p>	<p>An open class discussion to ascertain learners knowledge on season.</p> <p>An individual activity to mention types of season</p>		
12	Care of our environment	<p>Define term</p> <p>Identify dirty and clean environment</p> <p>Say various ways we can keep our environment clean</p> <p>Practice the art.</p> <p>Throw waste into the trash can/dustbin bin when the need arise</p>	<p>An open class discussion to ascertain learners knowledge on care of our environment</p> <p>An individual activity to identify dirty and clean environment.</p>		

1	Sources of water	<p>Define water</p> <p>Identify water</p> <p>Say and identify sources of water.</p> <p>Say the uses of water.</p> <p>Its importance</p> <p>Ways bad water can be treated to make it fit for drinking.</p>			Scholastic Children's Dictionary page 642. Science for beginners 2 by Bojah.
2	Temperature /Evaporation	<p>Define term.</p> <p>Say sources heat and effect.</p> <p>Mention some things that can cause heat.</p> <p>Differentiate when something is heated or cold.</p>			
3	Wild and Domestic Animal	<p>Define term</p> <p>Identify domestic and wild animal.</p> <p>Say why some animals are wild and some are domestic</p>			
4	Growth and Reproduction in animals.	<p>Define term</p> <p>Identify and name the stages of growth and reproduction in the insect, butterfly.</p> <p>Identify the butterfly as an example of an insect.</p>			
5	Diseases / mode	Define term		1h, 25m	Primary Health Education Bk5 by

	of transmission.	<p>Their causes</p> <p>The name of diseases</p> <p>How it can be avoided</p> <p>Say mode of transmission, water born disease</p> <p>Other ways diseases get through water.</p>			A. Obogbainaha page 77-83
6	Plant: Growth and Reproduction	<p>Define term</p> <p>Identify plant</p> <p>Mention plant that has seed</p> <p>Mention condition necessary for germination of plant</p>			
8	Uses of plant: Decoration, food, medicine, raw material.	<p>Define term</p> <p>Identify as growing thing</p> <p>Say the uses of flower</p>			
9	Force /magnet (buoyancy)	<p>Define terms</p> <p>Identify heavy and light object</p> <p>Identify single and light objects</p> <p>Mention the objects</p> <p>Circle heavy and light object</p>			
10	First Aid/Content	<p>Define term</p> <p>Identify the content of then box</p>		1h,25m	Primary Health Education Bk5 by E.A. Obogbaina page 49

		Say the name of the content			
11	Musical	Define term Identify musical instrument Mention their names Say the importance of musical instrument			
12	Universe: Heavenly body	Define term Identify heavenly body Write their names Match name to the objects Circle heavenly body			
13	Solid/ Liquid	Define terms Identify solid / liquid Circle solid objects and colour liquid. Match solid object to their names			

NUMBER CONCEPT

1ST TERM

1	Recognition of values 1 – 30	Apportion value to numbers 1 – 30 Identify number 1 – 10	An open class discussion to ascertain the knowledge on apportioning of value	1hr,25m	
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		Write number from memory 1-30	from number 1 – 30 An individual activity to write number from memory 1 – 30.		
2	Recognition of value	Apportion value to number 1 – 50 Identify 0 – 9 Write number 1 – 50 from memory	An open class discussion to ascertain the learners knowledge on apportion value from number 1 – 50 An individual activity to identify 0 - 9	1hr,25m	
3	Introduce Addition	Define Terms Itemize the principles of addition To give enough examples using stories and numbers To guide learners with stories	An open class discussion to ascertain the learners knowledge on solving problem on addition An individual activity to identify symbols of addition	1hr,25m	New Nursery Macmillan Mathematics Series page 36 - 37
4	Number Formation 21-40	Define term Explain to learners how numbers can be form with pre nursery skills using C) – 1 to form numbers Identify formed numbers	An open class discussion to ascertain the learners knowledge on forming numbers 31 - 40 An individual activity to	1hr, 25m	

			identify numbers 31-40		
5/6	Introduce Subtraction	<p>Define terms</p> <p>Explain the principles of subtraction</p> <p>To give enough examples</p> <p>To guide learners with stories</p>	<p>An open class discussion to ascertain the learners knowledge on solving problem on subtraction</p> <p>An individual activity to identify symbols of subtraction</p>	1hr, 25m	
8	Introduce greater than > and Less than <	<p>Define term</p> <p>Explain the terms with enough examples using demonstration</p>	<p>An open class discussion to ascertain the learners knowledge on identifying the symbol of greater than</p> <p>An individual activity to identify the symbol of less than</p>	1h 25m	
9	Introduce Ascending and Descending order of numbers	<p>Define terms</p> <p>Explain the terms with enough examples</p> <p>Identify</p> <p>Fill in the</p>	<p>An open class discussion to ascertain learners knowledge to identifying descending order</p> <p>An individual activity to identifying ascending order</p>	1h 25m	

10	Recognition of value	<p>Apportion values to number 1 – 40</p> <p>Identify numbers</p> <p>Write numbers 1 40 from memory</p>	<p>An open class discussion to ascertain learners knowledge to identifying number 1 - 40</p> <p>An individual activity to write number 1- 40 from memory</p>	1hr 25m	
11	Number Formation 81-90	<p>Define term</p> <p>Guide learners on how to form numbers</p> <p>Identify numbers</p> <p>List and write numbers</p> <p>Fill in the gaps with missing numbers</p>	<p>An open class discussion to ascertain learners knowledge to form numbers 81 - 90</p> <p>An individual activity to fill in the missing numbers 81 - 90</p>	1hr 25m	
12/ 13	Introduce Bar graph	<p>Define term</p> <p>To explain the use in association to number value</p>	<p>An open class discussion to ascertain learners knowledge to plotting of bar graph</p> <p>An individual activity to identifying the highest number on the bar graph</p>	1hr 25m	Mega Maths by Michael Longe page 86

2ND TERM

1/ 2	Addition of Numbers using pictures /stories	Define term To explain the principles of addition To give enough examples using pictures /stories To solve enough examples	An open class discussion to ascertain learners knowledge on identifying symbol of addition An individual activity to solve problems on addition	1hr 25m	New Nursery Macmillan Mathematics book3 Series 25
3/ 4	Subtraction of numbers using pictures/stories	Define term To explain the principles of subtraction To give enough examples us To learners with stories	An open class discussion to ascertain learners knowledge on identifying symbol of subtraction An individual activity to solve problems on subtraction	1hr 25m	Collins New Primary Maths pages 9, 20-21
5/ 6	Introduce 2time table	Define term Drill learners on the principle of multiplication TO solve single problem on time table	An open class discussion to ascertain learners knowledge on the principle of multiplication An individual activity to solve single problems involving time table	1hr 25m	Mega Math by Michael Tonge pages 28-29
8/ 9	Introduce telling the time on the hour	To explain the hour hand Guide the learners to identify and tell the on the hour.	An open class discussion to ascertain learners knowledge on hour hand An individual activity to guide the learners knowledge on the hour hand	1hr 25m	Mega Math by Michael Tonge pages 14-15

10	Concept of Money	<p>Define term</p> <p>To explain the principle of addition</p> <p>To give enough examples using stories and numbers</p> <p>To guide learners to solve problems on addition of money.</p>	<p>An open class discussion to ascertain learners knowledge on addition of money</p> <p>An individual activity to guide the learners knowledge on addition of money</p>	1hr 25m	Collins New Primary Maths page 40 – 45
11 / 12	Concept of money	<p>Define Term</p> <p>To explain the principles of subtraction of money</p> <p>To give enough examples using stories and numbers</p> <p>To guide learners with stories and numbers</p> <p>Addition and subtraction of money (shopping)</p>	<p>An open class discussion to ascertain learners knowledge on money</p> <p>An individual activity to guide learners solve enough problem on subtraction of money</p>	1hr 25m	Mega Maths by Michael Tonge pages 14 – 15
13	Pictograph	<p>Define term</p> <p>Apportion number to value</p> <p>Plot graph</p>	An open class discussion to ascertain learners knowledge on plotting of graph	1hr 25m	Mega Maths by Michael Tonge pages 80 – 85

			An individual activity to guide learners solve to plot graph		
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3RD TERM

1	Addition/subtraction of money	Define terms To explain the principles of subtraction and addition	An open class discussion to ascertain learners knowledge on money An individual activity to guide learners solve enough problem on addition and subtraction of money	1hr 25m	Understanding Mathematics for Nigeria by Maria N. David Osuagwu page 55-67
2	Counting in 2S 2 - 10	Define term Explain how count in twos Count in twos	An open class discussion to ascertain learners knowledge on counting in twos An individual activity to guide learners to count in twos	1hr 25m	Mega Math BY Michael Tonge page 148-149

3	Number work: Ascending/ Descending	Define Terms Arrange numbers in ascending and descending order	An open class discussion to ascertain learners knowledge on arrangement of numbers in ascending and descending order An individual activity to arrange numbers in ascending and descending form	1hr 25m	
4	Odd/ Even numbers	Define term Identify odd and even numbers Solve problems on odd and even numbers	An open class discussion to ascertain learner's knowledge on odd and even numbers. An individual activity to solve problem on odd and even numbers.	1hr 25mC	Collins New Primary Math Activity book page 50-53
5	Counting in 5s	Apportion value 0 – 5 Identify number 5 Count in fives	An open class discussion to ascertain learner's knowledge on counting in fives An individual activity to guide learners on counting in 5s	1hr 25m	Collins New Primary Math Activity book page 50-55
6	Greater/less than, equal to >, <, =.	Define term Identify object of less , more, greater Match objects to the correct value	An open class discussion to ascertain learner's knowledge on greater, less than equal to An individual activity to identify objects of greater.	1hr 25m	Collins New Primary Math Activity book A
8	Introduce counting	Apportion value 0 – 10	An open class discussion to ascertain	1hr 25m	Mega Maths by Michael Toneg pages

	in 10s	Identify numbers in 10s	learner's knowledge on counting in 10s An individual activity to guide learners on counting in 10s		148-149
9/ 10	Fraction	Define term To cut, shade, divide various objects into fraction $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$	An open class discussion to ascertain learner's knowledge on fraction An individual activity to guide learners on fraction	1hr 25m	Mega Maths by Michael Toneg pages 58-59
11	Graph Representation	Define term To explain graph To plot graph			Mega Maths by Michael Toneg pages 82-83
12	Revision	Telling the time Fraction	An open class discussion to enhance learner's knowledge on telling the time An individual activity to guide learners on fraction	1hr 25m	Mega Maths by Michael Toneg pages 114-115
13	Revision	Greater than >, < less than	An open class discussion to ascertain and solidify learner's knowledge on greater > and less than < An individual activity to solve problems on greater than and less than		

PRIMARY 2

GENERAL KNOWLEDGE

1ST TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Civic education	<ul style="list-style-type: none"> • Meaning of civic education • Duties and obligation of citizens • Civic rights of citizens. 	<ul style="list-style-type: none"> • Social -- - Duties and responsibilities of citizens • Civic --- Basic fundamental rights of citizens. 	<ul style="list-style-type: none"> • To develop learners' understanding on their civic rights and obligations. 	4	<ul style="list-style-type: none"> • Group work to discuss the civic rights of citizens will determine the learners' level of understanding on the lesson. • Individual's ability to demonstrate understanding on the duties and responsibilities of citizens will also prove each learner's level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Civic education bk 2 pgs 4-10
2	Family	<ul style="list-style-type: none"> • Meaning of family, the 	<ul style="list-style-type: none"> • Civics. – Responsi 	<ul style="list-style-type: none"> • To develop 	4	<ul style="list-style-type: none"> • Open class discussion at the 	Social Studies for primary schools by

		<p>individual and the family.</p> <ul style="list-style-type: none"> • Types of family. • Duties & responsibilities of members of the family. • Family relationship. • The family and the home • Taking care of the home • Part of the home. 	<p>bilities and duties of members of the family.</p> <ul style="list-style-type: none"> • Geo – Mapping of the family • Home eco – Care of the home, environment, myself, food. • Sos --- The individual and the family /society. • Morals—Rules in the family 	<p>learners understanding on the meaning and types of family.</p> <ul style="list-style-type: none"> • To express the family relationship with the family tree; • To acquaint learners with the duties and responsibilities of members of the family. • To develop learners knowledge on care of the home 		<p>beginning of the lesson to prove the learners knowledge on the lesson.</p> <ul style="list-style-type: none"> • Group work to discuss the family relationship will also prove the learners' understanding of the lesson. • A project work about my family will prove learners understanding on the topic. 	<p>Adisa Bakare pg 9 -15</p> <p>Civic Education by Felix Alonge bk. 2 pg. 7- 10</p> <p>Encarta premium DVD</p>
3	Community and Neighborhood	<ul style="list-style-type: none"> • The meaning of community /types • Places in 	<ul style="list-style-type: none"> • Soc. – Types of community • Voc – 	<ul style="list-style-type: none"> • To develop learners knowledge on the 	4	<p>An open discussion at the beginning of the lesson will determine the learners' level of familiarity with the</p>	<p>www.community.com</p> <p>Britannica Encyclopedia</p>

		<p>the community</p> <ul style="list-style-type: none"> • Rules / cooperation in the community • Taking care of the environment • Human resources in the community • Leaders in the community 	<p>Occupation (teachers, community helpers, doctor)</p> <ul style="list-style-type: none"> • Health—Care of the environment. • Civics—Rules and cooperation in the community. 	<p>meaning and types of community</p> <ul style="list-style-type: none"> • To acquaint learners with the human resources in the community • To create awareness on places found in the community. 		<p>topic.</p> <p>A group activity to discuss and differentiate the types of community</p> <p>An individual's ability to itemize the community helpers will ascertain their knowledge on the topic.</p>	<p>Encarta for Kids and</p> <p>Encarta premium</p> <p>Farafna social studies pgs 19-25</p>
4	Community and Neighborhood	<ul style="list-style-type: none"> • Meaning of neighborhood/neighbours • Places in the neighborhood. 	<ul style="list-style-type: none"> • Social Studies – Meaning of neighborhood • Civics – cooperation among neighbors. 	<ul style="list-style-type: none"> • To develop learners understanding on neighborhood and places. 	4	<p>An open class discussion on neighborhood at the end of the lesson to ascertain the learners understanding on the lesson.</p>	<p>Civic Education bk. 2 by Felix Alonge pg. 31 – 36</p> <p>Social Studies Farafina Edu) by Adisa Bakare and others pg/. 47 - 49</p>
5	Religion	<ul style="list-style-type: none"> • The meaning and types of religion • Mode and 	<ul style="list-style-type: none"> • Soc. – meaning and types • His - The oldest 	<ul style="list-style-type: none"> • To develop learners knowledge on 	4	<ul style="list-style-type: none"> • A whole class discussion on modes and places of worship will prove each learners 	<p>Social Studies bk. 2 (pg. 7 – 17)</p> <p>www.religion.com</p>

		place of worship. <ul style="list-style-type: none"> History of traditional religion B/C. The Similarities and differences Types of religious leaders Respect for religion. 	form of religion. <ul style="list-style-type: none"> Civics– respect for religion. 	types of religion <ul style="list-style-type: none"> To enhance learners knowledge on types of religion. To acquaint learners with the differences and similarities of the types of religion. 		reasoning ability on the topic. <ul style="list-style-type: none"> An individual activity will also prove the learners level of understanding on the lesson. 	
6/8	Culture and ethnicity	<ul style="list-style-type: none"> Meaning of culture and ethnicity. The 3 main ethnic groups in Nigeria Various cultural food and attires, languages, norms and values. Cultural festivals by various ethnic group Location of 	<ul style="list-style-type: none"> Soc . culture and ethnicity. His –Origin of the 3 main ethnic groups Geo – Their locations from the map of Nigeria Civics/ morals – Showing respect for ones culture. 	<ul style="list-style-type: none"> To extend the learners knowledge on various ethnic groups in Nigeria. To develop learners' knowledge on some important aspects of culture and why culture should be respected 	4	<ul style="list-style-type: none"> An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. An individual 's ability to describe the aspects of culture that makes each culture unique will determine the learners level of assimilation of the lesson. 	<ul style="list-style-type: none"> Social Studies bk. 5 (pg. 25 – 29)

		ethnic groups and states on the map.		<ul style="list-style-type: none"> To extend learners knowledge on the location of ethnic group on the map. 			
9	Vocation	<ul style="list-style-type: none"> Meaning and types of vocations. Tools used by various vocations. 	<ul style="list-style-type: none"> Voc. – Teaching (a profession) 	<ul style="list-style-type: none"> To extend the learners knowledge on vocation and types To acquaint learners with the various tools used by different professionals. 	4	<ul style="list-style-type: none"> A group work to discuss how teachers help to shape our lives will prove the learners understanding on the lesson 	<p>Social studies Farafina by Adisa Bakare pgs 23</p> <p>Basic English Language improvement skills by Harbans Kaur bk 1 pages 65- 67</p> <p>Vocational aptitude by Ugo c Ugo Pgs 4- 15</p>
10	Good grooming, exercise, rest and sleep	<ul style="list-style-type: none"> Meaning of grooming, exercise, rest and sleep Importance of exercise rest and sleep. Ways of taking care of the body Good body posture. 	<ul style="list-style-type: none"> Health – importance of sleep, exercise, rest and sleep Civics- proper care of the body. 	<ul style="list-style-type: none"> To develop learners understanding on the topic. To create awareness on the importance of exercise and sleep. 	4	<ul style="list-style-type: none"> A simple speech by learners on importance of good grooming will ascertain learners understanding of the lesson An open class discussion on the importance of exercise will determine learners' level of assimilation of the 	<p>Home economics For junior primary school bk 1 by Rebecca Oyegbeda pgs 4. 5</p> <p>Physical and health education for primary school bk 2 Pgs 34, 35</p>

				<ul style="list-style-type: none"> • To acquaint learners with effect of inadequate rest and sleep to the body • To develop learners knowledge on steps to good grooming . 		topic.	
11	Revision	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision 			<ul style="list-style-type: none"> • Revision 	

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Revision 		<ul style="list-style-type: none"> Revision 	
2	Community Leaders	<ul style="list-style-type: none"> Meaning of term with examples Types of community leaders Role of community leaders. Duties and responsibilities of leaders in the community Showing respect for leaders 	<ul style="list-style-type: none"> Social Studies --- types of leaders. History – past and present leaders Civics --- Respect for leaders 	<ul style="list-style-type: none"> To develop the learners understanding on community leaders with examples To extend learners knowledge on role of community leaders in the community To make explicit how to show respect to our leaders both in 	4	<ul style="list-style-type: none"> Whole class activity will determine the learners level of assimilation on the lesson Individual activity to itemize steps in cleaning the home will determine each learner's understanding on the 	<p>Social studies Farafina by Adisa Bakare pgs 34-40</p> <p>www.leader.com.</p> <p>www.community @ info.com</p>

				the community and nationally.		lesson	
3	.Authority and respect	<ul style="list-style-type: none"> • Meaning of authority and respect, allegiances. • Ways of showing respect. • Groups/authorities and national figures. that need respect • Consequences of disrespect • Respect and order • Authority at home, school, and in the government. 	<ul style="list-style-type: none"> • Civics - types of authorities • Importance of respect • Ways of showing respect • Disadvantages of disrespect. • Misuse of authority. 	<ul style="list-style-type: none"> • To create awareness on national symbols that should be respected • To develop learners' knowledge on respected authority and the reasons why they should be respected and also the consequences of not showing respect to them. 	4	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Individual's ability to describe the usefulness of forest will give a proof of each of the learner's understanding on the lesson 	<p>Home Economics for primary schools book 5 by Olabisi Are and others pg. 16</p> <p>Encarta for kids and Encarta premium 2009</p> <p>www.authority.com</p> <p>www.respect.com</p>
4	Law enforcement agency	<ul style="list-style-type: none"> • . Meaning of law enforcement agency. 	<ul style="list-style-type: none"> • . Social Studies –people who 	<ul style="list-style-type: none"> • To improve learners knowledge on the law 	4	<ul style="list-style-type: none"> • Group work to use the atlas and identify and 	Encarta for kids and Encarta premium,

		<ul style="list-style-type: none"> Objectives and types of law enforcement agency. Examples of law enforcement agents Importance of law Meaning of law enforcement acronyms. Duties and functions of law enforcement agencies. 	enforce law in the society.	<p>enforcement agencies in Nigeria and modus operandi.</p> <ul style="list-style-type: none"> To create awareness on the right of citizens to collaborate with the law enforcement agency eg NPF, FRCN, NAFDAC 		<p>give meaning of law enforcement acronyms will prove the learners understanding on the lesson.</p>	<p>Social Studies for Primary Schools book 2 by Adisa Bakare pg. 51</p> <p>www.lawenforcementagency.com</p>
5	Transportation	<ul style="list-style-type: none"> Meaning of transportation Types of transportation Old and modern means of transportation. Safety tips 	<ul style="list-style-type: none"> Hist – past and present means of transportation. Geo-Movement of people from one place to another <p>Sos- Movement</p>	<ul style="list-style-type: none"> To enhance the learners knowledge on the past and present means of transportation . To develop learners knowledge on the history of transportation and how people, goods can move with the 	4	<ul style="list-style-type: none"> Open Class activity will ascertain the learners level of understanding on the lesson. Individual's ability to 	<p>www.transportation.com.</p> <p>Primary Schools book 2 by Adisa Bakare pg. 67-70.</p>

				<p>various means of transportation to nationally and globally.</p> <ul style="list-style-type: none"> To improve learners on safety measures to implore whilst moving from a place to another by different means of transportation. 		<p>itemise different means of transportation will give proof of each of the learners' level of understanding on the lesson.</p>	
6	Technology/ appliances	<ul style="list-style-type: none"> Meaning and definition of terms. Old and new technology Types of appliances Importance of technology @ appliances Safe use of appliances One who fixes damaged appliances? 	<ul style="list-style-type: none"> Home Econs- Safety use of appliances Care for appliances Hist- History of technology Voc- Occupation. 	<ul style="list-style-type: none"> To extend the learners knowledge on old and new technological appliances. To enhance the learners knowledge on the safe use of technological appliances. To acquaint learners with electrical and non- electrical appliances. 	4	<ul style="list-style-type: none"> Whole class work will give evidence of the learners understanding on the lesson. Individual's ability to itemise electrical and non-electrical appliances will give evidence of each of the learner's level of understanding on the lesson. 	<p>Social studies for primary schools book 2 pg. 65</p> <p>Vocational aptitude by Ugo. C. Ugo bk 2 pgs 6-15</p> <p>Primary Schools book 2 by Adisa Bakare pg. 71-73.</p>
8	Appliances	<ul style="list-style-type: none"> Meaning of 	<ul style="list-style-type: none"> Voc- 	To enhance	4	<ul style="list-style-type: none"> Whole class 	Social studies for primary

	/Labour saving devices	<p>appliances and labour saving devices</p> <ul style="list-style-type: none"> • Examples of labour saving devices • Use of labour saving devices 	<p>occupation</p> <ul style="list-style-type: none"> • Home Econs- Care for appliances. 	the learners' knowledge on the labour saving devices within the serene environment.		<p>work will give evidence of the learners understanding on the lesson.</p> <p>Individual's ability to itemize electrical and non- electrical appliances will give evidence of each of the learner's level of understanding on the lesson.</p>	<p>schools book 2 pg.42</p> <p>Vocational aptitude by ugo c Ugo bk 2 pgs 6-15</p> <p>Primary Schools book 2 by Adisa Bakare pg. 71-75.</p>
9/10	Food	<ul style="list-style-type: none"> • Meaning of food • Six classes of food • Importance of food • Ways of preserving food • Reasons for taking care of food • Food hygiene • Food vendors. 	<ul style="list-style-type: none"> • Home Econs.- food hygiene • Civic morals - manners • Voc- occupation • Sos – environment for preparing the food 	<ul style="list-style-type: none"> • To enhance the learners knowledge on the six classes of food. • To extend the learners knowledge on the importance of food to the body. • To create awareness on methods of preserving food and why we should 	4	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners' understanding on the lesson. • Group activity to group food under classes will also prove the 	<p>Social studies for primary schools book 2 pg.34</p> <p>Vocational aptitude by ugo c Ugo bk 2 pgs 20</p> <p>Primary Schools book 2 by Adisa Bakare pg. 14</p>

				take proper care of food and effects of food poisoning as one of the factors.		learners' level of understanding on the lesson <ul style="list-style-type: none"> • Individual's ability to itemize steps involved in food hygiene will give proof of each learner's level of understanding on the lesson 	
11	Revision/exam						

PRY.2

GENERAL KNOWLEDGE

3RD TERM

WKS	TOPICS	CONTENTS	CROSS CURRICULAR/ CONNECTIVITY	AIMS AND OBJECTIVITY	PERIOD	ASSESSMENT/ACTIVITY TECHNIQUE	REFERENCE	REFERENCE
1	Revision							www.wikipedia.org www.foodservice.com
2	Harmful substances	<ul style="list-style-type: none"> Meaning of harmful substances. Examples of harmful substances. Types of harmful substances. Food poisoning. Effects of harmful substances to the body. Ways of taking in harmful substances. 	<ul style="list-style-type: none"> Health Edu.- effect of harmful substances. Home Econs.- proper care of food. Civics- a good citizen should not take harmful substances 	<ul style="list-style-type: none"> To extend the learners' knowledge on forest and its products which are harmful to man and his environment To enhance the learners' knowledge on types of harmful 	4	<ul style="list-style-type: none"> Whole class activity will ascertain the learners' understanding on the lesson. Group activity to demonstrate understanding on the topic will also prove the learners' level of understanding on the lesson Individual's ability to identify and demonstrate understanding on edible harmful substances will give proof of each learner's level of 	Home Economics for primary schools book 3 by Olabisi Are and others pg. 17 Encarta for kids and Encarta premium 2009	www.foodentertainment.com www.answer.com

				<p>substance s.</p> <ul style="list-style-type: none"> To create awareness on edible items(Food) that could be harmful to man and reasons we should take proper care of food. 		<p>understanding on the lesson</p>	<p>Science is discovery by olaka bk 2 pgs 34</p> <p>Farafina Sos for primary school bk 2 pgs 51</p>	
3	Medicine	<ul style="list-style-type: none"> Definition of medicine Examples of medicine Ways of abusing medicine Places where we can buy medicine Important information to check when buying medicine. Types of drugs. 	<ul style="list-style-type: none"> Health edu- why we take drugs Effect of drug abuse Sos- where we can buy drug Civics – taking to doctors’ advice. 	<ul style="list-style-type: none"> To enhance the learner’s knowledge on safe ways of administering medicine. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson to ascertain the learners’ level of familiarity on the topic. An individual activity to list out examples of medicine will give evidence of each learner’s level of assimilation on the lesson. 	<p>Home Economics for primary schools book 3 by Olabisi Are and others pg. 16</p> <p>Encarta for kids and Encarta premium 2009</p> <p>www.medicine.com</p>	<p>www.answers.com</p> <p>www.wikipedia.com</p>

							www.health.com .	
4	Water supply	<ul style="list-style-type: none"> • Definition of water • Sources of water supply • Ways of purifying water • Uses of water • Importance of water • Chemical formula • Characteristics of water. • To enumerate the qualities of a good water. 	<ul style="list-style-type: none"> • Health-methods/benefits of purifying water • Uses of water • Morals – keeping water sources clean • Sos- places we can find water 	<ul style="list-style-type: none"> • To create awareness on sources of water and ways of maintaining good water supply • To develop learners' understanding on the importance of water. • To acquaint learners with the 	•	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners' understanding on the lesson. • An individual activity to outline ways of purifying water will prove the extent at which each of the learners was able to understand the lesson. • Group activity to demonstrate understanding on the topic will also prove the learners' level of understanding on the lesson 	<p>Home Economics for primary schools book 4 by Olabisi Are and others pg. 67</p> <p>Encarta for kids and Encarta premium 2009</p> <p>Sos for primary school by Adisa bakare pgs 73</p>	

				qualiti es of pure and impure water					
5/6	Map of Nigeria	<ul style="list-style-type: none">• Definition of map.• States in the map.• Using the cardinal point to locate areas.• Location of my state of origin using the map.	<ul style="list-style-type: none">• Sos.-identifying my state of origin on the map.• Geo.- geo political zone	<ul style="list-style-type: none">• To create awareness on the use of map in locating places in Nigeria.	<ul style="list-style-type: none">• 4	<ul style="list-style-type: none">• Whole class work will give evidence of the learners' level of understanding on the lesson.• Individual's ability to locate places and cities on the map will prove each learner's level of understanding on the lesson.	Sos for primary school by Adisa bakare pgs 90 Encarta for kids and Encarta premium 2009 www.. Wikipedia.ma p of Nigeria The Nigerian atlas.	<ul style="list-style-type: none">• ww w.h eal thy eat ing .co	<ul style="list-style-type: none">•
8/9	Past Nigerian heroes and heroines	<ul style="list-style-type: none">• Meaning of hero and heroine• History of Nigerian past heroes and	<ul style="list-style-type: none">• Hist- history of past heroes & heroines.• Sos.-past & present leaders of Nigeria.	<ul style="list-style-type: none">• To acquai nt learner s with past	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• An individual activity as each learner embarks on project writing on the topic will ascertain each learner's level of	Sos for primary school by Adisa bakare pgs 78	<ul style="list-style-type: none">•	<ul style="list-style-type: none">•

		<p>heroines</p> <ul style="list-style-type: none">• Attributes and contribution of a hero or heroine in Nigeria.		<p>and present heroes and heroines</p> <ul style="list-style-type: none">• To develop learner's understanding on the nationalist/struggle of some past heroes and heroines.		<p>understanding on the topic</p>	<p>www.nigeriahistory.com</p> <p>www.Nigeriancurrentaffairs.com</p>	
10/11	Natural & human resources	<ul style="list-style-type: none">• Definitions of human/natural resources.• Types and examples.• Examples of natural and human resources in the community.• Raw and finished products of some natural resources• Human	<ul style="list-style-type: none">• Sos- Human and natural resources.• WWJD- The creation story• Geo – geographical locations of where the natural resources could be found	<ul style="list-style-type: none">• To develop the learner's understanding on the term with example.• To create	• 4	<ul style="list-style-type: none">• Whole class work will give evidence of the learners' level of understanding on the lesson.• Individual's ability to write a report on how materials are processed to finished products will prove each learner's level of understanding on the lesson.	<p>Encarta for kids and Encarta premium 2009</p> <p>www.humanresources.com</p>	

		resources as a tool to national development		awareness on how raw materials can be processed to finished goods.			Social Studies for primary school by Adisa Bakare pgs 23	
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WKS	TOPICS	CONTENT	CROSS CURRICULAR LINK/KEY SKILLS	AIMS AND OBJECTIVES	ASSESMENT TECHNIQUE	PERIODS	REFERENCE
1	Skip counting and writing of numbers up to 500	<ul style="list-style-type: none"> Read and write at least 0 – 500 in numerals and words Count in steps of 2s, 3s, 5s and 4s. Count in tens from any number forward and backward. 	<ul style="list-style-type: none"> Stat – Counting, reading and writing of numbers Representing and recognition of numbers in words and figures. 	<ul style="list-style-type: none"> To develop learners' knowledge on recognition of patterns within the number system and represent them in different ways . To develop learners fluency in counting and writing of numbers up to 500. To acquaint learners with multiple choices of skip counting.. 	<ul style="list-style-type: none"> Open class work will ascertain the learners understanding on the lesson. Individual activity to count and write numbers in figure and words will determine each learner's understanding on the lesson Whole class work will give evidence of the learners' level of understanding on the lesson. An individual activity to skip count and fill in missing numbers will give evidence of each learner's understanding 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,- 20</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-</p>

					of the lesson.		12.
2	Recognition of numbers	<ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and count in tens from any number backward or forward. Recognise the place value of each digit in H, T, & U. Compare and order numbers from 0 up to 100 using < or > and = signs. Read and write numbers from 1- 200 in words and numerals. Use place value and number fact to solve problems. 	<ul style="list-style-type: none"> Stat- representing numbers in H, T, U. Expanding of numbers in short forms 	<ul style="list-style-type: none"> To develop learners knowledge in recognition of patterns within the number system and represent them in different ways. To enhance learners' ability to recognise numbers in hundreds and representing them in figures and words. To develop learners ability on place value of numbers and comparing between greater and less numbers. 	<ul style="list-style-type: none"> Whole class work will give evidence of the learners' level of understanding on the lesson. Individual's ability to represent numbers according to values will prove each learner's level of understanding on the lesson. 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg 20 -22</p> <p>Learn mathematics bk 2 pages 15-17</p> <p>Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 12-15</p>
$\frac{3}{4}$	Addition and subtraction	<ul style="list-style-type: none"> Addition and subtraction of numbers horizontally and vertically 	Statistics- representation of numbers on TH, H, T, U for addition & subtraction	<ul style="list-style-type: none"> To develop learners knowledge in recognition of patterns within the number system and represent them 	<ul style="list-style-type: none"> An individual activity as each learner solves problem on each activity relating to the 	4 periods of 25 minutes	Understanding mathematics by Maria .N.

		<ul style="list-style-type: none"> • Addition involving the concept of zero. • Addition of three sets of digits without renaming. • Addition of 3-4 digits numbers with and without remainder in H, T, U. • Subtraction of 3-4 digit numbers with and without renaming. • Addition and subtraction on a number line and number bonds. • Word problems. 		<p>in different ways.</p> <ul style="list-style-type: none"> • To extend learners knowledge on the language of addition and subtraction, including sum, total, increase, difference, etc • To acquaint learners with mathematical facts in addition and subtraction 	<p>topic will ascertain each learner's level of understanding on the topic</p> <ul style="list-style-type: none"> • A whole class activity to add and subtract 2-3 numbers horizontally and vertically will give evidence on their level of assimilation on the topic. • A pair work will give learners on adding and subtracting on a number line will ascertain their level of understanding of the topic. 		<p>Osuagwu book 2 pgs 22-30</p> <p>.</p> <p>Learn mathematics bk 2 pages 25-30</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 60-65</p>
5/6	Multiplication and Division	<ul style="list-style-type: none"> • Meaning of multiplication and division with signs. • To rote read multiplication table from 0-5 times, and also introducing the concept of zero e.g $2 \times 0 = 0$ etc 	<p>Statistics- multiplication of numbers on number lines</p> <p>Algebra- inverse relationship between of additions & subtraction</p>	<ul style="list-style-type: none"> • To develop learners knowledge on mathematical facts for 2- 5 and 10 multiplication table and solving problems involving division and multiplication and the relationship. • To expose learners to range of materials in context in which 	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. • Individual's ability to rote read the multiplication table from 0 – 2 times table will prove each learner's level of understanding on the lesson. 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pgs60- 70; 88 - 101</p> <p>.</p>

		<ul style="list-style-type: none"> To express division as in grouping, sharing, discrete and continuous quantities relating to fractions and measures. Eg (40 ÷ 2 = 20 . 20 is half of 40) and the use of commutative and inverse relationship to develop multiplicative reasoning eg (4 x 5 = 20 .and 20 ÷ 5 = 4) To solve multiplication as repeated addition. To solve division as repeated subtraction and multiplication and sharing method with and without remainder. Show multiplication on number line and 		<p>multiplication and division relate to grouping and sharing objects relating to fractions and measures.</p> <ul style="list-style-type: none"> To improve learners knowledge on the use of cumulative methods of inverse relations and to develop multiplicative reasoning. 	<ul style="list-style-type: none"> A group work on how to solve multiplication as repeated addition and division as sharing will ascertain learners' understanding on the lesson. 	<p>Learn mathematics bk 2 pages 45- 50</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 148 - 150.</p>
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		<p>explain the multiplication and division facts.</p> <ul style="list-style-type: none"> • Multiplication of 2 digits by 1 digit in tens and unit. 					
8	Properties of shape and fractions	<ul style="list-style-type: none"> • Definition of shapes and fraction • Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line • Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid 	<ul style="list-style-type: none"> • Geometry-identifying and describing properties of 2d shapes. • Recognizing fractions on different shapes. • Basic Sc-the universe and planet. 	<ul style="list-style-type: none"> • To develop learners' knowledge on shapes and its properties • To acquaint learners with the use of shapes for solving simple fraction operations. • To improve learners' knowledge on wider variety of 2d - 3d shapes including their properties, vertices, edges and sides. 	<ul style="list-style-type: none"> • An individual activity as each learner reads and write appropriate names of shapes will ascertain each learner's level of understanding on the topic • An open class activity at the middle of the lesson on sorting 2- 3 dimensional shapes and comparing their differences will ascertain the learners' knowledge on the lesson. • A pair work using objects and shapes to get a given fraction will give learners level of understanding 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg 88 - 100.</p> <p>Learn mathematics bk 2 pages 78</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 28-32</p>

		<ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and types of fractions Addition and subtraction of like term fractions. recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognize the equivalent of two quarters and one half. 			<ul style="list-style-type: none"> on the lesson A group work to collaborate on addition and subtraction of like fraction will show the level of learners' understanding on the topic. 		
9	Measures(standard and non standard)	<ul style="list-style-type: none"> Meaning of measurement. Non standard and standard units of measurement. choose and 	<ul style="list-style-type: none"> Measurement –standard and non standard unit of measurement. 	<ul style="list-style-type: none"> To develop learners understanding on the standard and non-standard units of measurement. 	<ul style="list-style-type: none"> Whole class activity to state the need for standard unit of length will ascertain the learners' understanding on the lesson. Group activity to 	4 periods of 25 minutes	Understanding mathematics by Maria .N. Osuagwu book 2 pg116- 132.

		<p>use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <ul style="list-style-type: none"> compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 			<p>discuss various measurements for the same object will also prove the learners level of understanding on the lesson</p> <ul style="list-style-type: none"> Individual's ability to measure capacity of liquids correctly with cans will give proof of each learner's level of understanding on the lesson 		<p>Learn mathematics bk 2 pages 78-80</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 168</p>
10	Data representation (pictogram)	<ul style="list-style-type: none"> Meaning of terms (data, representation, and pictogram). Interpret and construct pictogram 	<ul style="list-style-type: none"> Statistic-graphical representation of data on pictogram. 	<ul style="list-style-type: none"> To develop learners' understanding on collation and interpretation of data using the pictogram. 	<ul style="list-style-type: none"> An individual activity as each learner uses pictures, symbols, simplified pictures to represent group 	4 periods of 25 minutes	<p>Primary Mathematics for primary schools book 4 pgs 206-207.</p>

		<p>and use it to solve problems. Tally chart, block diagram and simple tables.</p> <ul style="list-style-type: none"> • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totaling and compare categorical data. 			<p>of data will ascertain each learner's level of understanding on the topic.</p> <ul style="list-style-type: none"> • A group work as learners give a key of what each pictorial symbol represents will give proof of each learners understanding on the lesson. • Pair works as learners collaborate and find answers to given questions on the pictogram will give each learner's understanding of the lesson. 		<p>Learn mathematics bk5 pages 90-93</p>
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MATHEMATICS

2ND TERM

wks	Topics	Content	Cross curricular/connectivity	Aims and objectives	Assessment technique	Periods	Reference
1	Revision						
2	Expansion, estimation and ordering of numbers	<ul style="list-style-type: none"> Meaning of terms Counting and writing of numbers up to thousands Expand using short / long form in; Hth, Tth, Uth, H, T, U and place value. Writing numbers in expanded notation and as a single figure. Writing in words and figures and representing numbers on an abacus. Rounding up of numbers to the nearest hundreds. 	<ul style="list-style-type: none"> Statistics- representation of numbers using notations. Social studies- hierarchy in the family. 	<ul style="list-style-type: none"> To develop learners' knowledge on expansion and ordering of numbers. To improve learners' ability to recognize the place value of each numbers and writing numbers in numerals and in words. To extend learners' knowledge on estimating and rounding up of numbers. 	<ul style="list-style-type: none"> Whole class activity to estimate and order figures from ascending to descending order will ascertain the learners' understanding on the lesson. Group activity to write numbers in numerals and words will also prove the learners' level of understanding on the lesson Individual's ability to expand figure and add correctly in their place value will give proof of 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg4,8, 9,12</p> <p>Learn mathematics bk 2 pages 4 – 15</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 1- 7</p>

		<ul style="list-style-type: none"> Ordering of numbers in ascending and descending orders. 			each learner's level of understanding on the lesson		
3	Addition and subtraction; inverse relationship	<ul style="list-style-type: none"> Addition of 3-4 digits numbers with and without remainder in Th, H, T, U. Subtraction of 3-4 digit numbers with and without renaming. Addition and subtraction on a number line. Word problems Meaning of inverse relationship Addition and subtraction using inverse relationship. Word problem. 	<ul style="list-style-type: none"> Statistics- representation of numbers on Th, H, T, U for addition & subtraction. Algebra- inverse relationship of addition and subtraction. 	<ul style="list-style-type: none"> To develop learners knowledge on recognition of patterns within the number system and represent them in different ways. To extend learners knowledge on the language of addition and subtraction, including sum, total, increase, difference, etc To acquaint learners with mathematical facts in addition and subtraction in line with inverse relationship 	<ul style="list-style-type: none"> An individual activity as each learner solves problem on each activity relating to the topic will ascertain each learner's level of understanding on the topic A whole class activity to add and subtract 2-3 numbers horizontally and vertically with carrying and without carrying will give evidence on their level of assimilation on the topic. A pair work on addition and subtraction using the four rules involving the inverse relationship will ascertain the learners' level of understanding 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>

					on the topic.		
4	Addition and subtraction ;money	<ul style="list-style-type: none"> • Old means of exchange. • Meaning of money • Recognition /value of Nigerian currencies. • Changing of units of money from kobo to naira and vice versa. • Outlining key words involved in addition and subtraction. • Addition and subtraction of money and word problem. 	<ul style="list-style-type: none"> • Measurement-length & weight • Gen.knw. buying & selling • Grammar- noun • History- history of trade 	<ul style="list-style-type: none"> • To develop learners' knowledge on recognition of various demon ination of Nigerian and foreign currencies • To do a shopping spree activity using Nigerian currency. • To expose learners to the foreign denominations of money • To acquaint learners with word problems involving addition and subtraction of money 	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. • Individual's ability to participate during the shopping spree in class will prove each learner's level of understanding on the lesson. • A group work to solve word problems involving money will ascertain learners' understanding on the lesson. 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>
5	Multiplication and division ;inverse relationship	<ul style="list-style-type: none"> • Multiplication of 2-3 digits numbers with and without remainder in H, T, U. • Division of numbers with and without renaming as sharing, grouping repeated subtraction and repeated multiplication. • Multiplication on a number line. • Word problems 	<ul style="list-style-type: none"> • Statistics- representation of numbers on H, T, U for multiplication & division • Algebra- inverse relationship of multiplication and division. 	<ul style="list-style-type: none"> • To develop learners knowledge on mathematical facts for 2- 5 and 10 multiplication table and solving problems involving division and multiplication and the inverse relationship • To expose learners to a range of materials in context in which multiplication and division relate to grouping and sharing objects 	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. • Individual's ability to route read the multiplication table f table and also demonstrates understanding on the topic will prove each learner's level of understanding on the lesson. • A group work on how to solve multiplication as repeated addition 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg88,- 92,101-112.</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 67-73,91-95</p>

		<p>and open sentences involving division and multiplication.</p> <ul style="list-style-type: none"> • Meaning of inverse relationship • Multiplication and division using inverse relationship. 		<p>relating to fractions and measures.</p> <ul style="list-style-type: none"> • To improve learners' knowledge on the use of cumulative methods of inverse relations and to develop multiplicative reasoning. 	<p>and division as sharing will ascertain learners' knowledge on the lesson</p>		
6	Multiplication and division ;fraction	<ul style="list-style-type: none"> • Meaning of terms with signs and examples. • Types of fraction with examples • Changing mixed to improper fraction. E.g $3\frac{2}{5} = 5 \times 3 = 15 + 2 = 17/5$. • Solve problems on multiplication and division E.g $\frac{1}{4}$ of 12=3 and $2/6 \times 4/2$ 	<ul style="list-style-type: none"> • Geometry- using shapes to represent fraction. 	To enhance learners' knowledge on multiplication and division.	<ul style="list-style-type: none"> • Open class work will ascertain the learners understanding on the lesson. • Individual activity solve problems on multiplication and division will determine each learner's understanding on the lesson 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg88,-92,101-112.</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>
8	Measure s(length, height, capacity, temperature. weight)	<ul style="list-style-type: none"> • Define terms and their instrument e.g scale, thermometer, etc. • Recite linear measurement • Using measuring vessels and scale to measure 	<p>Social studies –weather.</p> <p>Basic sc-speed and distance.</p> <p>Mathematics- measurement.</p>	<ul style="list-style-type: none"> • To develop learners' knowledge on using the centimeter rule to measure objects around them 	<ul style="list-style-type: none"> • Open class work of the use of different standard units on measuring length, height, capacity weight and temperature will ascertain 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary</p>

		<p>capacity of liquids and weight.</p> <ul style="list-style-type: none"> • Addition and subtraction of litres • Conversion of centimeters to meters, litres to deciliters. • Addition and subtraction of meters and centimeters. 			<p>the learners' understanding on the lesson.</p> <ul style="list-style-type: none"> • An individual activity to measure their various heights with the use of the height chart will prove their understanding on the topic. 		<p>mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>
9	Measure s(comparing and ordering)	<ul style="list-style-type: none"> • Definition of measurement • To measure, comparing lengths of like objects , • comparison of measures which include simple scaling (e.g. a given quantity or measure is twice as long or five times as high) and connect this to multiplication 	Measurement- standard units of measurement mm, cm etc	<ul style="list-style-type: none"> • To develop learners knowledge on comparing and ordering of measurement • To expose learners to different units of measurement and equally comparing and ordering. • To enhance learners' knowledge on conversion of measurements. 	<ul style="list-style-type: none"> • Whole class activity at the end of the lesson to explain the need to measure will ascertain the learners' understanding on the lesson. • An individual activity as each learner measures, compares and solves problems on given exercises will ascertain each learner's level of understanding on the topic 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>

10	Data representation (grouping using tally and frequency table)	<p>Definition of data.</p> <p>Record and represent bar chart, tally form, frequency table.</p> <p>Meaning of range and mode.</p> <p>Calculation of mean and mode.</p>	<p>Composition-about myself.</p> <p>Statistic-range and mode.</p>	To develop learners' knowledge on recognition of patterns within the number system and represent them in different ways	<ul style="list-style-type: none"> • Open class work as individual learner interprets and presents data using tally and frequency table 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>
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PRY.2

MATHEMATICS

3RD TERM

WKS	TOPICS	CONTENT	CROSS CURRICULAR LINK	KEY SKILLS	ASSESSMENT TECHNIQUES	PERIOD	REFERENCE
1	Revision						

2 /3	Measures(time telling)	<ul style="list-style-type: none"> Unit and measures of time. Telling the time in quarters half past, quarter past o'clock. Draw the hands on a clock face to show these times. Positions of the minute hand and hour hand on the clock Read time aloud shown on each face of the clock. 	<p>Basic Sc-evolution of the sun.</p> <p>Grammar-adverb of time.</p> <p>Mathematics –measurement.</p>	<p>To develop learners' knowledge on telling the time.</p> <p>To expose learners to different types of clock and relate half hour and quarter hour to half of the face of the clock.</p> <p>To demonstrate understanding on daily events that takes place on hour e.g work time 8am, 2pm launch time, Games 4pm Bed time 8pm.</p>	<ul style="list-style-type: none"> Whole class activity at the end of the lesson to explain the need to record and tell time in terms of seconds, minutes and hour will ascertain the learners' understanding on the lesson. Group activity to discuss various measurements for time will also prove the learners' level of understanding on the lesson. 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>
4/5	Measures(angles and line)	<ul style="list-style-type: none"> Meaning of lines and angle. Examples of angles. Calculations on angles Order and arrange combination of lines in angles Rotating turns in terms of right angles , half and three quarter turns 	<p>Mathematics-geometry</p> <p>Creative art-lines and patterns</p>	To develop learners knowledge in recognition of angles.	<ul style="list-style-type: none"> Open class work to explain the need for measuring angles will ascertain the learners' understanding on the lesson. Group activity to discuss various measurements units used for angles will also prove the learners' level of understanding on the lesson 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.</p>

		(clockwise and anticlockwise) <ul style="list-style-type: none"> Measuring angles on a straight line with the measuring tools. 			<ul style="list-style-type: none"> Individual's ability to state the capacity of some cans will give proof of each learner's level of understanding on the lesson 		
8	Properties of shapes	<ul style="list-style-type: none"> Meaning of shapes Identify and name shapes. Drawing of different 2-3d shapes. List different properties of shapes. Recognize edges, faces, corners of plane and solid shapes. Divide shape with lines of symmetry 	Mathematics –geometry Basic Sc-shape of the earth and every day material Creative art-shape	To develop learners' knowledge of properties of shapes	<ul style="list-style-type: none"> An individual activity as each learner reads and writes appropriate names and properties of plane and solid shapes will ascertain each learner's level of understanding on the topic An open class activity at the middle of the lesson on sorting 2-3 dimensional shapes and comparing their differences will ascertain the learners' knowledge on the lesson. A pair work to divide shapes with lines of symmetry will give learners' level of understanding on the lesson 	4 periods of 25 minutes	Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22. Learn mathematics bk 2 pages 4 – 19 New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12.

9	Fractions (equivalent fractions and ordering)	<ul style="list-style-type: none"> • Meaning of fraction. • Meaning of equivalent fraction • Ordering of fractions and finding equivalent fractions with the help of pebbles and real objects • 	Mathematics-Statistics measurement	<p>To develop learners' knowledge on finding equivalent fractions.</p> <p>To expose learners to pictorial diagrams, which will guide them to find equivalent fractions.</p>	<p>An individual work to write out equal fractions by comparing numbers in the boxes will prove each learner's understanding on the lesson</p> <p>A pair work using visual aids like cut out oranges, beads , paper stripes etc to illustrate the lesson on fraction will ascertain their level of understanding of the topic.</p>	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New</p>
10	Data representation (mode, mean ,median)	<ul style="list-style-type: none"> • Meaning of terms with formulas • Finding mode, mean and median • Differentiate between terms • Solve problems relating to terms 	Mathematics-Statistics	<p>To develop learners knowledge on finding mode, mean, and median.</p> <p>To acquaint learners with simple methods of finding mode, mean and median</p>	<ul style="list-style-type: none"> • An individual activity as each learner demonstrates understanding on data representation will ascertain each learner's level of understanding on the topic. • A group work as learners differentiate between terms will give proof of learners' understanding on 	4 periods of 25 minutes	<p>Understanding mathematics by Maria .N. Osuagwu book 2 pg1,-22.</p> <p>Learn mathematics bk 2 pages 4 – 19</p> <p>New Primary mathematics for primary school by Clara Ofuka Ernest Eteng and others bk 4 pgs 4-12</p>

					<p>the lesson.</p> <ul style="list-style-type: none"> Pair works as learners collaborate and find answers to given questions on data [mean mode /median] will give each learners' level of understanding of the lesson. 		
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GRAMMAR

1ST TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Alphabetical order	<ul style="list-style-type: none"> Meaning of alphabetical order Letters of the alphabets Arranging words in alphabetical order The use of dictionary 	<ul style="list-style-type: none"> Sos --- hierarchy in the family Maths – ordinal position Phonics and spelling ordering - alphabetically 	<ul style="list-style-type: none"> To develop learners' understanding on the letters of the alphabet To acquaint learners with how to arrange words in alphabetical order To develop learners' knowledge on how to use the 	4	<ul style="list-style-type: none"> Group work to discuss the civic rights of citizens will determine the learners' level of understanding on the 	<ul style="list-style-type: none"> www. Learn English. Com junior scholars for lower primary- pgs 6 First aid in English revised edition pgs 4-5 basic English by Harbans Kaur bk 1 pg1

				dictionary..		<ul style="list-style-type: none"> Individual's ability to arrange words in alphabetical order will also prove each learner's level of assimilation on the lesson. 	
2	Parts of speech	<ul style="list-style-type: none"> The eight parts of speech Meaning of the parts of speech with examples Parts of speech and examples 	<ul style="list-style-type: none"> Basic science – parts of body Branches of science Comprehend – how I spent my holiday 	<ul style="list-style-type: none"> To develop learners understanding on the parts of speech. To express with examples the parts of speech 	4	<ul style="list-style-type: none"> Open class discussion at the beginning of the lesson to prove the learners knowledge on the lesson. Group work to discuss the family relationship will also prove the learners' understanding on 	<ul style="list-style-type: none"> www. Learn English. Com Junior scholars for lower primary- pgs 6 First aid in English revised edition pgs 4-5

						the parts of speech	
3	Common and Proper noun	<ul style="list-style-type: none"> • The meaning of common and proper noun • Examples of terms • Differentiating common noun from proper noun • Use of capital letter 	<ul style="list-style-type: none"> • Comprehension – my world • Basic science - the continents • Composition- the earth 	<ul style="list-style-type: none"> • To develop learners knowledge on the meaning and types of common and proper noun. • To acquaint learners with the various examples of terms • To differentiate between common and proper noun. 	4	<p>An open discussion at the beginning of the lesson will prove the learner's extent of familiarity with the topic.</p> <ul style="list-style-type: none"> • A group activity to discuss and differentiate common and proper noun • An individual's ability to itemize common and proper nouns will ascertain their knowledge on the topic. 	<ul style="list-style-type: none"> • www. Learn English . com • junior scholars for lower primary- pgs 6 • first aid in English revised edition pg 7 - 10 • grammar practice pg 1- 7

						<ul style="list-style-type: none"> An open class activity to rewrite sentences and capitalizing proper nouns will ascertain learner knowledge on the lesson 	
4	Count and uncount nouns.(singular and plurals, articles)	<ul style="list-style-type: none"> Define count and uncount nouns Examples of nouns that can and cannot be counted. Use of determiners for count and uncount nouns eg- many, few; a; much, little, one etc Meaning of articles and proper usage Meaning of singular and plural Write the plurals of nouns that end with o-e; ch to 	<ul style="list-style-type: none"> Sos – Meaning of neighborhood Civics – cooperation among neighbors. 	<ul style="list-style-type: none"> To develop learners understanding on count and uncount nouns. To acquaint learners with the various examples of terms To acquaint learners with the knowledge of determiners to use for count and uncount noun . 	4	<ul style="list-style-type: none"> A whole class activity on at the end of the lesson to ascertain the learners understanding on the lesson. A group work of the use of determiners will give each learners understanding of the lesson. 	<ul style="list-style-type: none"> Www. Learn English. Com Junior scholars for lower primary- pgs. 6 first aid in English revised edition pgs 4-5 basic English by harbans kaur bk 1 pg13 grammar practice page 13 – 17

		<ul style="list-style-type: none"> plural Changing nouns ending in y; fe; lf to ves and ies Nouns that do not change Changing sentence from singular to plural 					
5	Collective/gender nouns.	<ul style="list-style-type: none"> The meaning and types of collective and gender Types of gender with examples Differences between masculine, feminine, common and neuter gender. Transforming masculine gender to feminine gender in sentences vice versa 	<ul style="list-style-type: none"> Soc. – the family Basic science _ animals 	<ul style="list-style-type: none"> To develop learners knowledge on types of gender nouns To enhance learners knowledge on collective noun To acquaint learners with the differences of gender 	4	<ul style="list-style-type: none"> A whole class discussion on gender and collective noun will prove learners' reasoning ability on the topic. An individual activity will also prove the learners level of understanding on the lesson. 	<ul style="list-style-type: none"> Www. Learn English. Com Junior scholars for lower primary- pgs. 6 first aid in English revised edition pgs. 4-5
6	verbs	<ul style="list-style-type: none"> Meaning of verbs Examples of verbs Regular and 	<ul style="list-style-type: none"> Soc ; buying and selling Voc. – Teaching (a profession Health- cooking, 	<ul style="list-style-type: none"> To extend the learners knowledge on verbs. To develop learners' 	4	<ul style="list-style-type: none"> An open discussion at the beginning of the lesson to 	<ul style="list-style-type: none"> www. Learn English. Com Junior scholars for lower primary- pgs. 54

		irregular verbs with examples <ul style="list-style-type: none"> • Singular and plural verbs • Rules of concord • The use of is. Are; has, have 	baking etc <ul style="list-style-type: none"> • Creative writing-making a sock snake. 	knowledge on singular and plural verbs. <ul style="list-style-type: none"> • To extend learners knowledge on the use of has, have, was were, is and am . 		ascertain the knowledge of the learners on the lesson. <ul style="list-style-type: none"> • An individual's ability to list verbs will determine the learners level of assimilation of the lesson. 	<ul style="list-style-type: none"> • First aid in English revised edition pgs. 4-5 • basic English by Harbans Kaur bk32pg 18 • grammar practice bk 2 pg 43 44 45
8	Adjectives	<ul style="list-style-type: none"> • Meaning and types of Adjectives • Comparisons of adjectives • Formation of adjectives • Antonym and synonyms of adjectives • similes 	<ul style="list-style-type: none"> • Voc. – Teaching • Creative writing-describing a puppy 	<ul style="list-style-type: none"> • To extend the learners knowledge on adverbs • To acquaint learners with the degrees and comparison of adjectives • To create awareness on similes and comparison 	4	<ul style="list-style-type: none"> • An individual work to demonstrate understanding on adjectives will prove the learners understanding on the lesson • A whole class activity to form adjectives and compare 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 6 • first aid in English revised edition pgs 4-5

						will give each learners understanding on the lesson	
9	Adverbs	<ul style="list-style-type: none"> • Meaning of adverbs • Example of adverbs • Formation of adverbs • Types of adverbs ; time; place; manner; 	<ul style="list-style-type: none"> • Health – importance of sleep • Civics- proper care of the body. • Creative writing; - 	<ul style="list-style-type: none"> • To develop learners understanding on the topic. • To create awareness on the types of adverb. • To acquaint learners with formation of adverb 	4	<ul style="list-style-type: none"> • A simple speech by learners on importance of good grooming will ascertain learners understanding of the lesson • An open class discussion on the importance of exercise will determine learners' level of assimilation of the 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 6 • first aid in English revised edition pgs 4-5 • basic English by harbans kaur bk 1 pg1

						topic.	
10/11	Tenses/auxillaries.	<ul style="list-style-type: none"> • Present, past, past participle and future tense of verbs • Meaning of auxiliary verbs • Use of auxiliaries. 	<ul style="list-style-type: none"> • Soc ; buying and selling • Voc. – Teaching (a profession • Health- cooking, baking etc. 	<ul style="list-style-type: none"> • To extend the learners' knowledge on verbs and tenses. • To develop learners' knowledge on singular and plural of verbs. • To extend learners knowledge on the use of has, have, was were, is and am. 		<ul style="list-style-type: none"> • An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. • An individual's ability to list verbs and use them in their correct tenses will determine the learners level of assimilation of the lesson. 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 6 • first aid in English revised edition pgs 4-5 • grammar practice pg 67-90

GRAMMAR CURRICULUM

2ND TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Tenses	<ul style="list-style-type: none"> Present, past, past participle and future tense of verbs Meaning of auxiliary verbs Use of auxiliaries 	<ul style="list-style-type: none"> Soc ; buying and selling Voc. – Teaching (a profession Health-cooking, baking etc Phonics-diagraph sounds. 	<ul style="list-style-type: none"> To extend the learners knowledge on verbs and tenses.. To develop learners knowledge on singular and plural of verbs. To extend learners' knowledge on the use of has, have, was, were, is and am. 	4	<ul style="list-style-type: none"> An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. An individual's ability to list verbs and use them in their correct tenses will determine the learner's level of assimilation of the lesson. 	<ul style="list-style-type: none"> Www. Learn English. Com Junior scholars for lower primary- pgs. 6 First aid in English revised edition pgs. 4-5 grammar practice pg. 67 - 90
2	Modals. The use Of can, shall, will	<ul style="list-style-type: none"> Meaning and identification of modals types of modals use of modals Rules and uses of modals. 	<ul style="list-style-type: none"> Home Econs _ Cooking P. H. E.- Exercise Comprehension – koala 	<ul style="list-style-type: none"> To develop learners understanding on the use of modals. To express with examples the rules and uses of modals 	4	<ul style="list-style-type: none"> Open class discussion at the beginning of the lesson to prove the learners knowledge on the lesson. Group work to demonstrate understanding on modals will also prove the learners understanding on the parts of speech 	<ul style="list-style-type: none"> Www. Learn English. Com junior scholars for lower primary- pgs 6 first aid in English revised edition pgs 90 grammar practice pgs

							78, 62
3	Pronouns	<ul style="list-style-type: none"> • definition of terms • types of pronouns • singular and plural of personal pronouns • usage of pronouns 	<ul style="list-style-type: none"> • Comprehension – my world • Basic science - the continents • Composition- the earth 	<ul style="list-style-type: none"> • To develop learners knowledge on the meaning and types of pronoun • To acquaint learners with the use of pronouns. • To differentiate between singular and plural of pronoun. 	4	<p>An open discussion at the beginning of the lesson will determine the learners' extent of familiarity with the topic.</p> <ul style="list-style-type: none"> • A group activity to discuss types of pronouns will give learners' knowledge on the lesson. • An individual's ability to itemize singular and plural of personal pronouns will ascertain each learner's knowledge of the topic. • An open class activity to rewrite sentences rewrite sentences from singular to plural form will ascertain learner knowledge on the lesson 	<ul style="list-style-type: none"> • Wwww. Learn English . com • Junior scholars for lower primary- pgs 6 • first aid in English revised edition pg 7 -10 • grammar practice pg 31

4	Preposition	<ul style="list-style-type: none"> • Definition of terms • Examples of prepositions • Types of preposition • Correct usage of preposition. 	<ul style="list-style-type: none"> • Sos – Meaning of neighborhood • Civics – cooperation among neighbors. 	<ul style="list-style-type: none"> • To develop learners understanding on preposition • To acquaint learners on the various examples of terms • To acquaint learners with the use of preposition. 	4	<ul style="list-style-type: none"> • A whole class activity at the end of the lesson will ascertain the learners' understanding on the lesson. • A group work of the use of determiners will give learners' understanding of the lesson. 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 6 • first aid in English revised edition pgs 4-5 • basic English by harbans kaur bk 1 pg13 • grammar practice page 58 - 61
5	Sentence. Compliments, subject and verb	<ul style="list-style-type: none"> • Meaning of sentence. • Parts of a sentence • Subject and verb agreement. 	<ul style="list-style-type: none"> • Soc. – the family • Basic science _ animals 	<ul style="list-style-type: none"> • To develop learners knowledge on sentence construction • To enhance learners' knowledge on subject and verb agreement • To acquaint learners with the parts of a sentence 	4	<ul style="list-style-type: none"> • A whole class discussion on gender and collective will prove each learners reasoning ability on the topic. • An individual activity will also prove the learners' level of understanding on the lesson. 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 85 - 88 • first aid in English revised edition pgs 4-5
8	Conjunctions and connectors	<ul style="list-style-type: none"> • Meaning of terms • Examples • Pairs of conjunctions • Uses of conjunctions 	<ul style="list-style-type: none"> • Soc ; buying and selling • Voc. – Teaching (a profession • Science : parts of the body. 	<ul style="list-style-type: none"> • To extend the learners knowledge on term. • To develop learners knowledge on functions of conjunctions in a sentence. • To extend learners 	4	<ul style="list-style-type: none"> • An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. • An individual's ability to list 	<ul style="list-style-type: none"> • www. Learn English. Com • junior scholars for lower primary- pgs 54 • first aid in English revised edition

				knowledge on the use of conjunctions.		examples of conjunctions will determine each learner's level of assimilation on the lesson.	<ul style="list-style-type: none"> pgs 4-5 basic English by Harbans Kaur bk32pg 18 grammar practice bk 2 pg 43 44 45
9	Active and passive voices	<ul style="list-style-type: none"> Meaning of active and passive voice. Simple present and simple past of active and passive voice. 	<ul style="list-style-type: none"> Voc. – Teaching Creative writing- describing a puppy 	<ul style="list-style-type: none"> To extend the learners knowledge on passive and active voices To acquaint learners with how to change sentences from active to passive voice. 	4	<ul style="list-style-type: none"> An individual work to demonstrate understanding on passive and active voice will prove the learners' understanding on the lesson A whole class activity to change sentences from passive to active and vice versa will give each learner's understanding on the lesson 	<ul style="list-style-type: none"> www. Learn English. Com junior scholars for lower primary- pgs 6 first aid in English revised edition pgs 4-5
10	Question tag. Use of comma.	<ul style="list-style-type: none"> Meaning of terms. The forms and rule of question tags. Positive and negative tag Positive and negative response. 	<ul style="list-style-type: none"> Health – importance of sleep Civics- proper care of the body. Creative writing;- 	<ul style="list-style-type: none"> To develop learners understanding on the topic. To create awareness on asking questions. To acquaint learners with formation of question tags. 	4	<ul style="list-style-type: none"> A simple speech by learners on importance of questions will ascertain learners understanding of the lesson An open class discussion on how to respond to questions will determine learners' level of assimilation on the topic. 	<ul style="list-style-type: none"> www. Learn English. Com junior scholars for lower primary- pgs 6 first aid in English revised edition pgs 4-5 basic English by Harbans Kaur bk 1 pg1

Wks	Topics	Content	KEY SKILLS	CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	PERIOD	REFERENCES
2	Sentences	Meaning of sentence, types and parts of a sentence	<ul style="list-style-type: none"> To explain sentences in their own words and identify its types. To demonstrate understanding of sentence parts. To identify subject and predicate in a sentence 	Bas. Sc. – As we have parts of the body, so we have parts of sentences.	<ul style="list-style-type: none"> To explain sentences and its types To guide learners on recognizing the different parts of sentences. To guide learners on identifying subject and predicate in a sentence. 	<ul style="list-style-type: none"> Open class work will ascertain the learners understanding on the lesson. Individual activity to identify a type of sentence in various sentences will determine each learner's understanding 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1,2,&3) by S. C. Kwashie Gamor pg. 43

						on the lesson		
3	Idiomatic expressions	<ul style="list-style-type: none"> • Meaning of idioms • Examples of idioms • Usage in making sentences 	<ul style="list-style-type: none"> • To recognize and understand the meaning of idioms. • To create idioms and illustrate the meaning. • To make correct use of idioms. 	<p>Adjectives (grammar)</p> <p>The parable of the sower (wwwjd)</p>	<ul style="list-style-type: none"> • To make explicit the meaning of idiomatic expressions with lots of examples • To guide the learners on the correct use of idioms. 	<ul style="list-style-type: none"> • Open Class work will determine the learners level of understanding on the lesson • Individual's ability to identify idioms in sentences will give proof of each learner's level of understanding on the 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1, 2&3) by S. C. Kwashie Gamor pg. 64

						lesson.		
4	Determiners (quantifiers and articles)	<ul style="list-style-type: none"> Meaning of determiners. Types of determiners. Examples of determiners. Usage of determiners. 	<ul style="list-style-type: none"> To give the meaning of terms. To use quantifiers and articles and determiners correctly in sentences. 	Proper noun (grammar).	<ul style="list-style-type: none"> To explain quantifiers with examples To explain articles with examples To guide the learners on identifying quantifiers and articles in sentences. 	<ul style="list-style-type: none"> Open Class work will determine the learners' level of understanding on the lesson Individual's ability to use quantifiers and determiners in sentences will give proof of each 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1,2 & 3) by S. C. Kwashie Gamor pg. 1-9

						learner's level of understanding on the lesson.		
5	punctuations	Full stop, capital letters, question mark, commas, exclamation and usage.	<ul style="list-style-type: none"> To give the meaning punctuation. To use punctuation in making correct sentences. To identify punctuation in sentences 	Interjection (grammar)	<ul style="list-style-type: none"> To make explicit the meaning of punctuations with examples To guide the learners on the functions and correct use of punctuation marks To lead the learners to identify punctuations in given sentences 	<ul style="list-style-type: none"> Open Class work will determine the learners level of understanding on the lesson individual's ability to use punctuation marks in making correct sentences will prove each learner's level of understanding on the lesson. 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1,2,&3) by S. C. Kwashie Gamor pg. 77
6.	Mid-term	Mid-term test	Mid-term test	Mid-term test	Mid-term test	Mid-term test	4 periods	Mid-term test

	test						of 25 minutes	
7	Contractions (apostrophe)	Use of apostrophe and word contraction	<ul style="list-style-type: none"> To give the meaning of contractions. To identify various words and contract them. To make correct sentences with the contracted words. 	<p>(punctuations (grammar)</p> <p>The goose that laid the golden eggs (comprehension)</p>	<ul style="list-style-type: none"> To explain what contraction is. To explain the use of apostrophe in contracting words. To explain the rules of contracting words through song. To give more examples of word contractions 	<ul style="list-style-type: none"> Open Class work will determine the learners level of understanding on the lesson Individual's ability to contract words correctly will give proof of each learner's level of assimilation on the lesson. 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1,2,&3) by S. C. Kwashie Gamor pg. 24
8	Introduction to phrases and clauses	Meaning of phrases and clauses with examples.	<ul style="list-style-type: none"> To explain clauses and identify them in sentences. To explain 	Complete and incomplete metamorphosis (basic science)	<ul style="list-style-type: none"> To define terms. To outline phrases and 	<ul style="list-style-type: none"> Open Class work will determine the learners 	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary

			phrases and identify them in sentences		<p>clauses.</p> <ul style="list-style-type: none"> To differentiate btw phrases and clauses. 	<p>level of understanding on the lesson</p> <ul style="list-style-type: none"> Individual's ability to give the meaning of a phrase and a clause will give proof of each learner's level of assimilation on the lesson. 		(1,2,&3) by S. C. Kwashie Gamor pg. 43
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9	Antonyms and synonyms	<ul style="list-style-type: none"> Meaning of antonyms and synonyms . Examples of antonyms and synonyms . Usage of antonyms and synonyms 	<ul style="list-style-type: none"> To give the meaning of synonyms and antonyms. To give synonyms and antonyms of words. To make correct sentences with synonyms and antonyms. 	<p>Pictures reflection (non-verbal).</p> <p>Words opposite in meaning and closest in meaning (verbal reasoning)</p>	<ul style="list-style-type: none"> To define synonyms and antonyms . To outline words and their synonyms . To outline words and their antonyms . To guide the learners on making correct sentences with synonyms and antonyms 	<ul style="list-style-type: none"> Open Class work will determine the learners' level of understanding on the lesson <p>Individual's ability to say opposite of words and their synonyms will give proof of each learner's level of understanding on the lesson.</p>	4 periods of 25 minutes	www.learnenglishonline.com , English Grammar for Junior Scholars lower primary (1,2,&3) by S. C. Kwashie Gamor pg. 43
10	Animal, young, home and	<ul style="list-style-type: none"> Meaning of terms. Animal 	<ul style="list-style-type: none"> To identify animals and their young 	Animals homes young ones and sounds (basic)	<ul style="list-style-type: none"> To outlines animals 	Open Class work will determine the	4 periods of 25 minutes	www.learnenglishonline.com , English

	sounds	homes, sounds and young ones.	ones <ul style="list-style-type: none"> To state various sound made by them and their homes 	science)	their young ones. <ul style="list-style-type: none"> To mention the sound made by the animals and their homes. To guide the learners to state the motion done by the animals. To do a gap filling activity on animals , home and sounds 	learners' level of understanding on the lesson. Individual's ability to identify animals and their young ones will give proof of each learner's level of understanding on the lesson.		Grammar for Junior Scholars lower primary 1,2,&3) by S. C. Kwashie Gamor pg. 35
11	Revision	Revision		Revision	Revision	Revision	Revision	Revision
12	Exam/closing	Exam/closing		Exam/closing	Exam/closing	Exam/closing	Exam/closing	Exam/closing

PRY. 2

BASIC SCIENCE

2ND TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision	Revision	-	-			Encyclopaedia Britannica Ultimate Reference Suite
2/3	Plants	<ul style="list-style-type: none"> Meaning of plants 		<ul style="list-style-type: none"> To develop learners 	2	<ul style="list-style-type: none"> Open class discussion at the 	www.answer.com

		<ul style="list-style-type: none"> Life cycle of plants. Parts of plant and their function Uses of plant Transpiration and photosynthesis. Who a botanist is. 	<ul style="list-style-type: none"> .Voc. - as botanist 	<p>understanding on plants.</p>		<p>beginning of the lesson to prove the learners knowledge on the lesson.</p> <ul style="list-style-type: none"> A walk round the school premises will prove the individual's level of understanding on the lesson. 	<p>www.wikipedia.com</p> <p>Encyclopedia ,Britannica. Ultimate Reference suite.</p>
4/5	Food	<ul style="list-style-type: none"> The meaning of food Types/groups of food Importance of food 	<ul style="list-style-type: none"> Hecons. – meaning of food Voc – caterers/chef Health edu – , Importance of food. 	<ul style="list-style-type: none"> To create awareness on the groups of food. To develop learners understanding on food. 	2	<p>An open discussion at the beginning of the lesson will ascertain learners familiarity with the topic.</p> <p>An individual's ability to match food item to their group would help each learner understand the topic..</p>	<p>Wiki.answer.com/Q/what-is-food-73k</p> <p>Sciencenetlinks.com/lessons/pottery-quest/-25k</p> <p>Britannica Encyclopaedia</p> <p>Encarta for</p>

							Kids and Encarta premium
6	Blood and circulation	<ul style="list-style-type: none"> • Meaning of blood • Meaning of circulation • Components of circulatory system. 	<ul style="list-style-type: none"> • Heath Edu. Importance of blood . 	<ul style="list-style-type: none"> • To develop learners understanding on blood and circulation. • To create awareness on components of the circulatory system. 	2	<ul style="list-style-type: none"> • Individual activity at the end of the lesson will ascertain the learners understanding on the lesson. • A group discussion on the components of circulatory would prove learners understanding on the topic. 	<p>Kids sciencezone.com</p> <p>The learn about series science book 6 by Nmaju Obasi and co. pages 89</p>
8	Diseases	<ul style="list-style-type: none"> • The meaning of personal diseases. • Types and examples of diseases. • How to fight diseases. 	<ul style="list-style-type: none"> • Health – meaning of diseases • Voc-doctors/nurses. 	<ul style="list-style-type: none"> • To enhance learners understanding on diseases. • To demonstrate learners knowledge on how to take one's self. 	2	<p>A speech presentation on diseases would help learners understand the topic. .</p> <ul style="list-style-type: none"> • A whole class discussion will also prove the learners level of understanding on the lesson. 	<p>Health education textbook for primary schools by k.lounge. page</p> <p>http://www.biologyonline.org/dictionary/Disease.</p> <p>http://www.</p>

							mayoclinic.org/diseases - treatments/allphalists.all.html
9	Air	<ul style="list-style-type: none"> • Meaning • Uses of air • Types of air (breeze etc) 	<ul style="list-style-type: none"> • Health Edu –Importance of air 	<ul style="list-style-type: none"> • To develop learners understanding on air. 	2	<ul style="list-style-type: none"> • An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. • An individual 's ability to describe stages in growth will determine the learners level of assimilation of the lesson. 	<ul style="list-style-type: none"> • http://www.bcairquality.co.uk/101/what-is-air.html. •
10	Breathing and gas exchange.	<ul style="list-style-type: none"> • Meaning of breathing • Living things , their mode of 	<ul style="list-style-type: none"> • Health ; 	<ul style="list-style-type: none"> • To develop learners understanding on exchange of gas and breathing in 		<ul style="list-style-type: none"> • A group work to discuss how law helps to shape our lives will prove the learners understanding on the lesson 	http://www.breathingcoach.co.uk/what-is-breathing.html .

		breathing <ul style="list-style-type: none"> What do living things breathe in and out. 		living things.			
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PRY. 2

BASIC SCIENCE

3rd TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision	-	-----				c
2	Sound	<ul style="list-style-type: none"> Meaning of sound How sound is produced Sense organ for hearing.. Animals and their 	<ul style="list-style-type: none"> Health edu.- How we should take care of our ears. Voc – ENT doctors take care of the ears . 	<ul style="list-style-type: none"> To improve the learners knowledge on sound 	2	<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic Individual's ability to describe how 	http://www.fi.edu/fellows2/apraa/sounds ci.html . http://wiki.answers.com/Q/How-are-

		sounds				sound is produced will give a proof of each of the learner's understanding on the lesson	sounds- produced.
3/4	Digestion / excretion	<ul style="list-style-type: none"> • Meaning of digestion /excretion systems • Organs used in digestion and excretion • Living things and their excretory products. • Living things that what they digest. 	<ul style="list-style-type: none"> • Health edu .organs for excretion and digestion 	<ul style="list-style-type: none"> • To improve learners knowledge on excretory products from our body.. • To acquaint learners with the components of digestive and excretory system. . 	4	<ul style="list-style-type: none"> • Open discussion on how food digests and gets excreted would prove the learners understanding on the lesson. • Individual activity to match organs to their names would i ascertain each learners' understanding on the topic. 	<p>Encarta for kids and Encarta premium,</p> <p>Basic science by Nmaju.M.Obasi page 89 book 6</p>
5	Minerals	<ul style="list-style-type: none"> • Meaning of minerals • Minerals in Nigeria and their location. • Uses of 	<ul style="list-style-type: none"> • His – minerals and their locations. • Voc. Miners. 	<ul style="list-style-type: none"> • To develop learners understanding on minerals in Nigeria. • To enhance learners 	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability 	www.minerals.com

		mineral.		understandin g on the products we can get from minerals.		to give uses of minerals will give proof of each of the learners' level of understanding on the lesson.	
6	Rocks and precious stones.	<ul style="list-style-type: none"> • Meaning of rocks. • The types of rocks. • Uses of rocks.. 	<ul style="list-style-type: none"> • Soc.- meaning of rocks • Geography- locations ,. • Vocations- people that study about the rocks , etc e.g geologists. 	<ul style="list-style-type: none"> • To develop learners understandin g on rocks. • To acquaint learners with some geographical terms . 	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to the types of rocks will give evidence of each of the learner's level of understanding on the lesson. 	<p>Science is discovering pupils book 5.</p> <p>365 experiments on science.</p>
8/9	Earth & planet 1	<ul style="list-style-type: none"> • Meaning of earth • The planet. • How the earth revolves and rotates. • The planets of the world. • Things found in the 	<ul style="list-style-type: none"> • His-how the earth rotates / revolves. • Voca. People that study about the earth and planet. 	<ul style="list-style-type: none"> • To develop learners understandin g on earth and planet. 	2	<ul style="list-style-type: none"> • A speech presentation on how the earth moves will enhance learners understanding on the topic. • Individual's ability would help each learner understand the topic. 	<p>Nineplanets.com</p> <p>Nineplanets.org/-24k</p> <p>Dsc.discover y.com/tv- shows/plane t-earth-/24k.</p>

		planets.					
10	Measurement	<ul style="list-style-type: none"> • Meaning of measurement. • Standard units of measurement. • Equipments for measurement. 	<ul style="list-style-type: none"> • Soc – meaning of measurement 	To develop learners understanding on measurement.	2	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson. 	<p>Science is discovering pupils book 3.</p> <p>Pages 13-16</p>

PRIMARY 2

GENERAL KNOWLEDGE

1ST TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Civic education	<ul style="list-style-type: none"> • Meaning of civic education • Duties and obligation of citizens • Civic rights of citizens. 	<ul style="list-style-type: none"> • Soc --- Duties and responsibilities of citizens • Civic --- Basic fundamental rights of citizens. 	<ul style="list-style-type: none"> • To develop learners' understanding on their civic rights and obligations. 	4	<ul style="list-style-type: none"> • Group work to discuss the civic rights of citizens will determine the learners' level of understanding on the lesson. • Individual's ability to demonstrate understanding on the 	<ul style="list-style-type: none"> • Civic education bk 2 pgs 4-10

						duties and responsibilities of citizens will also prove each learner's level of assimilation on the lesson.	
2	Family	<ul style="list-style-type: none"> • Meaning of family, the individual and the family. • Types of family. • Duties & responsibilities of members of the family. • Family relationship. • The family and the home • Taking care of the home • Part of the home. 	<ul style="list-style-type: none"> • Civics. – Responsibilities and duties of members of the family. • Geo – Mapping of the family • Home eco – Care of the home, environment, myself, food. • Sos --- The individual and the family /society. • Morals–Rules in the family 	<ul style="list-style-type: none"> • To develop learners understanding on the meaning and types of family. • To express the family relationship with the family tree; • To acquaint learners with the duties and responsibilities of members of the family. • To develop learners knowledge on care of the home 	4	<ul style="list-style-type: none"> • Open class discussion at the beginning of the lesson to prove the learners knowledge on the lesson. • Group work to discuss the family relationship will also prove the learners' understanding of the lesson. • A project work about my family 	<p>Social Studies for primary schools by Adisa Bakare pg 9 -15</p> <p>Civic Education by Felix Alonge bk. 2 pg. 7- 10</p> <p>Encarta premium DVD</p>

						will prove learners understanding on the topic.	
3	Community and Neighborhood	<ul style="list-style-type: none"> • The meaning of community/types • Places in the community. • Rules / cooperation in the community • Taking care of the environment • Human resources in the community. • Leaders in the community. 	<ul style="list-style-type: none"> • Soc. – Types of community • Voc – Occupation (teachers, community helpers, doctor) • Health– Care of the environment. • Civics--- Rules and cooperation in the community. 	<ul style="list-style-type: none"> • To develop learners knowledge on the meaning and types of community • To acquaint learners with the human resources in the community • To create awareness on places found in the community. 	4	<p>An open discussion at the beginning of the lesson will determine the learners' level of familiarity with the topic.</p> <p>A group activity to discuss and differentiate the types of community</p> <p>An individual's ability to itemize the community helpers will ascertain their knowledge on the topic.</p>	<p>www.community.com</p> <p>Britannica Encyclopedia</p> <p>Encarta for Kids and</p> <p>Encarta premium</p> <p>Farafna social studies pgs 19-25</p>
4	Communi	<ul style="list-style-type: none"> • Meaning of neighborhood/neighbours 	<ul style="list-style-type: none"> • Sos – Meaning of neighborhood 	<ul style="list-style-type: none"> • To develop learners understanding on neighbourhood and 	4	An open class discussion on	Civic Education bk. 2 by Felix

	ty and Neighbor hood	<ul style="list-style-type: none"> Places in the neighborhood. 	<ul style="list-style-type: none"> Civics – cooperation among neighbors. 	places.		neighborhood at the end of the lesson to ascertain the learners understanding on the lesson.	<p>Alonge pg. 31 – 36</p> <p>Social Studies Farafina Edu) by Adisa Bakare and others pg/. 47 - 49</p>
5	Religion	<ul style="list-style-type: none"> The meaning and types of religion Mode and place of worship. History of traditional religion B/C. The Similarities and differences Types of religious leaders Respect for religion. 	<ul style="list-style-type: none"> Soc. – meaning and types His - The oldest form of religion. Civics– respect for religion. 	<ul style="list-style-type: none"> To develop learners knowledge on types of religion To enhance learners knowledge on types of religion. To acquaint learners with the differences and similarities of the types of religion. 	4	<ul style="list-style-type: none"> A whole class discussion on modes and places of worship will prove each learners reasoning ability on the topic. A n individual activity will also prove the learners level of understanding on the lesson. 	<p>Social Studies bk. 2 (pg. 7 – 17)</p> <p>www religion .com</p>
6/8	Culture and	<ul style="list-style-type: none"> Meaning of culture and ethnicity. 	<ul style="list-style-type: none"> Soc . culture and ethnicity. 	<ul style="list-style-type: none"> To extend the learners 	4	<ul style="list-style-type: none"> An open discussion 	<ul style="list-style-type: none"> Social Studies

	ethnicity	<ul style="list-style-type: none"> • The 3 main ethnic groups in Nigeria • Various cultural food and attires, languages, norms and values. • Cultural festivals by various ethnic group • Location of ethnic groups and states on the map. 	<ul style="list-style-type: none"> • His –Origin of the 3 main ethnic groups • Geo – Their locations from the map of Nigeria • Civics/ morals – Showing respect for ones culture. 	<p>knowledge on various ethnic groups in Nigeria.</p> <ul style="list-style-type: none"> • To develop learners' knowledge on some important aspects of culture and why culture should be respected. • To extend learners knowledge on the location of ethnic group on the map. 		<p>at the beginning of the lesson to ascertain the knowledge of the learners on the lesson.</p> <ul style="list-style-type: none"> • An individual 's ability to describe the aspects of culture that makes each culture unique will determine the learners level of assimilation of the lesson. 	bk. 5 (pg. 25 – 29)
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9	Vocation	<ul style="list-style-type: none"> • Meaning and types of vocations. • Tools used by various vocations. 	<ul style="list-style-type: none"> • Voc. – Teaching (a profession) 	<ul style="list-style-type: none"> • To extend the learners knowledge on vocation and types • To acquaint learners with the various tools used by different professionals. 	4	<ul style="list-style-type: none"> • A group work to discuss how teachers help to shape our lives will prove the learners understanding on the lesson 	<p>Social studies Farafina by Adisa Bakare pgs 23</p> <p>Basic English Language improvement skills by Harbans Kaur bk 1 pages 65-67</p> <p>Vocational aptitude by Ugo c Ugo Pgs 4- 15</p>
10	Good grooming .exercis e,rest and sleep	<ul style="list-style-type: none"> • Meaning of grooming, exercise, rest and sleep • Importance of exercise rest and sleep. • Ways of taking care of the body • Good body posture. 	<ul style="list-style-type: none"> • Health – importance of sleep, exercise,rest and sleep • Civics- proper care of the body. 	<ul style="list-style-type: none"> • To develop learners understanding on the topic. • To create awareness on the importance of exercise and sleep. • To acquaint learners with effect of 	4	<ul style="list-style-type: none"> • A simple speech by learners on importance of good grooming will ascertain learners understanding of the lesson • An open 	<p>Home economics For junior primary school bk 1 by Rebecca Oyegbeda pgs 4. 5</p> <p>Physical and health education</p>

				inadequate rest and sleep to the body • To develop learners knowledge on steps to good grooming.		class discussion on the importance of exercise will determine learners' level of assimilation of the topic.	for primary school bk 2 Pgs 34, 35
11	Revision	• Revision	• Revision			• Revision	

PR 2

GENERAL KNOWLEDGE

2ND TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision	• Revision	• Revision	• Revision		• Revision	
2	Community Leaders	• Meaning of term with examples • Types of community leaders • Role of community leaders. • Duties and	• Sos --- types of leaders. • Hist – past and present leaders • Civics --- Respect for leaders	• To develop the learners understanding on community leaders with examples • To extend learners knowledge on role of community leaders in the community • To make explicit how to	4	• Whole class activity will determine the learners level of assimilation	Social studies Farafina by Adisa Bakare pgs 34-40

		responsibilities of leaders in the community. <ul style="list-style-type: none"> • Showing respect for leaders 		show respect to our leaders both in the community and nationally.		on on the lesson <ul style="list-style-type: none"> • Individual activity to itemise steps in cleaning the home will determine each learner's understanding on the lesson 	www.leader.com . www.community@info.com
3	.Authority and respect	<ul style="list-style-type: none"> • Meaning of authority and respect, allegiances. • Ways of showing respect. • Groups/authorities and national figures. that need respect • Consequences of disrespect • Respect and order • Authority at home, school, and in the government. 	<ul style="list-style-type: none"> • Civics - types of authorities • Importance of respect • Ways of showing respect • Disadvantages of disrespect. • Misuse of authority. 	<ul style="list-style-type: none"> • To create awareness on national symbols that should be respected. • To develop learners' knowledge on respected authority and the reasons why they should be respected and also the consequences of not showing respect to them. 	4	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Individual's ability to describe the usefulness of forest will give a proof of each of 	Home Economics for primary schools book 5 by Olabisi Are and others pg. 16 Encarta for kids and Encarta premium 2009

						the learner's understanding on the lesson	www.authority.com www.respect.com
4	Law enforcement agency	<ul style="list-style-type: none"> • . Meaning of law enforcement agency. • Objectives and types of law enforcement agency. • Examples of law enforcement agents • Importance of law • Meaning of law enforcement acronyms. • Duties and functions of law enforcement agencies. 	<ul style="list-style-type: none"> • . Sos –people who enforce law in the society. 	<ul style="list-style-type: none"> • To improve learners knowledge on the law enforcement agencies in Nigeria and modus operandi. • To create awareness on the right of citizens to collaborate with the law enforcement agency eg NPF , FRCN, NAFDAC 	4	<ul style="list-style-type: none"> • Group work to use the atlas and identify and give meaning of law enforcement acronyms will prove the learners understanding on the lesson. 	Encarta for kids and Encarta premium , Social Studies for Primary Schools book 2 by Adisa Bakare pg. 51 www.lawenforcement

							agency.com
5	Transportation	<ul style="list-style-type: none"> • Meaning of transportation • Types of transportation • Old and modern means of transportation. • Safety tips 	<ul style="list-style-type: none"> • Hist – past and present means of transportation. • Geo- Movement of people from one place to another <p>Sos- Movement</p>	<ul style="list-style-type: none"> • To enhance the learners knowledge on the past and present means of transportation. • To develop learners knowledge on the history of transportation and how people, goods can move with the various means of transportation to nationally and globally. • To improve learners on safety measures to implore whilst moving from a place to another by different means of transportation. 	4	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to itemise different means of transportation will give proof of each of the learners' level of understanding on the lesson. 	www.transportation.com . Primary Schools book 2 by Adisa Bakare pg. 67-70.
6	Technology/appliances	<ul style="list-style-type: none"> • Meaning and definition of terms. • Old and new technology 	<ul style="list-style-type: none"> • Home Econs- Safety use of appliances • Care for 	<ul style="list-style-type: none"> • To extend the learners knowledge on old and new technological appliances. • To enhance the learners 	4	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners 	Social studies for

		<ul style="list-style-type: none"> • Types of appliances • Importance of technology @ appliances • Safe use of appliances • One who fixes damaged appliances? 	<ul style="list-style-type: none"> • appliances • Hist- History of technology • Voc- Occupation. 	<p>knowledge on the safe use of technological appliances.</p> <ul style="list-style-type: none"> • To acquaint learners with electrical and non- electrical appliances. 		<p>understanding on the lesson.</p> <ul style="list-style-type: none"> • Individual's ability to itemise electrical and non-electrical appliances will give evidence of each of the learner's level of understanding on the lesson. 	<p>primary schools book 2 pg. 65</p> <p>Vocation al aptitude by Ugo. C. Ugo bk 2 pgs 6-15</p> <p>Primary Schools book 2 by Adisa Bakare pg. 71-73.</p>
8	Appliances /Labour saving devices	<ul style="list-style-type: none"> • Meaning of appliances and labour saving devices • Examples of labour saving devices • Use of labour saving devices 	<ul style="list-style-type: none"> • Voc- occupation • Home Econs- Care for appliances. 	To enhance the learners' knowledge on the labour saving devices within the serene environment.	4	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. Individual's ability to itemise electrical and non - electrical appliances will 	<p>Social studies for primary schools book 2 pg.42</p> <p>Vocation al aptitude</p>

						<p>give evidence of each of the learner's level of understanding on the lesson.</p>	<p>by ugo c Ugo bk 2 pgs 6-15</p> <p>Primary Schools book 2 by Adisa Bakare pg. 71-75.</p>
9/10	Food	<ul style="list-style-type: none"> • Meaning of food • Six classes of food • Importance of food • Ways of preserving food • Reasons for taking care of food • Food hygiene • Food vendors. 	<ul style="list-style-type: none"> • Home econs.- food hygiene • Civic morals-manners • Voc-occupation • Sos – environment for preparing the food 	<ul style="list-style-type: none"> • To enhance the learners knowledge on the six classes of food. • To extend the learners knowledge on the importance of food to the body. • To create awareness on methods of preserving food and why we should take proper care of food and effects of food poisoning as one of the factors. 	4	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners' understanding on the lesson. • Group activity to group food under classes will also prove the learners' level of understanding 	<p>Social studies for primary schools book 2 pg.34</p> <p>Vocational aptitude by ugo c Ugo bk 2 pgs 20</p> <p>Primary Schools book 2</p>

						<ul style="list-style-type: none"> ding on the lesson Individual's ability to itemise steps involved in food hygiene will give proof of each learner's level of understanding on the lesson 	by Adisa Bakare pg. 14
11	Revision/exam						

PRIMARY 2

GENERAL KNOWLEDGE

3RD TERM

WKS	TOPICS	CONTENTS	CROSS CURRICULAR/CONNECTIVITY	AIMS AND OBJECTIVITY	PERIOD	ASSESSEMENT /ACTIVITY TECHNIQUE	RESOURCES	REFERENCE

1	Revision							www.wikipedia.org www.foodservice.com
B2	Harmful substances	<ul style="list-style-type: none"> • Meaning of harmful substances. • Examples of harmful substances. • Types of harmful substances. • Food poisoning. • Effects of harmful substances to the body. • Ways of taking in harmful substances. 	<ul style="list-style-type: none"> • Health Edu.- effect of harmful substances. • Home Econ.-proper care of food. • Civics- a good citizen should not take harmful substances 	<ul style="list-style-type: none"> • To extend the learners' knowledge on forest and its products which are harmful to man and his environment • To enhance the learners' knowledge on types of harmful substances. • To create awareness on edible items(Food) that could be harmful to man and reasons we should take proper care of food. 	<ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners' understanding on the lesson. • Group activity to demonstrate understanding on the topic will also prove the learners' level of understanding on the lesson • Individual 	Home Economics for primary schools book 3 by Olabisi Are and others pg. 17 Encarta for kids and Encarta premium 2009 Science is	www.foodeentertainme nt.com www.answer.com

						l's ability to identify and demonstrate understanding on edible harmful substances will give proof of each learner's level of understanding on the lesson	discovery by Olakabk 2 pgs 34 Farafina Sos for primary schoolbk 2 pgs 5l	
3	Medicine	<ul style="list-style-type: none"> • Definition of medicine • Examples of medicine • Ways of abusing medicine • Places where we can buy medicine • Important information to check 	<ul style="list-style-type: none"> • Health education- why we take drugs • Effect of drug abuse • Sos- where we can buy drug • Civics – taking to doctors' advice. 	<ul style="list-style-type: none"> • To enhance the learners' knowledge on safe ways of administering medicine. 	<ul style="list-style-type: none"> • 4 	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson to ascertain the learners' level of familiarity on the topic. 	Home Economics for primary schools book 3 by Olabisi Are and others pg. 16	www.answers.com www.wikipedia.com

		<p>when buying medicine.</p> <ul style="list-style-type: none"> Types of drugs. 				<ul style="list-style-type: none"> An individual activity to list out examples of medicine will give evidence of each learner's level of assimilation on the lesson. 	<p>Encarta for kids and Encarta premium 2009</p> <p>www.medicines.com</p> <p>www.health.com</p>		
4	Water supply	<ul style="list-style-type: none"> Definition of water Sources of water supply Ways of purifying water Uses of water Importance of water Chemical formula Characteristics of 	<ul style="list-style-type: none"> Health-methods/benefits of purifying water Uses of water Morals – keeping water sources clean Sources- places we can find water 	<ul style="list-style-type: none"> To create awareness on sources of water and ways of maintaining good water supply. To develop learners' understanding on the importance of water. To acquaint learners with the qualities 	4	<ul style="list-style-type: none"> Whole class activity will ascertain the learners' understanding on the lesson. An individual activity to outline ways of 	<p>Home Economics for primary schools book 4 by Olabisi Are and others pg. 67</p>	<p>www.foo.dhygiene.com</p> <p>www.foo.dandnutrition.com</p>	

		<p>water.</p> <ul style="list-style-type: none"> To enumerate the qualities of a good water. 		<p>of pure and impure water</p>		<p>purifying water will prove the extent at which each of the learners was able to understand the lesson.</p> <ul style="list-style-type: none"> Group activity to demonstrate understanding on the topic will also prove the learners' level of understanding on the lesson 	<p>Encarta for kids and Encarta premium 2009</p> <p>Sos for primary school by Adisa bakare pgs 73</p>		
5/6	Map of Nigeria	<ul style="list-style-type: none"> Definition of map. States in 	<ul style="list-style-type: none"> Sos.-identifying my state of origin on the 	<ul style="list-style-type: none"> To create awareness on the use of map 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> Whole class work will give 	Sos for	<ul style="list-style-type: none"> www. health 	<ul style="list-style-type: none">

		the map. <ul style="list-style-type: none"> Using the cardinal point to locate areas. Location of my state of origin using the map. 	map. <ul style="list-style-type: none"> Geo.- geo political zone 	in locating places in Nigeria.		evidence of the learners' level of understanding on the lesson. <ul style="list-style-type: none"> Individual's ability to locate places and cities on the map will prove each learner's level of understanding on the lesson. 	primary school by Adisa bakare pgs 90 Encarta for kids and Encarta premium 2009 www.. Wikipedia map of Nigeria The Nigerian atlas.	ing.c o	
8/9	Past Nigerian heroes and heroines	<ul style="list-style-type: none"> Meaning of hero and heroine History of 	<ul style="list-style-type: none"> Hist- history of past heroes & heroines. Sos.-past & 	<ul style="list-style-type: none"> To acquaint learners with past and present heroes and 	<ul style="list-style-type: none"> 4 	<ul style="list-style-type: none"> An individual activity as each learner 	Sos for primary school by	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

		<p>Nigerian past heroes and heroines</p> <ul style="list-style-type: none"> • Attributes and contribution of a hero or heroine in Nigeria. 	<p>present leaders of Nigeria.</p>	<p>heroines</p> <ul style="list-style-type: none"> • To develop learners' understanding on the nationalist/struggle of some past heroes and heroines. 		<p>embarks on project writing on the topic will ascertain each learner's level of understanding on the topic</p>	<p>Adisa bakare pgs 78</p> <p>www.nigeriahistory.com</p> <p>www.Nigeriahistory.com</p>		
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10/11	Natural & human resources	<ul style="list-style-type: none"> • Definitions of human/natural resources. • Types and examples. • Examples of natural and human resources in the community. • Raw and finished products of some natural resources • Human resources as a tool to national development 	<ul style="list-style-type: none"> • Sos- Human and natural resources. • WWJD- The creation story • Geo – geographical locations of where the natural resources could be found 	<ul style="list-style-type: none"> • To develop the learners' understanding on the term with example. • To create awareness on how raw materials can be processed to finished goods. 	• 4	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. • Individual's ability to write a report on how materials are processed to finished products will prove each learner's level of understanding on the lesson. 	<p>Encarta for kids and Encarta premium 2009</p> <p>www.humanresources.com</p> <p>Social Studies for primary school by Adisa Bakare pgs 23</p>		
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WKS	TOPICS	CONTENT	Key skill/cross curricular link	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision		Revision			2		
2	Natural and human resources	<ul style="list-style-type: none"> Meaning of natural resources Location of natural resources in Nigeria and how to develop/ conserve our natural resources Meaning of human resources How we can develop our human resources 	<ul style="list-style-type: none"> Game reserve(gk Creative arts; beading Science: people /jobs 	<ul style="list-style-type: none"> Meaning of natural resources Location of natural resources in Nigeria and how to develop/ conserve our natural resources. Meaning of human resources How we can develop our human resources Types of job/labour mobility. 	<ul style="list-style-type: none"> To improve learners knowledge on where natural resources can be located in Nigeria. To acquaint learners with the first exploration of crude oil in Nigeria. . 	4	<ul style="list-style-type: none"> Open discussion on resources and occupations that people do will prove the learners understanding on the lesson. Individual activity to itemise natural resources in Nigeria and their locations would ascertain 	<p>Encarta for kids and Encarta premium,</p> <p>Social Studies for Primary Schools book 5 by Adisa Bakare pg. 51</p> <p>www. Wikipedia.org</p>

		<ul style="list-style-type: none"> Types of job/labour mobility. 					each learners' understanding on the topic.	
3	Geography	<ul style="list-style-type: none"> Meaning of geography Geographical maps and tools. Major cities in Nigeria/map Cardinal points. 	<ul style="list-style-type: none"> Gram. Nouns 	<ul style="list-style-type: none"> Soc.- meaning of geography Geography- locations ,vegetations. Vocations- people that study about the earth ,climate etc Astrologists and geologists. <p>Homec – the type of cloth they wear during different weathers.</p>	<ul style="list-style-type: none"> To acquaint learners with some geographical terms / knowledge. To develop learners understanding on geography. 	4	<ul style="list-style-type: none"> Whole class work will give evidence of the learners understanding on the lesson. Individual's ability to describe different geographical maps and tools in Nigeria will give evidence of each of the learner's level of understanding on the lesson. 	Farafina social studies text book for primary 3 by Adisa Bakare and co. pages 41-48.
4	Geography	<ul style="list-style-type: none"> Nigeria's climate ,Vegetation and 		<ul style="list-style-type: none"> Soc.- meaning of 	<ul style="list-style-type: none"> To develop learners understanding on the 	2	<ul style="list-style-type: none"> Whole class work will give evidence of 	Farafina social

		<p>landforms.</p> <ul style="list-style-type: none"> • The highest mountain in Africa and the world. • The longest / largest river in Africa and the world. • Longest ocean in the world. • continents 		<p>geography</p> <ul style="list-style-type: none"> • Geography-locations ,vegetations. • Vocations-people that study about the earth ,climate etc Astrologists and geologists. <p>Home Econs – the type of cloth they wear during different weathers.</p>	<p>different climate, vegetations and landforms in Nigeria.</p> <ul style="list-style-type: none"> • To develop learners understanding on the different vegetations and landforms Arica and the world. 		<p>the learners understanding on the lesson.</p> <p>Individual's ability to describe different vegetations and land forms in Nigeria will give evidence of each of the learner's level of understanding on the lesson.</p>	<p>studies textbook for primary 3 by Adisa Bakare and co.pages 50-56</p>
5	Government	<ul style="list-style-type: none"> • Meaning of government • Tiers of government • Arms of government and their functions • Forms of Government practiced 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Civics- The right to vote as a good citizen. • Morals – if you are voted in , lead the people right. • Soc – meaning of government / tiers . • His - military and democratic regime 	<p>To develop learners understanding on government /levels of government.</p>	2	<ul style="list-style-type: none"> • An education visit to a government's house will enhance learners understanding on the topic. • Individual's ability to discuss on government will help 	<p>Farafina social studies bk 3 by Ayisha Osori.pages 22-26</p>

		in by different countries.					each learner understand the topic.	
6	Print media	<ul style="list-style-type: none"> • Benefits of print media. • Forms of print media. 	•	<ul style="list-style-type: none"> • Social stu. –meanin g of print media • .Voc. - as occupation/t ools • history – invention • Moral – Moral value(using the right materials and editing before printing to avoid poor outcome) 	<ul style="list-style-type: none"> • To develop learners understandin g on the appropriate materials used in print media. • To summarize how printing media begun.. 	2	<ul style="list-style-type: none"> • Open class discussion at the beginning of the lesson to prove the learners knowledge on the lesson. • Group work to list materials that can be printed on will also prove the learners understand ing of the lesson. A n educational visit to a print media will prove the individual's level of understand ing on the lesson. 	www .print medi a. com

7	Mid term break							
8	Personal health	<ul style="list-style-type: none"> The meaning of personal health Importance of personal hygiene Equipments used in maintaining personal health 	•	<ul style="list-style-type: none"> Health – meaning of personal health Home Econs – eating of balanced diet as a means of maintaining personal hygiene. Voc-equipments used in maintaining personal health. 	<ul style="list-style-type: none"> To enhance learners understanding on personal health. To demonstrate learners knowledge on how to take one's self. 	2	<p>A speech presentation on personal health would help learners understand the topic. .</p> <ul style="list-style-type: none"> A whole class discussion will also prove the learners level of understanding on the topic. 	<p>Health education textbook for primary schools by k.lounge. page 34-36.</p> <p>www.preservearticles.com/201101012219/maintaining-good-health-24k</p> <p>www.Myphr.com/s tart a phr/what-is-a-phr.aspx-101k.</p>
9	Growth and development	<ul style="list-style-type: none"> Meaning of growth and development Things that would help us grow properly 	•	<ul style="list-style-type: none"> Health Edu –meaning of growth and education./food that help us grow properly. Home Econs -physical changes in development 	To develop learners understanding on growth and development..	2	<ul style="list-style-type: none"> An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. An individual 's ability to describe stages in growth 	<ul style="list-style-type: none"> Scien cenc etlink .com /less on/g rowt h- stag es-2mid

		Physical changes in development		.			will determine the learners level of assimilation of the lesson.	dle-child hood -28k.
10	Accidents	<ul style="list-style-type: none"> Meaning of paramedics (First aid treatment) Types of injuries 	•	<ul style="list-style-type: none"> Voc – health agencies, nurses and doctors, first –aid box Home Econs – Different ways of avoiding accidents Health – safety measures. Soc- meaning of paramedics and types of injuries 	<ul style="list-style-type: none"> To develop the learners understanding on the various ways to imbibe safety . To know some of the health agencies involved during emergency. To know the first aid to apply in each type of injury. 	2	<p>Whole class activity will determine the learners level of assimilation on the lesson</p> <p>Individual activity to itemise steps in treating of a named injury will determine each learner's understanding on the lesson.</p>	<p>Home Economics for Primary schools book 3 by Olabisi Are & others pg. 18</p> <p>www.homemanagement.com</p> <p>www.floorsurfaces.com</p>
11	Revision /Exam	•	•	•			•	

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision				2		
2	Law /court	<ul style="list-style-type: none"> • Meaning of law and constitution • Branches of law practiced in the court(criminal and civil law)/Main courts in Nigeria. • The highest court in Nigeria/ location. • The chief justice of Nigeria • Role of law in our society • How laws are shaped and enforced 	<ul style="list-style-type: none"> • Voc. – Lawyer(a profession) Soc – An arm of government that makes the law. 	<ul style="list-style-type: none"> • To improve learners understanding on law/ court. 	2	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Individual's ability to describe relationship between law and court will give a proof of each of the learner's understanding on the lesson 	

		<ul style="list-style-type: none"> • Role of Police 					
3	Law/court	<ul style="list-style-type: none"> • The chief justice of Nigeria • Role of law in our society • How laws are shaped and enforced • Law enforcement agencies. 	<ul style="list-style-type: none"> • Voc. – Lawyer (a profession) <p>Soc – An arm of government that makes the law.</p>	To develop learners understanding on different laws in Nigeria.	2	A group work to discuss how law helps to shape our lives will prove the learners understanding on the lesson	
4	Tourism/migration	<ul style="list-style-type: none"> • Meaning of tour, tourist and tourism. • Reasons for tourism travel/places. 	<ul style="list-style-type: none"> • Soc – meaning of tourism /tourist and migration • Health – for treatment of illness/change of weather 	<ul style="list-style-type: none"> • To develop learners understanding on tourism and migration. • To enhance learners understanding on the various tourist sites in Nigeria. 	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to give reasons for tourism and migration will give proof of each of the learners' level of understanding on the lesson. 	www.influencerising.com

5	Tourism /migration	<ul style="list-style-type: none"> • Meaning of migration • Reason for migrating. • Economic importance of tourism. 	<ul style="list-style-type: none"> • Voc – Things learnt from travelling etc. • Civic – People have the right to travel from one place to another. • His – most tourist places in the world / Nigeria. Geo- location of tourist centre in Nigeria and the world. 	Same as in wk 4	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to describe different vegetations and land forms in Nigeria will give evidence of each of the learner's level of understanding on the lesson. 	Civic Education for primary schools book 5 pg. 19
6	Season	<ul style="list-style-type: none"> • Meaning of seasons • Period of this seasons • Clothing worn at different seasons. 	<p>Soc-meaning of season</p> <p>Voc: occupation</p> <p>Home c : Types of fabrics /how to take care of the fabrics.</p>	<ul style="list-style-type: none"> • To develop learners understanding on different seasons in Nigeria/world. 	2	<ul style="list-style-type: none"> • Individual's ability to discuss on different seasons would help each learner understand the topic. 	www.seasons .com

7	Mid-term break	-	-	-	-	-	-
8	Fabrics	<ul style="list-style-type: none"> • Meaning of fibers /types • Sources of fiber • Uses of fiber 	<ul style="list-style-type: none"> • Geo - different weather that will make people wear a particular cloth. • Voc .Tailor/ seamstress /tailoring materials. • Home econs – uses and 	<ul style="list-style-type: none"> • To develop learners understanding on fibers/clothing. • To state sources /uses of fibers. 	2	<p>An educational visit to a tailoring shop at the end of the lesson will ascertain the learners understanding on the lesson.</p> <p>A group discussion on the sources of fiber would prove learners understanding on the topic.</p>	<p>www.slideshare.net/sandeepmittal62/smartfibres-fabrics-and-----</p> <p>www.fibre2fashion.com/industry-article/7/688/plant-and-anima-57k</p>

			importa nce of cloths <ul style="list-style-type: none"> Soc. – meanin g of fibres/ty pes 				
9	pottery	<ul style="list-style-type: none"> The meaning of pottery Steps involved in pottery People involved in pottery Things gotten from pottery	<ul style="list-style-type: none"> Soc. – meanin g of pottery/ material s use in pottery work. Voc – Occupat ion Home c – , Ceramic s used at homes/t aking care of our utensils. 	<ul style="list-style-type: none"> To create awareness of steps involved in pottery. 	2	An open discussion at the beginning of the lesson will ascertain learners familiarity with the topic. A video clip display group would help learners describe steps involved in pottery.. An individual's ability to list people involved in pottery would help each learner understand the topic..	Wiki.answer.com/Q/what –is-pottery-73k Sciencenetlinks.com/lessons/pottery-quest/-25k Britannica Encyclopaedia Encarta for Kids and Encarta premium
10	Pipes and plumbing	<ul style="list-style-type: none"> Meaning of pipes and plumbing. Some plumbing tools. 	<ul style="list-style-type: none"> Soc – meanin g of pipes and plumbin g 	To improve the learners knowledge on pipes and plumbing	2	<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic Individual's ability to 	www.pipes .com vocational studies for primary schools.

		<ul style="list-style-type: none"> Who a plumber is and what he does. Materials used in making pipes 	<ul style="list-style-type: none"> Civic – in case of any damage to a pipe a plumber should be consulted. Voc – plumber and plumbing tools. 			describe the usefulness of forest will give a proof of each of the learner's understanding on the lesson	
11	Revision /Exam						

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	Revision		<ul style="list-style-type: none"> Soc- meaning of violence Civics- people are suppose to respect each other's feelings Moral- love every one as yourself 	<ul style="list-style-type: none"> To develop learners understanding on the term violence. To educate learners on the need to avoid violence. 		<ul style="list-style-type: none"> Role play Class discussion 	Home Economics for Primary schools book 3 by Olabisi Are & others pg. 18 www.homemanagement.com www.floorsurfacing.com
2	History of man	<ul style="list-style-type: none"> Meaning of home Types of homes in Nigeria Things found in the home/surrounding People 	<ul style="list-style-type: none"> soc - home as shelter for man. Health Edu.- importance of hygiene\ how to keep the surrounding clean. 	<ul style="list-style-type: none"> To extend the learners knowledge on the meaning of home. To develop learners understanding on the various types homes \ places in the home./ 		<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will deter 	Home Economics for primary schools book 5 by Olabisi Are and others pg. 16 Encarta for

		that make up the home <ul style="list-style-type: none"> • Cleaning & caring of the home • Places in the home 				mine the learner's knowledge on the topic <ul style="list-style-type: none"> • Individual's ability to describe the various types of home will give a proof of each of the learner's understanding on the lesson 	kids and Encarta premium 2009 www.forestry.com www.lumber.com
3	African countries	<ul style="list-style-type: none"> • Periods of the early man • Things that happened during the period 	<ul style="list-style-type: none"> • History – the origin of man. • Voc – tools used in making fire. • Geo – where he lived . 	<ul style="list-style-type: none"> • To develop learners knowledge on the periods and stages of stone age 		<ul style="list-style-type: none"> • . 	Encarta for kids and Encarta premium, Social Studies for Primary Schools book 5 by Adisa Bakare pg. 51
4	West African countries	<ul style="list-style-type: none"> • Meaning of influence • Types and Causes of influence • Effects of influence on an individual 	<ul style="list-style-type: none"> • Soc – Types of peer groups • Health – Bad influence can lead to health hazards • Home Econs – Things learnt from homes, traits, etc. • Civic – Positive 	<ul style="list-style-type: none"> • To enhance the learners knowledge on the effects of influence. 		<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding 	www.influencerising.com

			<p>influence makes one a good citizen</p> <ul style="list-style-type: none"> • His – Role models and past heroes and heroines 			<p>ending on the lesson.</p> <ul style="list-style-type: none"> • Individual's ability to itemise the consequences of influence will give proof of each of the learner's level of understanding on the lesson. 	
5	National and int'l organization	<ul style="list-style-type: none"> • Meaning of loyalty • Ways of showing loyalty • Groups/authorities that need loyalty • Consequences of 	<ul style="list-style-type: none"> • 			<ul style="list-style-type: none"> • Whole class work will give evidence of the learner's understanding 	Civic Education for primary schools book 5 pg. 19

		<ul style="list-style-type: none"> disloyalty Various bodies that render loyal services to the nation 				<ul style="list-style-type: none"> tandin g on the lesson . Individ ual's ability to itemis e ways of showi ng loyalty to others will give eviden ce of each of the learner 's level of unders tandin g on the lesson . 	
6	Violence		<ul style="list-style-type: none"> Whole class activity will give evidence of the learners understanding on the lesson Individual activity will determine each of the learners' level of 	3 (25 mins each)	Civic Education for primary School book 5 pg. 26		

			assimilation on the lesson.				
7	Mid –term break						
8	Homes	•					
9	Rules	•					
10	Food label	•					
11	Revision/Exam	•					

PRY 3
TERM

MATHEMATICS

1st

Wks.	Topics	Content	Key skills/Cross-curricular link	Aims & Objectives	Periods	Assessment Technique	Reference
1	Revision	Work Done in year one	•	•	2	•	
2	Numeration & Ordering	<ul style="list-style-type: none"> Counting of numbers up to 1000 Place value of three to four digit numbers Compare and order numbers up to 1000 using symbols e.g.($<$,$>$ and $=$) 	<ul style="list-style-type: none"> Number songs Using weight of some pupils to compare and tell who is fatter and thinner 	<ul style="list-style-type: none"> To improve learners understanding on numbers 	4	<ul style="list-style-type: none"> Group counting of numbers from 1-1000 Individual ability to place value and order numbers from 1-1000 	<ul style="list-style-type: none"> Understanding mathematics book 3 page by Maria N. David-Osuagwu. Man primary mathematics book 3 page 3 Exercise B. Bond Mathematics

							book 3 pages
3	Numeration & Ordering	<ul style="list-style-type: none"> • Skip Counting and writing numbers in expanded form up to 1000 • Writing numerals in words • Roman Numerals 1-10 	<ul style="list-style-type: none"> • Multiplication table 	<ul style="list-style-type: none"> • To improve learners understanding on numbers • To developed learners understanding on Romans numerals 	4	<ul style="list-style-type: none"> • To read and write numbers in words up to 1000 • To identify, represent and estimate numbers using different representation • To solve numbers problems and practical problem 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N. David-Osuagwu. • Man primary mathematics book 3 page 3-6 Exercise c-k . • Bond Mathematics book 3 pages

						s using numbers	
4	Addition of 2-4 digit numbers	<ul style="list-style-type: none"> • Addition of 2-4 digit numbers with place value without renaming • Addition of 2-4 digit numbers with place value with renaming. • Word problems on addition • Addition of numbers using expanded form 	•	<ul style="list-style-type: none"> • To improve learners understanding on addition of 2-4 digit numbers with and without renaming 	4	<ul style="list-style-type: none"> • Group activity on addition of 2-4 digit numbers • Individual ability to add numbers with place value and also using inverse relationship, including missing numbers problems will prove their 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N. David-Osuagwu. • Man primary mathematics book 3 page 53-70. • Bond Mathematics book 3 pages

						understa nding	
5	Subtraction of 2	<ul style="list-style-type: none"> • Subtraction of 2 -4 digit numbers with place value without renaming • Subtraction of 2 -4 digit numbers with place value with renaming. • Word problems on subtraction • Subtraction of numbers using expanded form 	•	<ul style="list-style-type: none"> • To improve learners understanding on subtraction of 2-4 digit numbers with and without renaming 	4	<ul style="list-style-type: none"> • Group activity on subtraction of 2-4 digit numbers • Individual ability to subtract numbers with place value and also using inverse relationship, including missing numbers problems will prove 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N. David-Osuagwu. • Man primary mathematics book 3 page 71-77 • Bond Mathematics book 3 pages

						their understanding	
6	Multiplication	<ul style="list-style-type: none"> • Basic fact in multiplication and using repeated addition in solving multiplication • Multiplication of 1-3 digit numbers by one multiplier without renaming • Multiplication of 1-3 digit with renaming • Word problems on multiplications 	<ul style="list-style-type: none"> • Multiplication table 	<ul style="list-style-type: none"> • To improve learners understanding on multiplication of numbers 	4	<ul style="list-style-type: none"> • Group activity on mental drill of multiplication table up to 12 • Individual ability to tackle several problems including missing numbers etc. in multiplication 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N. David-Osuagwu. • Man primary mathematics book 3 page 95-110 • Bond Mathematics book 3 pages
7	Mid-term-Break	•	•	•		•	•
8	Division	<ul style="list-style-type: none"> • Basic fact in 	<ul style="list-style-type: none"> • Multiplication 	<ul style="list-style-type: none"> • To improve 	4	<ul style="list-style-type: none"> • Group 	<ul style="list-style-type: none"> • Understa

		<p>division and using repeated subtraction in solving division</p> <ul style="list-style-type: none"> • Division of 1-3 digit numbers by one divisor without renaming • Division of 1-3 digit with renaming • Word problems on division 	table	<p>learners understanding on division of numbers</p>		<p>activity on mental drill of multiplication table up to 12</p> <ul style="list-style-type: none"> • Individual ability to tackle several problems including missing numbers etc. in division 	<p>ending mathematics book 3 page by Maria N. David-Osuagwu.</p> <ul style="list-style-type: none"> • Man primary mathematics book 3 page 111-117 • Bond Mathematics book 3 pages
9	Introduction to fraction	<ul style="list-style-type: none"> • Meaning of fraction • Terms/part of fraction • Fractions of shapes 	<ul style="list-style-type: none"> • Use of concrete object to illustrate fraction • Use of size to compare fraction 	<ul style="list-style-type: none"> • To improve learners understanding on fraction 	4	<ul style="list-style-type: none"> • Group work on identification of fraction and its types 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N.

		<ul style="list-style-type: none"> • Fraction as part of a set • Using diagram to show equivalent fraction of smaller denominator • Add and subtract fraction of same denominator • Ordering of fraction with same denominator • Reducing simple fraction to its lowest term 				<ul style="list-style-type: none"> • Individual ability to tackle problems on fraction will prove learners understanding 	<p>David-Osuagwu.</p> <ul style="list-style-type: none"> • Man primary mathematics book 3 page 28-52 • Bond Mathematics book 3 pages
10	Properties of 2-D & 3-D shapes	<ul style="list-style-type: none"> • Identification of 2-D shapes and their properties • Identification of 3-D shapes and their properties 	<ul style="list-style-type: none"> • Use of scrap paper to cut out various types of shapes 	<ul style="list-style-type: none"> • To improve learners understanding on shapes 	4	<ul style="list-style-type: none"> • Group and individual work on fraction identification 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N.

		<ul style="list-style-type: none"> Lines of symmetry 				ation	David-Osuagwu. <ul style="list-style-type: none"> Man primary mathematics book 3 page 191-196 Bond Mathematics book 3 pages
11	Revision	<ul style="list-style-type: none"> Work done from week 1-10 	•	•		•	•
12/13	Exam	<ul style="list-style-type: none"> week 1-10 	•	•		•	•

PRY 3

MATHEMATICS

2nd TERM

Wks.	Topics	Content	Key skills/Cross-curricular link	Aims & Objectives	Period	Assessment Technique	Reference
1	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Work done 1st term 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
2	<ul style="list-style-type: none"> Measurement 	<ul style="list-style-type: none"> Length meaning (measurement using ruler) Conversion of length Addition and subtraction of length Word problems on length 	<ul style="list-style-type: none"> Use of appropriate tools in measuring several unit of length Multiplication 	<ul style="list-style-type: none"> To improve learners understanding on length 	4	<ul style="list-style-type: none"> Group and individual work on length 	<ul style="list-style-type: none"> Understanding mathematics book 3 page by Maria N. David-Osuagwu. Man primary mathematics book 3 page 142-151 Bond Mathematics book 3 pages
3	<ul style="list-style-type: none"> Measurement 	<ul style="list-style-type: none"> Capacity 	<ul style="list-style-type: none"> Using of real 	<ul style="list-style-type: none"> To improve 	4	<ul style="list-style-type: none"> Group 	<ul style="list-style-type: none"> Understanding

	<p>rement</p>	<p>meaning</p> <ul style="list-style-type: none"> • Addition , subtraction and word problems on capacity • Weight • Conversion of weight from kilogram to grams • Addition and subtraction of weight. 	<p>object to lay emphasizes on the topic</p>	<p>learners understanding on capacity and weight</p>		<p>work on capacity, individual work on how to convert various unit of measurement</p>	<p>mathematics book 3 page by Maria N. David-Osuagwu.</p> <ul style="list-style-type: none"> • Man primary mathematics book 3 page169-179 • Bond Mathematics book 3 pages
4	<ul style="list-style-type: none"> • Measurement (Time/ Calendar reading) 	<ul style="list-style-type: none"> • Reading the face of the clock in o'clock, quarter past, half past, quarter to, reading time with emphases to a.m., p.m. etc. • Add and subtract time with 	<ul style="list-style-type: none"> • Using real life object to teach the lesson for emphases 	<ul style="list-style-type: none"> • Improve learners understanding on time telling and calendar reading 	4	<ul style="list-style-type: none"> • Group work on time measurement table and days of the month • Individual work on how to tackle problems 	<ul style="list-style-type: none"> • Understanding mathematics book 3 page by Maria N. David-Osuagwu. • Man primary mathematics book 3 page181-190 • Bond Mathematics book 3 pages

		<ul style="list-style-type: none"> Use of calendar and date reading 				on time and calendar	
5	<ul style="list-style-type: none"> Money 	<ul style="list-style-type: none"> Recognition of coins and bank notes of Nigerian currency Conversion of money Shopping Addition, subtraction and multiplication of money 	<ul style="list-style-type: none"> Create a mini shopping where learners shop for change/balance 	<ul style="list-style-type: none"> To improve learners understanding on money 	4	<ul style="list-style-type: none"> Group activity on money recognition Individual activity to buy things in a mini shop at the corner of the class and collect a correct balance 	<ul style="list-style-type: none"> Understanding mathematics book 3 page by Maria N. David-Osuagwu. Man primary mathematics book 3 page 127-141 Bond Mathematics book 3 pages
6	<ul style="list-style-type: none"> Open sentence 	<ul style="list-style-type: none"> Rounding off numbers to the nearest ten, hundred, unit Open sentence Word problems on open sentence 	<ul style="list-style-type: none"> Practical work on the topic 	<ul style="list-style-type: none"> To develop learners understanding on rounding off of digit 	4	<ul style="list-style-type: none"> Group and individual activity on the lesson 	<ul style="list-style-type: none"> Understanding mathematics book 4 page 129-135 by Maria N. David-Osuagwu. Bond Mathematics book 3 pages

7	<ul style="list-style-type: none"> • Mid-Term-Break 	<ul style="list-style-type: none"> • Assessment 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
8/9	<ul style="list-style-type: none"> • Fraction 	<ul style="list-style-type: none"> • Finding equivalent fraction • Finding missing numerator and denominator • Reducing fraction to its lowest term 	<ul style="list-style-type: none"> • Systematic approach on how to tackle problem on fraction 	<ul style="list-style-type: none"> • To improve learners understanding on fraction 	4	<ul style="list-style-type: none"> • Group activity on equivalent fraction • Individual activity on how to find missing numerator and denominator 	<ul style="list-style-type: none"> • Understanding mathematics book 4 page by Maria N. David-Osuagwu. • Bond Mathematics book 3 pages
10	<ul style="list-style-type: none"> • Data Presentation 	<ul style="list-style-type: none"> • Meaning of Mean, Mode, Median and range • Identification of Bar graph, Pictogram 	<ul style="list-style-type: none"> • Practical method of tackling problems on data 	<ul style="list-style-type: none"> • To develop learners understanding on data presentation 	4	<ul style="list-style-type: none"> • Group work on data individual activity on how to solve problems on mean mode and median 	<ul style="list-style-type: none"> • Understanding mathematics book 4 page 198-200 by Maria N. David-Osuagwu. • Bond Mathematics book 3 pages
11/12	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • Revision of work 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	n/Exam	done from week one to week 10					
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PRY 3

MATHEMATICS

3rd TERM

Wks.	Topics	Content	Key skills/Cross-curricular link	Aims & Objectives	Period	Assessment Technique	Reference
1	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none"> Work done 2nd term 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
2	<ul style="list-style-type: none"> Numeration (a) Factors and multiples (b) Prime numbers 	<ul style="list-style-type: none"> Factors and Multiples of numbers between 2-12 Prime numbers between 1-100 	<ul style="list-style-type: none"> Multiplication table 	<ul style="list-style-type: none"> To develop learners understanding on factors and multiple and prime numbers 	4	<ul style="list-style-type: none"> Group activity on reciting multiplication table Individual activity on how to identify 	<ul style="list-style-type: none"> Understanding mathematics book 4 page 40-44 by Maria N. David-Osuagwu. Bond Mathematics book 3

						prime numbers	page
3	<ul style="list-style-type: none"> Fraction 	<ul style="list-style-type: none"> Types of fraction Conversion of fraction 	<ul style="list-style-type: none"> Multiplication table 	<ul style="list-style-type: none"> To improve learners understanding on fraction 	4	<ul style="list-style-type: none"> Group activity on identification of fraction Individual activity on how to convert fraction 	<ul style="list-style-type: none"> Understanding mathematics book 4 page85-104 by Maria N. David-Osuagwu. Bond Mathematics book 3 page
4	<ul style="list-style-type: none"> Decimal Fraction 	<ul style="list-style-type: none"> Place value of digit in decimal Writing common fraction as decimal Writing decimal digit as fraction Writing 	<ul style="list-style-type: none"> Use movement of decimal and division method to tackle problems on decimal 	<ul style="list-style-type: none"> To develop learners understanding on decimal figure 	4	<ul style="list-style-type: none"> Group activity on identification of decimal figure Individual activity on writing simple 	<ul style="list-style-type: none"> Understanding mathematics book 4 page105-126 by Maria N. David-Osuagwu. Bond

		<p>simple common fraction as decimal using division method</p> <ul style="list-style-type: none"> • Add and subtract decimal fraction • Word problems on decimal fraction 				common fraction as decimal	Mathematics book 3 page
5	<ul style="list-style-type: none"> • Square and Square root 	<ul style="list-style-type: none"> • Squares of numbers • Finding value of squares • Square roots of number 	<ul style="list-style-type: none"> • Multiplication 	<ul style="list-style-type: none"> • To develop learners understanding on square and square root of numbers 	4	<ul style="list-style-type: none"> • Group activity on multiplication drill • Individual activity on finding the value of different square 	<ul style="list-style-type: none"> • Understanding mathematics book 4 page 65-71 by Maria N. David-Osuagwu. • Bond Mathematics book 3

						numbers	page
6	<ul style="list-style-type: none"> Areas and Perimeter 	<ul style="list-style-type: none"> Measuring perimeter and area in standard units Finding the perimeter of Rectangle, Square and Triangle. Finding area of rectangle, Square and Triangle 	<ul style="list-style-type: none"> Use of multiplication table 	<ul style="list-style-type: none"> To improve learners understanding on area and perimeter 	4	<ul style="list-style-type: none"> Group activity on multiplication Individual activity on finding area and perimeter 	<ul style="list-style-type: none"> Understanding mathematics book 4 page161- by Maria N. David-Osuagwu. Bond Mathematics book 3 page
7	<ul style="list-style-type: none"> Mid-Term-Break 	<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
8	<ul style="list-style-type: none"> Statistics 	<ul style="list-style-type: none"> Data Representation Preparation and reading of Pictogram, Bar 	<ul style="list-style-type: none"> Reading and gathering of information Use of multiplication table 	<ul style="list-style-type: none"> To guide learners read information from the graph As well 	4	<ul style="list-style-type: none"> Group activity on reading information from already prepared graph 	<ul style="list-style-type: none"> Understanding mathematics book 4 page161- by Maria N. David-Osuagwu.

		Chart/graph and mode <ul style="list-style-type: none"> Tally 		as prepare graph on their own		<ul style="list-style-type: none"> Individual ability to plot a graph on their own 	<ul style="list-style-type: none"> Macmillan champion mathematics book 4 Bond Mathematics book 3 page
9	<ul style="list-style-type: none"> Statistics 	<ul style="list-style-type: none"> Vein Diagram 	<ul style="list-style-type: none"> Reading and preparing of vein diagram 	<ul style="list-style-type: none"> To guide learners read vein diagram and prepare one 	4	<ul style="list-style-type: none"> General and individual activity on vein diagram 	<ul style="list-style-type: none"> Collins Mathematics book 3 A-C Bond Mathematics book 3 page
10	<ul style="list-style-type: none"> Lines and Angles 	<ul style="list-style-type: none"> Meaning of Lines and types Meaning of Angles and types of angles 	<ul style="list-style-type: none"> Use of ruler and mathematical set 	<ul style="list-style-type: none"> To guide learners draw different lines and angles 	4	<ul style="list-style-type: none"> Group and individual activity on lines and angles and 	<ul style="list-style-type: none"> Understanding mathematics book 4 page 161- by Maria N. David-Osuagwu.

		<ul style="list-style-type: none"> • Compass Bearing • Identification of the cardinal points NE,NW etc. 				compass bearing	<ul style="list-style-type: none"> • Bond Mathematics book 3 page • Collins Maths
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**PRY 3
TERM**

BASIC SCIENCE

1ST

WEEKS	TOPIC	CONTENT	AIM/OBJECTIVE	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	REVISION	REVISION	2	REVISION	REVISION
2/3	PLANT	<ul style="list-style-type: none"> ❖ MEANING OF PLANT ❖ PARTS OF PLANT ❖ WAYS PLANTS TRANSPORT WATER. ❖ ROLE OF THE FLOWER 	<ul style="list-style-type: none"> ❖ To improve learners knowledge on functions of different parts of the plant. ❖ To acquaint learners with ways which water is transported in 	30 minutes for 2 periods	<ul style="list-style-type: none"> ❖ Open discussion on exposure on the parts of the plant will prove the learners understanding on the lesson. ❖ Individual activity to describe how water is been transported in plants and 	BASIC SCIENCE FOR PRIMAARY SCHOOLS BOOK 4 BY NMAJU OBASI AND OTHERS. www.kidsciencezone.com

			plants and pollination in plants.		how pollination occurs in flowers would ascertain each learners' understanding on the topic.	
4.	EROSION	<ul style="list-style-type: none"> ❖ MEANING OF EROSION ❖ TYPES OF EROSION ❖ CAUSES OF EROSION 	<ul style="list-style-type: none"> ❖ To acquaint Learners with meaning of erosion and its causes. ❖ To improve learners understanding on types of erosion and ways we can 	30minutes for 2 periods	<ul style="list-style-type: none"> ❖ A practical class on how erosion occurs with water will help learners understand water erosion. ❖ An educational visit to some places where erosion occurs will help learners 	<p>Encarta kids dvd premium</p> <p>Encarta kids.</p>

			control erosion .		<p>understand the topic.</p> <ul style="list-style-type: none"> ❖ An individual activity on simple ways we can control erosion would help each learner understand the topic. 	
5/6	WIND	<ul style="list-style-type: none"> ❖ MEANING OF WIND ❖ TYPES OF WIND ❖ PRACTICALS ❖ USES OF WIND 	<ul style="list-style-type: none"> ❖ To demonstrate learners understanding meaning of wind. ❖ To acquaint learners with the different types of wind 	30minutes for 2 periods.	<ul style="list-style-type: none"> ❖ A practical work on meaning of wind would help learners understand the topic. ❖ Individual activity on types and uses of wind would help ascertain each learner's understandi 	<p>www.kidsciencezone.com</p> <p>key stage 3 science.</p> <p>Practical from 365 science experiment.</p> <p>Page 178.</p>

					ng on the topic.	
7.	Mid –term break	-----	-----	-----	-----	-----
8.	BUOYANCY	<ul style="list-style-type: none"> ❖ MEANING OF BUOYANCY ❖ WHY SOME OBJECTS SINK AND OTHERS FLOAT 	<ul style="list-style-type: none"> ❖ To develop learners understanding on the meaning of buoyancy . ❖ To acquaint learners with reasons why objects float and sink . 	30minutes for 2 periods	<ul style="list-style-type: none"> ❖ Whole class work (experiment) at the beginning of the class would help learners grasp the concept. ❖ Individual ability to put down observations during the experiments would help each learner understand the topic. 	www.sciencekidszone Encarta premium

9/10	AQUATIC LIFE	<ul style="list-style-type: none"> ❖ MEANING OF AQUATIC LIFE (SEA CREATURES. ❖ EXAMPLES OF AQUATIC SPORTS AND ITS MEANING. ❖ ECONOMIC BENEFITS OF AQUATIC LIFE. 	<ul style="list-style-type: none"> ❖ To enhance learners understanding on sea creatures. ❖ To acquaint learners with some aquatic sports and their economic benefits. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Whole class discussion at the beginning of the lesson would help each learner flow during the lesson. ❖ The visual aids would help learner see some aquatic sports. ❖ Open class discussion would help learners state some economic 	www.aquaticsports.com Wikipedia.com

					benefits of aquatic sports.	
11	REVISION /EXAM	REVISION/EXAM	REVISION/EXAM	REVISION/EXAM	REVISION/EXAM	REVISION/EXAM

**PRY 3
TERM**

BASIC SCIENCE CURRICULUM

2ND

WEEKS	TOPIC	CONTENT	AIM/OBJECTIVE	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1.	REVISION	REVISION	REVISION	30 minutes for 2 pperiods	Open class discussion would help learners to participate fully during learning.	-
2.	BASIC REQUIREMENT S FOR AGRICULTURAL PRODUCT	<ul style="list-style-type: none"> • Meaning of agricultural products. • Requirements (land , capital 	❖ To develop learners understandin g on Agricultural	30minutes for 2 periods.	❖ Individual activity to summarize on the basic requirements	Agricultural science text book for schools by B. Anyanwu and co.

		,labour etc) <ul style="list-style-type: none"> • Meaning of each requirement. 	products. <ul style="list-style-type: none"> ❖ To acquaint learners with basic things for Agricultural products. 		for Agricultural products would help ascertain each learner's understanding on the topic.	
3	ELECTRICITY	<ul style="list-style-type: none"> • Common appliances that run on electricity. • Types of electricity • Safety • Conductors and insulators with examples 	<ul style="list-style-type: none"> ❖ To develop learners Understanding on common appliances that use electricity at home. ❖ To acquaint learners with the two types of electricity. ❖ To enhance learners understanding 	30minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Whole class participation would help learners understand the topic. ❖ Group work on Demonstration on types of electricity would help learners understand the topic. ❖ Individual activity would help each 	www.solarpowernotes.Com/electricity www.ask.com >Q & A > Science >other .

			g on the danger of electric shock.		learner understand the topic.	
4	LIGHT	<ul style="list-style-type: none"> • Sources of light. • Reflection of light via surfaces. • Transparent, translucent and opaque objects with examples. 	<ul style="list-style-type: none"> ❖ To enhance learners understanding on sources of light. ❖ To demonstrate learners understanding on reflection of light. ❖ To acquaint learners with transparent, translucent and opaque objects with examples. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Group work would help learner name and identify objects that are transparent, opaque and translucent. ❖ Individual activity would ascertain each learner's understanding on the topic. 	www.ask.com >Q & A>Science>Other
5/6	ENERGY	<ul style="list-style-type: none"> • Meaning of Energy. • Types of energy • Conversion of 	<ul style="list-style-type: none"> • To develop learners understanding on energy. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Group work to observe how energy could be converted 	www.energy.com

		<p>energy from one form to another.</p> <ul style="list-style-type: none"> • The S.I unit of energy. 			<p>from one form to another would help learners understand the topic.</p> <p>❖ Individual activity would help ascertain each learner's ability to understand the topic.</p>	
7	MID-TERM BREAK	<ul style="list-style-type: none"> • Midterm break 	Midterm	Midterm	Midterm	Midterm
8	FOOD PROCESSING	<ul style="list-style-type: none"> • Meaning of food processing. • Where food can be processed. • A named given food and its processed. 	<ul style="list-style-type: none"> • To develop learners understanding on food processing. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> • An educational visit to a food processing company would help each learner understand the topic. 	

9/10	SIMPLE MACHINES	<ul style="list-style-type: none"> • Meaning of simple machines. • Types of simple machines with examples. 	<ul style="list-style-type: none"> • To acquaint learners with simple machines like pulley, levers and their characteristics with example. • To develop learners understanding on simple machines. 	30 minutes for 2 periods	<ul style="list-style-type: none"> ❖ Whole class activity to identify and group simple machines accordingly would help learners understand the topic. ❖ Individual activity would help ascertain each learner's ability on the topic. 	Encarta premium Encarta kids www.kidscience zone.com.
11	REVISION/EXAM	Revision/Exam	Revision /Exam	Revision /	-	-

**PRY.3
TERM**

BASIC SCIENCE CURRICULUM

3RD

WEEKS	TOPIC	CONTENT	AIM /OBJECTIVE	PERIOD	ASSESSMENT	REFERENCE
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					TECHNIQUE	
1.	REVISION	Revision	-----	----- -----	-----	-----
2/3	FORCES AND MAGNET	<ul style="list-style-type: none"> ❖ Meaning of force. ❖ Repel and attraction force of magnet. ❖ Comparison and grouping of everyday materials on the basis of their ability to attract or repel. ❖ Identification of magnetic and non –magnetic 	<ul style="list-style-type: none"> ❖ To develop learners understanding on forces and magnets. ❖ To acquaint learners with different types of forces. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Group activity to observe and identify magnetic and non –magnetic materials using a magnet would help learners understand the topic. 	<p>Science is discovering pupils book 3 and 4.</p> <p>Zephus physics .com</p>

		material/.				
4.	EVERYDAY MATERIALS	<ul style="list-style-type: none"> ❖ Distinguish btw an object and material it is made from. ❖ Identify and name variety of everyday materials . 	<ul style="list-style-type: none"> ❖ To develop learners understanding on everyday material. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Pair work to compare and group together a variety of everyday material would help learners understand the topic. ❖ An experiment with wide variety of materials would 	Key stage 2 science by Thornes and others.

					help each learner understand the topic.	
5	ACID AND BASES	<ul style="list-style-type: none"> ❖ Meaning of acid and base with an experiment with litmus paper. ❖ Different examples of acid and base. 	<ul style="list-style-type: none"> ❖ To develop learners understanding on acid and base. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ An experiment to distinguish acid from base using litmus paper would help learners understand the concept. 	www.organic chemistry .com .
6.	FRUITS	<ul style="list-style-type: none"> ❖ Meaning of fruit. 	<ul style="list-style-type: none"> ❖ To acquaint learners 	30 minute	<ul style="list-style-type: none"> ❖ Individual activity to 	Encarta premium

		<ul style="list-style-type: none"> ❖ How fruit develops. ❖ Types of fruit with example. 	<ul style="list-style-type: none"> with the types of fruits with examples. ❖ To develop learners understanding on fruits. 	s for 2 periods.	group a given fruit to its group would help each learner understand the topic.	Encarta kids.
7.	MID TERM BREAK	-----	-----	-----	-----	-----
8.	ROCKS	<ul style="list-style-type: none"> ❖ Meaning of rock ❖ Uses of rock ❖ Types of rocks with examples and how they are formed. 	<ul style="list-style-type: none"> ❖ To enhance learners understanding on rocks found around us. ❖ To develop learners understanding on 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Group work to observe rocks and explore how and why they might have changed over time 	<p>Basic science by Nmaju M. Obasi . bk 5.</p> <p>Science key stage 1 and 2.</p>

			formation of rocks using the types.		<p>using hand lens / microscope would help learners understand the topic.</p> <p>❖ Individual work to identify and classify rocks according to whether they have grains or crystals would</p>	
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					help each learner understand the topic.	
9.	ANIMALS/ HUMANS	<ul style="list-style-type: none"> ❖ Identification of animals. ❖ Nutrition /what they feed on / mode of feeding. ❖ Ways water and nutrients are transported in animals /humans. 	<ul style="list-style-type: none"> ❖ To develop learners understanding on animals. 	30 minutes for 2 periods.	<ul style="list-style-type: none"> ❖ Group work to identify and group animals with and without skeleton would help learners understand the topic. ❖ Individual ability to observe 	Science key stage 1 and 2 by N.Thornes and co.

					and compare their movement would help each learner understand the topic.	
10.	THE SKELETAL AND MUSCULAR SYSTEM.	<ul style="list-style-type: none"> ❖ Skeletal system and muscular system location in the body. ❖ Functions of the skeletal and muscular system. 	<ul style="list-style-type: none"> ❖ To develop learners understanding on skeletal and muscular system. 	30 minutes 2 periods.	<ul style="list-style-type: none"> ❖ Whole class activity would help learners understand the topic. 	Science is discovery bk 5.

PRY 3

Grammar

1st Term

Wks.	Topics	Content	Key skills/Cross-curricular link	Aims & Objectives	Periods	Assessment Technique	Reference
1	Revision	Work Done in year one	•	•	2	•	
2	Nouns Composition. Comprehension	<ul style="list-style-type: none"> Definition examples ordering nouns my fact file HELPING	<ul style="list-style-type: none"> gk. Natural resources Science: parts of the body Math: number names 	<ul style="list-style-type: none"> To enhance learners knowledge of nouns 	6	<ul style="list-style-type: none"> A whole class work at the beginning will give evidence of their ability to define nouns. Individual work during the lesson will enable each learner to identify nouns in sentences. Group work at the end of the lesson 	<ul style="list-style-type: none"> Grammar practice3 page7-19 basic eng.2-3 pg1-10 by HARBAN Kaur Collins focus, gram/punctuati

	Phonics	alphabetical ordering				will enable them to order some nouns alphabetically.	on 2, pg6
3	Types of nouns Composition Comprehension Phonics	<ul style="list-style-type: none"> • Definition • Types • Examples • Writing instructions <p>WHY DID DOG CHASE CARS</p> <p>Plural nouns</p>	<ul style="list-style-type: none"> • Numeracy: group counting • GK. Names of continents • Home economics: cookery 	<ul style="list-style-type: none"> • To identify types of nouns • To use nouns in sentences. • To punctuate properly (proper nouns) 	6	<ul style="list-style-type: none"> • A whole class work at the beginning of the class will enable them sort nouns into their groups • Individual work during the lesson will enable each learner capitalize proper nouns • Pair work at the end of the lesson will enable them do a sentence transformation. 	<ul style="list-style-type: none"> • Grammar practice3 <p>page7-19</p> <p>basic eng.2-3 pg1-10</p> <p>by HARBAN Kaur</p> <p>Collins focus, gram/punctuation 2, pg6</p>
4	Verbs	<ul style="list-style-type: none"> • Definition • Example 	<ul style="list-style-type: none"> • GK. Occupations • Science: experimenting 	<ul style="list-style-type: none"> • To define verbs and identify them in sentences and 	6	<ul style="list-style-type: none"> • A whole class work wt the beginning to 	<ul style="list-style-type: none"> • Grammar

	<p>Composition</p> <p>Comprehension</p> <p>Phonics</p>	<ul style="list-style-type: none"> Sentences transformation narrative writing <p>BELL THE CAT</p> <p>Prefixes</p>	<ul style="list-style-type: none"> Craft: painting 	in isolation		<p>enable them define nouns</p> <ul style="list-style-type: none"> Individual work at the end of the lesson to ascertain each learners ability to identify verbs in sentences and in isolation 	<p>practice3</p> <p>page7-19</p> <p>basic eng.2-3 pg1-10</p> <p>by HARBAN Kaur</p> <p>Collins focus, gram/punctuati on 2, pg6</p>
5	<p>Verb tenses</p> <p>Composition</p>	<ul style="list-style-type: none"> To define Concord Sentences <p>Narrative writing</p>	<ul style="list-style-type: none"> NUMERACY: TU SOCIAL STUDIES: OCCUPATIONS SCIENCE:EXPERIMENTS 	<ul style="list-style-type: none"> To define tense To use them in sentences to show concord. To fill in missing words To transform sentences 	4	<ul style="list-style-type: none"> An open class work at the beginning to enable them define t ences Individual work during the lesson to enable them fix missing verbs A group work at 	<ul style="list-style-type: none"> Grammar practice3 <p>page7-19</p> <p>basic eng.2-3 pg1-10</p>

	Comprehension Phonics	Why do dogs chase cars Prefixes				the end of the lesson to enable them identify tenses used in sentences.	by HARBAN Kaur Collins focus, gram/punctuation 2, pg6
6	Verb tenses Composition Comprehension Phonics	<ul style="list-style-type: none"> • Definition • Types (past/future tenses) • Narrative ENOUGH FOR TWO suffixes	<ul style="list-style-type: none"> • Phonics: suffixes • Math:telling the time • Science: farming 	<ul style="list-style-type: none"> • To define tense • To use them in sentences to show concord. • To fill in missing words • To transform sentences 	6	<ul style="list-style-type: none"> • An open class work at the beginning to enable them define tenses • Individual work during the lesson to enable them fix missing verbs • A group work at the end of the lesson to enable them identify tenses used in sentences. 	<ul style="list-style-type: none"> • Grammar practice3 page7-19 basic eng.2-3 pg1-10 by HARBAN Kaur Collins focus, gram/punctuation 2, pg6

7	Mid-term-Break	•	•	•		•	•
8	Adverbs Composition Comprehension Phonics	<ul style="list-style-type: none"> • Definition • Types • Descriptive writing • Example • Position in a sentence • Adverbials <p>THE</p> <p>Compound words</p>	<ul style="list-style-type: none"> • writing: description • ict:modification • numeration: frequency 	<ul style="list-style-type: none"> • to identify and use adverbs correctly 	6	<ul style="list-style-type: none"> • Group activity on mental drill of adverbs • Individual ability to transform sentences • Individual ability to identify adverbs 	<ul style="list-style-type: none"> • Internet • Grammar practice pg45-52 • Collins Gram & punctuation 2 pg 22 • Basic Eng 2-3 pg35 by Harbans Kaur
9.	Punctuation	<ul style="list-style-type: none"> • Definition • Types • Uses • Sentences 	<ul style="list-style-type: none"> • gk:traffic • phonics:tion • ict:editing 	<ul style="list-style-type: none"> • to define punctuation mark. • To outline types • To do a proof reading 	6	<ul style="list-style-type: none"> • An open class at the beginning to enable them definepunctuation • A close pair work during the lesson to ascertain their 	•

	Composition	Comparing text(SILLY GHOST)				ability to fix missing punctuation	
	Comprehension	The Olympic games				<ul style="list-style-type: none"> An individual work at the end of the class to ascertain each learner ability to proof read sentences. 	
	Phonics	The Olympic games				<ul style="list-style-type: none"> 	
		The Initials and final blends					
10	Adjectives	<ul style="list-style-type: none"> Definition Types Examples 	<ul style="list-style-type: none"> grammar:pronouns math:telling the time gk:culture 	<ul style="list-style-type: none"> to define adjectives to outline types to use them in sentences 	6	<ul style="list-style-type: none"> an open class at the beginning of the class to enable them define adjectives. Individual work during the class to enable them ring adjectives. 	<ul style="list-style-type: none">
	Composition	Poem					

	Comprehension	The shy king fisher				<ul style="list-style-type: none"> A group work at the end of the class to enable them transform adjectives. 	
	Phonics	/lgh/					

GRADE 3 TERM

GRAMMAR

2nd

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	TEACHING/LEARNING MATERIALS	REFERENCE
½	Articles and Quantifiers	<ul style="list-style-type: none"> Definite (The) Indefinite(A, An) 	<ul style="list-style-type: none"> Rules that govern the use of indefinite articles 	<ul style="list-style-type: none"> To enhance learners' knowledge on 	<ul style="list-style-type: none"> A whole class work will give evidence of learners' level of 	Flash Cards Picture	www.superteachersworksheets.com

		<ul style="list-style-type: none"> Quantifiers(much, many, all, few) Rules that govern the use of articles and quantifiers Exceptions to the rules 	<ul style="list-style-type: none"> Examples of words that use indefinite articles Identification of words that do not belong to the rules(exception to the rules) <u>Cross Curricular:</u> Civic Ed – constitution of a country Phonics – Sight words, Vowels and consonants Geography – Geographical features Science – The Earth Gen. Know – Print Media 	'Articles and Quantifiers'	<p>understanding on the lesson.</p> <ul style="list-style-type: none"> An individual work will also give a proof of each learner's level of understanding on the lesson. 	Charts	www.learnenglish.britishcouncil.org Go Grammar bk. 3 pg. 49-52
3	Verbs	<ul style="list-style-type: none"> Verbs of doing – ing verbs Verbs of being Verbs of having Subject-verb agreement Auxiliary verbs/ Modals 	<ul style="list-style-type: none"> Identification of words that describe actions of a person, animal or a thing eg. Play, sleep etc. How the spelling of a verb that ends in 'e' changes when adding 'ing' Application of the rules of subject-verb agreement Uses of auxiliary 	<ul style="list-style-type: none"> To expand learners' understanding on various forms of verbs. 	<ul style="list-style-type: none"> An open discussion at the beginning of the lesson will prove learners' level of familiarity with the topic. An individual activity to supply the correct verb to be used in given sentences will also give proof of each learner's level of understanding on the 	Chart on verb agreement Chart on uses of auxiliary verbs Flash cards of animals and their sounds for games of	www.learnenglishonline.com www.superteachersworksheets.com www.learnenglish.britishcouncil.org Go Grammar bk. 3 pg. 53

			verbs Cross Curricular: Science – Animals, their sounds and movement Homec – Good eating habits Phonics – Suffixes, trigraphs 'spl', 'spr' Social Studies- Transportation Spelling – Spelling rules		lesson.	sorting and matching.	– 57 English Skills bk. 3 pg. 65-73
4	Tenses	<ul style="list-style-type: none"> • Present tense • Past Tense • Future tense • Present and past continuous • Present and past perfect forms 	<ul style="list-style-type: none"> • Use of correct form of tenses in sentence constructions and daily conversations. • Cross- Curricular: • Grammar – auxiliaries • Phonics – Suffixes, sight words, syllables, digraphs, trigraphs • History – past events 	<ul style="list-style-type: none"> • To enhance learners' understanding on 'Tenses' 	<ul style="list-style-type: none"> • A whole class work to rewrite given sentences in past perfect form will give a proof of learners' level of understanding on the lesson. • An individual activity to supply the correct form of verb in a given verb chart will also give a proof of each learner's level of understanding on the lesson. 	Verb/Tenses Chart Flash cards Picture charts of actions	www.superteachersworksheets.com www.learnersonline.com www.learnersonline.britishecouncil.org Go Grammar bk. 3 pg. 58-65 English Skills bk. 3 pg. 73
5	Adverbs	<ul style="list-style-type: none"> • Adverbs of manner • Adverbs of time • Adverbs of place • Adverbs of frequency • Adverbs of 	<ul style="list-style-type: none"> • Identification of the types of adverbs in sentences and passages. • Cross- Curricular: • Social Studies – Manner 	<ul style="list-style-type: none"> • To expand learners' understanding on adverbs. 	<ul style="list-style-type: none"> • A whole class work to write the correct adverbs in the blanks will give evidence of learners' level of understanding on the lesson. 	Flash cards of the various categories of adverbs Chart of	www.learnersonline.britishecouncil.com www.superteachersworksheets.com

		reason/cause	<ul style="list-style-type: none"> • Maths – Measurement of time • Geography – Geographical locations 		<ul style="list-style-type: none"> • A group work to sort flash cards according to the various categories of adverbs will also prove learners' level of understanding on the lesson. • An individual work to make correct sentences with given adverbs will also prove each learner's level of understanding on the lesson. 	meaning and examples of various categories of adverbs Picture chart showing the types of adverbs.	www.learnersonline.com Go Grammar bk. 3 pg.66-69
6	Mid –term test	•	•	•	•		
7	Prepositions	<ul style="list-style-type: none"> • Preposition of time • Preposition of place • Preposition of movement 	<ul style="list-style-type: none"> • Identification of the three(3) types of prepositions in sentences and passages. • Use prepositions correctly in making sentences. • <u>Cross-Curricular:</u> • Maths – Time • Grammar – Noun, pronoun • Science – characteristics of living things(Movement) • Phonics – suffixes, 	<ul style="list-style-type: none"> • To develop learners' understanding on the types of prepositions. 	<ul style="list-style-type: none"> • An open class discussion to give the meaning and examples of preposition at the beginning of the lesson will give evidence of the learners' level of familiarity with the topic. • A whole class work at the end of the lesson to use a given picture chart to answer questions on preposition of place 	Chart on meaning and examples of types of preposition. Flash cards of the examples of types of prepositions eg. In, at, on, beside, behind,	www.superteachersworksheets.com www.learnersonline.org www.learnersonline.com Go Grammar bk. 3 pg.70-72

			sight words, blends,		<p>will give evidence of the learners' level of understanding on the lesson.</p> <ul style="list-style-type: none"> A group activity to sort flash cards according to the various types of prepositions will also give proof of learners' level of understanding on the lesson. 	across, etc.	
8	Conjunctions	<ul style="list-style-type: none"> Examples of conjunctions (and, or, but, because, so, when, if, although, etc.) Their uses in sentence constructions. 	<ul style="list-style-type: none"> Identification of conjunctions in sentences and passages. Correct use of conjunctions in making sentences <u>Cross-Curricular:</u> Phonics – sight words, syllables Maths – Subtraction (but is used to show <u>difference</u>) Grammar – nouns, verbs, adjectives 	<ul style="list-style-type: none"> To develop learner's understanding on the uses of the examples of conjunctions. 	<ul style="list-style-type: none"> An open class activity at the beginning of the class to match picture objects to form pairs will prove learner's level of familiarity with the topic. A whole class work to identify conjunctions in given sentences will give proof of learners' level of understanding on the lesson. An individual activity to use suitable conjunctions to join given sentences will also give a proof of each learner's level of 	<p>Chart on the uses of examples of conjunctions. Picture chart of objects to be used for forming pairs eg. A picture of shirt and trouser to form a pair by using and</p>	<p>www.superteachersworksheets.com www.englishonline.com www.english.britishcouncil.org Go Grammar bk. 3 pg. 73-74, Teaching and Learning Key Stage 2 Literacy Activity book year 3 (Letts) pgs.</p>

					understanding on the lesson.		70 & 80
9	Word Formation	<ul style="list-style-type: none"> Building words from verbs to noun and noun to verbs. Same words that serve as verb and noun 	<ul style="list-style-type: none"> Identification of same words that serve as noun and verb in sentences. How to form words from verbs to noun to adjectives to adverbs etc. Making correct sentences with the appropriate form of words. Identification of the right part of speech in a sentence or passage. <u>Cross-Curricular:</u> Phonics – Word families , suffixes, sight words Grammar – Parts of speech Vocation – Tools used by carpenters which serve as both noun and verb eg. Saw Geography – Geographical features (wave) which also serves as noun and 	<ul style="list-style-type: none"> To develop learners' understanding on how to build words into different parts of speech. 	<ul style="list-style-type: none"> An open class discussion to identify the parts of speech and root words of some given words will give proof of learners' level of familiarity with the topic. A whole class work to indicate in given sentences where a word is used as noun and verb will give proof of learners' level of understanding on the lesson. An individual activity make sentences using the nouns as verbs will also give a proof of each learner's level of understanding on the lesson. 	<p>Chart of word formation s/root words</p> <p>Flash cards of words that serve as noun and verb</p> <p>Picture chart of some objects and actions</p>	<p>www.leapenglish.com</p> <p>www.superteachersworksheet.com</p> <p>www.learnersonline.com</p> <p>Go Grammar bk. 3 pg. 64-65</p> <p>Progressive English pg.20 -22</p> <p>English Skills bk. 3 pg. 39C</p>

			verb • Homec – clothings (tie)				
10	Animals and their young ones	• Animals and their young ones • Homes of animals • Sounds of animals	• Identification of animals , their young ones, homes and sound . • <u>Cross-Curricular:</u> • Science – Living and non-living things, wild and domestic animals • Grammar – Animals(noun) • Sounds they make(Verb) • Homes where they live – noun • Geography – Places where they live • Phonics - syllables	• To expand learners' knowledge on animals and their young ones.	• A whole class work to match some animals to their young ones will give evidence of the learners' level of understanding on the lesson. • An individual activity to identify some sounds made by some given animals will also give a proof of each learner's level of understanding on the lesson.	Picture chart of animals, young ones and homes. Wall chart of animals and their young ones	www.learnenglishonline.com www.grammardomain.com Progressive English pg. 24-25 English Skills bk. 3 pg. 15, 21, 27, pg. 39, pg. 69, pg. 73C, 87A, 93
11/ 12	REVISION/ EXAMS	•	•	•	•	•	

GRADE 3

PHONICS

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	TEACHING/ LEARNING MATERIALS	REFERENCE
½	Consonant Digraphs: 'ph', 'wh',	• Identification and reading of consonant	• Identification and reading of consonant digraphs	• To develop learners' reading and spelling skills	• A whole class work will determine the	Sound Chart on consonant	English Skills pg. 42

	and 'th'	digraphs 'ph' that says 'f' <ul style="list-style-type: none"> Differentiate 'f' sounds from 'ph'. Build words with 'ph' that says 'f' and other consonant digraphs' Listen, write and spell them Write the suitable missing consonant digraphs to complete a given word 	<ul style="list-style-type: none"> Differentiate 'f' sounds from 'ph' Building words with 'ph' that says 'f' and other consonant digraphs. Listen, write and spell them <u>Cross-Curricular:</u> Grammar - nouns 	on consonant digraphs.	learners' level of understanding on the lesson. <ul style="list-style-type: none"> An individual activity will also prove each learner's level of understanding on the lesson. 	digraphs Flash Cards	
3	Three Letter Blends 'spl' and 'spr', 'scr' and 'str'	<ul style="list-style-type: none"> Identification of three(3) letter blends in sentences and texts Building words with them Listen, write and spell them Matching them to their correct meaning 	<ul style="list-style-type: none"> To identify the 'spl' and 'spr', 'scr', 'str' in words and texts Build words with them Listen, write and spell them Match them to their correct meaning with the aid of a diagram <u>Cross-Curricular:</u> Grammar - Verbs 	<ul style="list-style-type: none"> To develop learners' reading and spelling skills on 'three(3) letter blends. 	<ul style="list-style-type: none"> A whole class work will give evidence of learners' level of understanding on the lesson. An individual activity will also give proof of each learner's level of understanding on the lesson. 	Sound Chart Flash Cards	English Skills pg. 48, 54
4	Soft 'C' and Hard 'C'	<ul style="list-style-type: none"> Identification of words with letter 'c' that says 's' and 'c' words that say 'k' 	<ul style="list-style-type: none"> To identify soft 'c' letters that say 's' eg. Face and hard 'c' that sounds 'k' eg. Carpet. 	<ul style="list-style-type: none"> To develop learners' reading and spelling skills on 'soft' and hard 'c'. 	<ul style="list-style-type: none"> A whole class work will give evidence of learners' level of understanding 	Sound chart on soft and hard 'c' Flash cards	English Skills pg. 60

		<ul style="list-style-type: none"> • Build words with them • Listen, write and spell them 	<ul style="list-style-type: none"> • Build words with them • Listen, write and spell them • <u>Cross-Curricular:</u> • Grammar – noun • Digraphs ai, ar, etc. 		<ul style="list-style-type: none"> • on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 		
5	Soft and hard 'G'	<ul style="list-style-type: none"> • Identify, read and build words with soft 'g' letter that says j as in giant as well as hard 'g' that sounds 'g' as in gun, goat, etc. • Listen, write and spell them 	<ul style="list-style-type: none"> • To identify letter 'g' that says j and letter 'g' that says 'g' • Build words with them • Listen, write and spell them • <u>Cross-Curricular:</u> • Grammar - noun 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on soft and hard 'g' 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	Sound Chart on hard and soft 'g' words Flash Cards	English Skills pg. 66
7	Silent letters 'k' and 'w'	<ul style="list-style-type: none"> • Identification and reading of silent 'k' and 'w' words <p>Build words with silent 'k' and 'w' words Listen, write and spell them</p>	<ul style="list-style-type: none"> • To identify silent 'k' and 'w' words • Build words with them • Listen, write and spell them • <u>Cross-Curricular:</u> • Grammar – noun, verb • Alphabets 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on silent 'k' and 'w' words. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • A pair work will also determine learners' level of understanding on the lesson. • An individual activity will also give proof of 	Sound chart – examples of silent 'k' and 'w' words Flash cards of vocabularies to be matched to the meaning of the word.	English skills pg.72 Phonics & Spellings pg. 64-65

					each learner's level of understanding on the lesson.		
8	Root words and compound words	<ul style="list-style-type: none"> • Identification of root and compound words • Formation of compound words from root words • Correct pronunciation of compound words 	<ul style="list-style-type: none"> • To identify root and compound words • To form compound words from root words • Pronounce compound words correctly. • <u>Cross-Curricular</u> • Grammar – nouns 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on root and compound words. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	Chart on compound words Flash Cards	English Skills pg. 78 Phonics & Spellings 74-75
9/10	Syllables	<ul style="list-style-type: none"> • Identification of root words • Division of words into two(2) and three (3) syllables • Match the syllables correctly 	<ul style="list-style-type: none"> • To identify root words • Divide words into two(2) and three (3) syllables • Listen and write the words, indicating the position of the syllables • <u>Cross-Curricular:</u> • Grammar – noun • Phonics – suffixes 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on syllables. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	Chart on words and syllables Flash Cards on syllables	English Skills pg. 84, 90
11 / 12	REVISION & EXAMS	•	•	•	•	•	

GRADE 3

COMPREHENSION & CREATIVE WRITING

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	TEACHING/LEARNING MATERIALS	REFERENCE
1	REVISION	•	•	•	•	•	

GRADE 3 TERM

GRAMMAR

3RD

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	TEACHING/LEARNING MATERIALS	REFERENCE
1	REVISION	•	•	•	•	•	
2	Antonyms ,Synonyms	• Words that are opposites	• Identification of words that are	• To improve learners'	• A whole class	• Picture Chart	• www.learn3rd.com

	& Alphabetical Order	<ul style="list-style-type: none"> Words that are the same Making sentences with them Alphabetical ordering of words 	<p>similar in meaning and opposite meaning .</p> <ul style="list-style-type: none"> Using sentence context to identify words nearest in meaning and opposite in meaning. Making correct sentences with each of them. Use of dictionary to find meaning Arrange words of same initial letters alphabetically <u>Cross-curricular:</u> Grammar – Adjectives, verbs Phonics – Prefixes Science – Animals(tame & wild) 	<p>understandi ng on 'Antonyms' and develop their understandi ng on 'Synonyms'</p>	<p>activity to identify the correct opposite for given underlined words will prove learners' level of understandi ng on the lesson.</p> <ul style="list-style-type: none"> An individual activity to underline the words that are synonyms in given sentences will also prove each learner's level of understanding on the lesson. 	<p>indicating antonyms</p> <ul style="list-style-type: none"> Wall chart of words and their synonyms 	<p>englishonline.com</p> <ul style="list-style-type: none"> www.superteachersworksheets.com Go Grammar bk. 3 pg.76-78,7-8 English Skills bk. 3 pg. 43 Letts key stage 2 year 3 pg. 22, 23,27
3	Punctuation s	<ul style="list-style-type: none"> Capital letters Comma Question marks Full stop Exclamation marks Quotation marks 	<ul style="list-style-type: none"> Identification of punctuation marks alone and in sentences. Punctuate sentences appropriately. Rules of 	<ul style="list-style-type: none"> To enhance learners' understanding on punctuation s. 	<ul style="list-style-type: none"> A whole class activity to punctuate given sentences correctly using 	<ul style="list-style-type: none"> Chart on uses of punctuation marks 	<p>www.learnenglishonline.com</p> <p>Letts year 3 pgs. 14,54,82</p>

			<p>capitalization.</p> <ul style="list-style-type: none"> • <u>Cross-Curricular:</u> • Grammar – proper noun • Science – Earth • Maths – Time • Creative writing- Writing play scripts, dialogue 		<p>comma, will give evidence of learners' level of understanding on the lesson.</p> <ul style="list-style-type: none"> • A group work to write down the correct words that should be written in capital letters irrespective of where they are seen in sentences will give evidence of learners' level of understanding on the lesson. • An individual activity to punctuate given sentences using appropriate 		<p>English skills. Bk. 3 pgs. 7,13,19,</p>
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					marks where necessary will also give a proof of each learner's level of understanding on the lesson.		
4	Direct and Indirect speech	<ul style="list-style-type: none"> • Meaning of terms • Marks used to indicate direct speech • Changing direct speech to indirect speech • Changing indirect speech to direct speech 	<ul style="list-style-type: none"> • Identification of direct and indirect speech. • Relate mark for direct speech to inverted commas or quotation marks in punctuation and its significance. • Develop a direct speech, using appropriate speech bubbles. • Change direct speech to indirect and vice versa. • <u>Cross-Curricular</u> • Grammar – Punctuation • Creative – Play script, dialogue • Grammar – auxiliary verbs, tenses(past tense) • Comprehension – 	<ul style="list-style-type: none"> • To develop learners' understanding on 'Direct and Indirect speech.' 	<ul style="list-style-type: none"> • A whole class work to change direct speech to indirect speech will give proof of learners' level of understanding on the lesson. • A pair work to engage in a conversation in the form of a play, put down the conversation and punctuate correctly using 	<ul style="list-style-type: none"> • Chart on examples of direct speech changed to indirect speech and vice versa. • Pupil-pupil conversational role play 	<ul style="list-style-type: none"> • www.learnenglishonline.com • www.learnenglish.britishcouncil.org • Literacy KS 2 Year 3 pg. 13, 15.

			<p>story setting</p> <ul style="list-style-type: none"> • WWJD – The ten commandments, the parables spoken by Jesus • Phonics – spelling strategies 		<p>speech bubble will also prove learners' level of understanding on the lesson.</p> <ul style="list-style-type: none"> • An individual work to change indirect speech to direct speech will also give a proof of each learner's level of understanding on the lesson. 		
5	Question tags	<ul style="list-style-type: none"> • Meaning of question tags • Rules in constructing question tags • Question tags and responses 	<ul style="list-style-type: none"> • Identification of question tags construction rules • Identification of affirmative and negative statements. • Use of right question tags and responses. • <u>Cross-curricular:</u> • Grammar – types of sentences(statement) 	<ul style="list-style-type: none"> • To improve learners' understanding on 'Question tags.' 	<ul style="list-style-type: none"> • A whole class work to supply the correct response to negative statements will give evidence of learners' level of understanding on the 	<ul style="list-style-type: none"> • Flash cards with written sentences , question tags and responses for three (3) pupils' role play. • A wall chart of lots of 	<p>www.learnenglishonline.com</p> <p>www.learnenglish.britishcouncil.org</p> <p>Progressive English pg. 132-133</p>

			<ul style="list-style-type: none"> • Contractions – apostrophe • Verbs- auxiliaries • Punctuation – question marks • Maths – Subtraction(negative) • Addition(affirmative) 		<p>lesson.</p> <ul style="list-style-type: none"> • A pair work of pupil-pupil role play to engage in conversation using different statements, question tags and responses will also give evidence of learners' level of understanding on the lesson. • An individual work to supply the right question tags to affirmative statements will also give evidence of each learner's level of understanding 	<p>examples on affirmative auxiliary verbs turned to negative.</p>	<p>www.superteachersworksheets.com</p>
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					ng on the lesson.		
6	MID-TERM EXAM	•	•		•	•	
7	MID-TERM BREAK						
8	Sentences	<ul style="list-style-type: none"> • Sentence building • Paragraph writing • Types of sentences 	<ul style="list-style-type: none"> • Build correct sentences that have features that make up a complete sentence • Identification of the various types of sentences, when to use them and their appropriate punctuation marks. • Break sentences into meaningful paragraphs. • <u>Cross-Curricular:</u> • Social Stud – Division of labour • Grammar – Punctuations • Homec – Personal hygiene • Science – Branches of a plant / tree(branches/parts of sentences) 	<ul style="list-style-type: none"> • To widen learners' understanding on sentences. • To acquaint learners with skills on how to break sentences to make meaningful paragraphs. 	<ul style="list-style-type: none"> • A whole class work to write a question for each given sentence will prove learners' level of understanding on the lesson. • A group work to use word puzzle box for search on examples of types of sentences will also give proof of learners' level of understanding on the lesson. • An 	<ul style="list-style-type: none"> • Chart on types of sentences • Word puzzle box to find examples of the types of sentences 	<p>Literacy KS 2 year 3 pg. 29</p> <p>www.learnenglish.britishcouncil.org</p> <p>www.learnenglishonline.com</p> <p>Go Grammar bk. 3 pg.9-17</p>

					individual activity to read each set of given sentences to create a meaningful paragraph will also give a proof of each learner's level of understanding on the lesson.		
9	Subject & Predicate	<ul style="list-style-type: none"> • Meaning • Division of sentences into subject and predicate 	<ul style="list-style-type: none"> • Identification of subject and predicate in sentences. <u>Cross-Curricular:</u> Science – Parts of the body, branches of a tree Social studies – Duties at home Grammar - Sentences 	<ul style="list-style-type: none"> • To develop learners' understanding on 'Subject and Predicate.' 	<ul style="list-style-type: none"> • A whole class work to identify subject and predicate in given sentences will prove learners' level of understanding on the lesson. • An individual activity to match each subject to its appropriate predicate 	<ul style="list-style-type: none"> • A chart on subject and predicate 	www.learnenglish.britishcouncil.org www.learnenglishonline.com www.superteachersworksheets.com Go Grammar bk. 3 pg. 11-12 Progressive English pg. 120-121

					will also prove each learner's level of understanding on the lesson.		
10	Clauses	<ul style="list-style-type: none"> • Meaning • Types of Clauses • Main clause • Subordinate Clause • Noun Clause • Adverbial Clause 	<ul style="list-style-type: none"> • Identification of clauses and their functions in sentences. • <u>Cross –Curricular:</u> • Grammar – Parts of speech(noun, adverbs) • Social Studies – Father (The head of the family as Main clause) • Maths – Measurement 	<ul style="list-style-type: none"> • To improve learners' understanding on 'Clauses' 	<ul style="list-style-type: none"> • A whole class work to identify a type of clause in given sentences will determine the learners' level of understanding on the lesson. • An individual activity to indicate the function of a clause in a given sentence will also determine each learner's level of understanding on the 	<ul style="list-style-type: none"> • Chart on types of clauses and their functions. 	www.learnenglish.britishcouncil.org www.learnenglishonline.com www.superteachersworksheets.com

					lesson.		
11	Figures of Speech	<ul style="list-style-type: none"> • Meaning of figures of speech • Examples of figures of speech • Making sentences with them 	<ul style="list-style-type: none"> • Identification of figures of speech in sentences • Making sentences with them • <u>Cross-curricular</u> • WWJD – Jesus spoke in parables • Phonics – Compound words 	<ul style="list-style-type: none"> • To develop learners' understanding on 'Figures of Speech.' 	<ul style="list-style-type: none"> • A whole class work to identify figures of speech in given sentences will give evidence of learners' level of understanding on the lesson. • An individual activity to group given sentences according to their suitable categories will also give evidence of each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Chart on figures of speech and their functions. 	www.learnenglishonline.com www.superteachersworksheets.com www.teachfiguresofspeech.ask.com
12	REVISION /EXAMS	•	•	•	•	•	

**PRY 3
TERM**

PHONICS

3RD

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	ASSESSMENT TECHNIQUE	TEACHING/LEARNING MATERIALS	REFERENCE
1	REVISION	•	•	•	•	•	
2	Homophones, Homonyms	<ul style="list-style-type: none"> • Examples of words that sound alike but with different spellings • Correct pronunciation of such words • Examples of words with same spelling but different meaning • Correct pronunciation of such words 	<ul style="list-style-type: none"> • To identify homophones in texts and paragraphs • To pronounce them correctly. • Listen, write and spell them • <u>Cross-Curricular:</u> • Grammar – nouns, • Letter sounds 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on homophones and homonyms 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Chart on homophones and homonyms 	Phonics & Spellings pg. 85 and 86

3	'dge' words	<ul style="list-style-type: none"> • Identification and reading of 'dge' words as in udge, edge, idge, adger, etc. • Listen, write and spell them 	<ul style="list-style-type: none"> • To identify 'dge' words as in udge, edge, idge, etc. • To listen, write and spell them. • <u>Cross-Curricular:</u> • Grammar – nouns • Initial blends - smudge 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on 'dge' words. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • 'dge word chart • Flash cards 	Phonics & Spellings pg. 62-63
4	Silent 'g' words	<ul style="list-style-type: none"> • Identification and reading of silent 'g' words as in – gnome • Listen, write and spell them. 	<ul style="list-style-type: none"> • To identify and read silent 'g' words • Listen, write and spell them • <u>Cross – Curricular:</u> • Grammar – noun, verb • Syllables 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on silent 'g' words. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. • An individual activity will also give proof of each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Chart on silent 'g' words • Flash cards for sorting 	Phonics & Spellings pg. 72
5	Silent 'b' words	<ul style="list-style-type: none"> • Identification and reading of silent 'b' words as in lamb, comb, etc. 	<ul style="list-style-type: none"> • To identify and read silent 'b' words • Listen, write and spell them. 	<ul style="list-style-type: none"> • To develop learners' reading and spelling skills on silent 'b' words. 	<ul style="list-style-type: none"> • A whole class work will give evidence of learners' level of understanding on the lesson. 	<ul style="list-style-type: none"> • Chart on silent 'b' words • Flash cards 	Phonics & Spellings pg. 72

		<ul style="list-style-type: none"> Listen, write and spell them 	<ul style="list-style-type: none"> <u>Cross-Curricular:</u> Grammar – noun 		<ul style="list-style-type: none"> An individual activity will also give proof of each learner's level of understanding on the lesson. 		
6	MID-TERM EXAM	•	•	•	•	•	
7	MID-TERM BREAK	•	•	•	•	•	
8	Silent 'h' words	<ul style="list-style-type: none"> Identification and reading of silent 'h' words as in whisk ,whistle, etc. Listen, write and spell them 	<ul style="list-style-type: none"> To identify and read silent 'h' words Listen, write and spell them. <u>Cross-Curricular:</u> Grammar – noun 	<ul style="list-style-type: none"> To develop learners' reading and spelling skills on silent 'h' words. 	<ul style="list-style-type: none"> A whole class work will give evidence of learners' level of understanding on the lesson. An individual activity will also give proof of each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> Chart on silent 'h' words Flash cards 	Phonics & Spellings pg. 72
9-10	Suffixes	<ul style="list-style-type: none"> Identification and formation of: 'ly', 'er', 'est', 'ful' and 'less 	<ul style="list-style-type: none"> To identify and form suffixes from the root words. Listen, write and spell them. 	<ul style="list-style-type: none"> To develop learners' reading and vocabulary skill on suffixes. 	<ul style="list-style-type: none"> A whole class work will prove learners' level of understanding on the lesson. Individual 	<ul style="list-style-type: none"> Chart on suffixes 	Phonics & Spellings pgs.76,78,79,80

			<ul style="list-style-type: none"> • <u>Cross-Curricular:</u> • Grammar – Adjectives, adverbs, noun, vocations 		activity will also proof each learner's level of assimilation on the lesson.		
11	Prefixes	<ul style="list-style-type: none"> • Identification of and formation of prefixes : un, dis, de, re, pre, non, co, anti, and ex. • Listen, write and spell them • Give their meanings – 	<ul style="list-style-type: none"> • To identify root words and form prefixes • Listen, write and spell 	<ul style="list-style-type: none"> • To develop learners' reading and spelling on prefixes. 	<ul style="list-style-type: none"> • A whole class work will prove learners' level of understanding on the lesson. • Individual activity will also proof each learner's level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Chart on prefixes 	Phonics & Spellings pg. 55, 56,84
12	REVISION/EXAM	•	•	•	•	•	

PRY 4

GRAMMAR

1ST TERM

W ks	Topic	Contents	Key skills/cross curricular link	Aims/objectives	Assessment/Activit y Technique	Per iod	Reference
1.	Revision					4	

2.	Noun	<p>To describe a noun.</p> <p>-To differentiate between common, proper ,collective and abstract nouns</p> <p>examples</p> <p>-To identify the above nouns in a sentence.</p>	<p>Social studies- states and capital</p> <p>Geography- places around the world</p> <p>Health education- parts of the body</p>	To develop learners knowledge on noun.	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual activity will give proof of each learner's ability as they differentiate between the types of nouns</p>	4	<p>Grammar practice bk. 4 pg 1-4 (Rosemary Allen)</p> <p>www.englishleap.com</p> <p>Mastery English M.O.Odiaka pg.10</p>
3	Pronoun	<ul style="list-style-type: none"> To describe pronoun To identify the types of pronouns 	<p>Science- living and non-living things</p> <p>Social studies- the family</p>	To enhance learners knowledge on pronoun	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>As they answer questions involving pronouns</p>	4	<p>Grammar practice bk. 4 pg13-20 (Rosemary Allen)</p> <p>www.myenglishspace.com</p> <p>Mastery English M.O.Odiaka pg.17</p>
4.	adjectives	<ul style="list-style-type: none"> to describe an adjective examples of adjectives forming adjectives by adding suffixes comparing adjectives 	<p>Social studies- our environment</p> <p>Health education- parts of the</p>	-To develop learners knowledge on adjectives and the types.	<p>Individual activity will give proof of each learner's ability to use adjectives constructively in a sentence</p>		<p>Grammar practice bk. 4 pg 21-29(Rosemary Allen)</p> <p>www.creativelessonplan.html</p> <p>www.englishleap.com</p> <p>Mastery English M.O.Odiaka pg.36</p>

			body				
5.	Verb	<ul style="list-style-type: none"> to describe a verb to identify verb classification examples of main verb and auxiliary verbs verb /sentence agreement 	Home economics-cooking Health education-exerciser	To develop learners knowledge on verbs	Individual activity will give proof of each learner's level of assimilation as they constructively use the a verb and subject in a sentence		
6	Adverb	* describing an adverb Formation of adverbs from adjectives. *to introduce kinds of Adverb is provided with examples to clarify how to use each kind. *to identify the position of Adverbs in the sentence.	Grammar - synonyms Science-reproduction Social studies –division of labour	To develop learners knowledge on adverbs	Individual activity will be used to ascertain learner's level of assimilation as they attempt some activity on the topic.		Grammar practice bk. 4 pg 30 -36 (Rosemary Allen) www.creativelessonplan.html www.englishleap.com Mastery English M.O.Odiaka pg.59
7	M T B						

8	Preposition	<p>To describe a preposition.</p> <p>-To itemize some examples of preposition.</p> <p>-To identify preposition in a sentence.</p> <p>-To enumerate some types of preposition and use in them</p>	composition –descriptive writing	To develop learners' knowledge on preposition	<p>Whole class activity will determine the learners' ability.</p> <p>Individual's ability to use preposition correctly in sentence building will give proof of each of the learner's understanding on the lesson</p>	4	<p>Grammar practice bk. 4 pg 41 -49 (Rosemary Allen)</p> <p>www.grammar.about.com</p> <p>Mastery English M. O. Odiaka pg.78</p>
9	Conjunction	<p>To describe conjunction.</p> <p>-To itemize some examples of conjunction.</p> <p>-To identify conjunction in a sentence.</p> <p>-To enumerate some types of conjunction and use in them correctly in sentence building</p>	Comprehension- Tyrannosaurus	To develop learners' knowledge on conjunction	<p>Whole class activity will determine the learners' ability.</p> <p>Individual's ability to use conjunction correctly in sentence building will give proof of each of the learner's understanding on the lesson</p>	4	<p>Letts key stage 2</p> <p>Literacy activity book pg. 70</p> <p>(ray barker & Louis Fidge</p> <p>Mastery English M. O. Odiaka pg.96</p>
10	Question tag	<p>-To state precisely the meaning of question tag</p> <p>-To make explicit the usage of negative and positive tag.</p> <p>To guide pupils on how to use question tags</p>	Composition –play script	Developing active and passive knowledge of the use of question tags	Each learner's ability to use question tags correctly in a sentences construction will	4	<p>www.grammar.about.com</p> <p>Grammar practice bk. 4 pg 65 -69 (Rosemary Allen)</p>

		correctly in a conversation.			prove their level of understanding.		
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COMPREHENSION AND COMPOSITION SCHEME FOR FIRST TERM

W k.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	period	reference
1.	Revision						
2.	The eagle and the turtle Fiction/non fiction	*To read and understand the comprehension passage. *To answer the comprehension questions. *To describe some phrases in the passage. *to define facts and fictions *to identify fiction and non-fiction story *to write a non-fiction story	Science- classification of animals Grammar- collection nouns	To develop learners knowledge on fiction and non-fiction stories	Whole class and individual activity in reading and answering comprehension questions will prove learners level of understanding	2	Collins primary focus Comprehension pupil bk.2.Pg.4-5 (John Jackman) Letts key stage 2 Literacy activity book pg. 24,64 (Ray barker & Louis Fidge) Pg.12
3.	The fox and	*To read and understand the	Geography-	To develop		2	English skills 4.pg.4-

	the wood cutter.	comprehension passage. *To answer the comprehension questions. *To find new words and their meaning. *To summarize comprehension passage. * to describe descriptive writing *to identify where a story took place *to retell the story Sophie meets BFG	location and forestry	learners knowledge on story setting	Whole class and individual activity in reading and answering comprehension questions will prove learners level of understanding		5. Learning solution series. Letts key stage 2 Literacy activity book pg. 66 (Ray barker & Louis Fidge)
4.	The humming bird Fables	*To read and understand the comprehension passage. *To answer the comprehension questions. **To look up new words in the dictionary and make a sentence with each. *to read and understand the fable , 'the greedy fox and the crafty fox'	Grammar- noun	To develop learners understanding on reading comprehension passage.	Whole class and individual activity will determine learners' level of understanding.	2	English skills pg.28-29. Learning solution series. Letts key stage 2 Literacy activity book pg. 38 (Ray barker & Louis Fidge)

6.	The Marrog	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To re-write the story(in a different version)</p>	Vocational – building	To develop learners understanding on the use of the content and index page	Open class work at the beginning of the lesson will prove learners level of familiarity.	2	Collins primary focus
	Poems to perform	<p>* To describe a poem</p> <p>*to identify a poet and poetess</p> <p>*to identify verses and stanza in a poem</p>	Grammar- the use of comma		Individual task will also prove learners' level of assimilation.		Comprehension pupil bk. 2.Pg.83 (John Jack man) Letts key stage 2 Literacy activity book pg42 (Ray barker & Louis Fidge)
	MTB						

8.	Mount Everest Narrative essay (the great flood)	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To find new words, check their meaning in the dictionary and make a sentence with each.</p> <p>*to understand narrative essay</p> <p>*to define a character and the theme of the story.</p> <p>*to retell the story,' the great flood'.</p> <p>*to write a descriptive essay</p>	Geography - mountains	To develop learners understanding on reading comprehension and writing of narrative essay.	Whole class and individual activity in reading and answering comprehension questions will prove learners level of understanding.	2	<p>Collins primary focus</p> <p>Comprehension pupil bk. 3.Pg.88</p> <p>(John Jack man)</p> <p>Letts key stage 2</p> <p>Literacy activity book pg 56</p> <p>(Ray barker & Louis Fidge</p>
9.	Tyrannosaurus Facts and fictions	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions</p> <p>*to summarise the story.</p> <p>.</p> <p>*to differentiate between facts and fictions</p> <p>To rewrite the main events of</p>	Science- dinosaur	The develop learner knowledge on comprehension.	Open class and individual activity in reading the comprehension passage. Each learner's ability to write about an experience they had will prove learners level of assimilation.	2	<p>English skills pg70.</p> <p>Learning solution series.</p> <p>Letts key stage 2</p> <p>Literacy activity book pg. 70</p> <p>(Ray barker & Louis Fidge</p> <p>www.teacher.scholastic.com</p>

Wks	Topic	Contents	Key skills/cross curricular link	Aims/objectives	Assessment/ Activity Technique	Period	Reference
1.	Revision					4	
2.	Numeration ;	<p>* Count in multiples of 6, 7, 9, 25 and 10</p> <p>*Finding 10 or 100 more or less than a given number.</p> <p>*Recognize the place value of each digit in a three-digit number (hundreds, tens, ones)</p> <p>*Identify, represent and estimate numbers using different representations.</p> <p>*count backwards through zero to include negative numbers</p> <p>*to read and write numbers to at least up to 1000 in numerals and in words.</p> <p>*Solve number problems and practical problems involving these ideas.</p> <p>*To read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.</p>	<p>History- Roman numbers</p> <p>Health education. – Parts of body(2 eyes, ears etc.)</p> <p>Math - grouping</p>	*to develop learners knowledge on reading and writing numbers up to 1000	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual activity will give proof of each learner's ability to read and write numbers up to a thousand.</p>	4	Understanding Mathematics For Book 4 Maria N. David Osuagwu Pg. 1-4 Macmillan champions mathematics bk. 4 pg.1-9 Samuel Illori and others
$\frac{3}{4}$	Addition and subtraction	<p>*add and subtract numbers with up to 4 & 5 digits using the efficient written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>*solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use</p>	<p>Civic edu. Working in unity</p> <p>Social studies- the family</p> <p>Health education-</p>	To enhance learners knowledge on addition and subtraction of numbers in 4 & 5 digits	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual's ability to add</p>	4	Understanding mathematics for book 4 Maria N. David Osuagwu Pg. 5-14,25-31

		and why. *solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	growth and development Grammar - synonyms		subtract given numbers up to thousands will evidence of each of the learner's understanding on the lesson		Macmillan champions mathematics bk. 4 pg.10-19,66-80 Samuel Ilori and others
5/6	Multiplication & Division	*recall multiplication and division facts from multiplication tables up to 12×12 use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers recognize and use factor pairs and commutatively in mental calculations multiply two-digit and three-digit numbers by a one-digit number using formal written layout methods. *Division of 2 – and 3 – digit numbers and without remainders * Understand the relationship between division and repeated subtraction, multiplication * Solve one- and two-step word problems *Recognize and solve problems involving Factors and multiples	Grammar - synonyms Science- reproduction Social studies –division of labour				

8	Fractions	<ul style="list-style-type: none"> * count up and down in hundredths; recognize e that hundredths arise when dividing an object by a hundred and dividing tenths by ten * conversion of fraction *place value of fraction *fraction in its lowest term. * ordering of fraction *add and subtract fractions with the same denominator. 	Geography- cardinal point Math - grouping	To develop learners' knowledge on fraction.	Whole class activity will determine the learners' ability. Individual's ability to solve some problems on conversion of fraction will give proof of each of the learner's understandin g on the lesson	4	To develop learners knowledge on division and subtraction of 2 & 3 numbers	Whole class activity will give evidence of the learners understandin g on the esson Individual's ability to solve some activities on multiplicati on will determine each of the learners understand s on the lesson.	4	Understandin g mathematics bk. 4 Maria N. David- Osuagwu Pg. 40
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9.	Fractions	<ul style="list-style-type: none"> Addition and subtraction of fraction. (unlike denominators) Multiplication of fractions Division of fractions Word problem involving fractions 	Geography- cardinal point Math - grouping	To develop learners' knowledge on fraction	<p>Whole class activity will determine the learners' ability.</p> <p>Individual's ability to solve some problems on addition and multiplication of fraction will give proof of each of the learner's understanding on the lesson</p>	4	Understanding mathematics book 4 by Maria N. David Osuagwu pg. 54 Macmillan champions Mathematics book 4 pg.143-149
10	Position, direction, motion	<p>*describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>*describe movements between positions to the left/right and up/down</p> <p>*plot specified points and draw sides to complete a given polygon.</p>	Basic science- Motion Geography- Cardinal point Social studies- population drift		Individual's ability to solve some problem will give proof of each of the learner's understanding on the lesson		www.purplemath.com/module/plane3.htm www.mathisfun.com/definitions/quadrant-graph.htm

PRIMARY 4

MATHEMATICS

2ND TERM

Wks	Topic	Contents	Key skills/cross curricular link	Aims/objectives	Assessment/Activity Technique	Period	Reference
1.	Revision					4	
2.	Measures	<ul style="list-style-type: none"> * Suggest non-standard uniform measures to estimate then measure * Use everyday language to describe the positions of 2-D shapes. * Begin to use everyday standard units to measure length, suggest suitable measuring equipment * Estimate, measure and compare lengths and capacity using standard units. *Use mathematical names for common 2-D shapes. *Estimation of lengths in metres and kilometers, and centimeters to metre and metre to centimeters. *Changing kilometers to metres and metres to kilometers. *changing centiliters to litres *Addition, subtraction of lengths and capacity *Word problems on length and capacity 	Science - measurement Vocational. – building Home economics-cooking/cloth construction Health education-medicine (syrup)	To develop learners knowledge on the standard and non standard form of measurement	Whole class activity will determine the learners understanding on the lesson Individual activity will give proof of each learner's ability on the conversion of length and capacity	4	Macmillan champions mathematics bk. 4 pg.179-184 Samuel Ilori and others
3	Measures	<ul style="list-style-type: none"> * Measure and compare between length and capacity. *comparison of weight. *standard weight often used *Changing kilograms to grams and Vice visa. * Addition, subtraction of weight *multiplication and division of length, capacity and 	Science - measurement Vocational. – building Home economics-cooking/	*To develop learners knowledge on measurement of weight	Whole class activity will determine the learners understanding on the lesson Individual's ability to some word problems involving	4	Understanding Mathematics For Book 4 Maria N. David Osuagwu Pg. Macmillan champions mathematics bk. 4

		weight(word problem inclusive)	cloth construction Health education- growth and development		measures will ascertain learners' level of understanding of the topic.		pg.186-194 Samuel Ilori and others
4	Area and perimeter	*Measuring perimeter and area in standard units *Finding areas and perimeters of rectangle and squares *Finding the area of the classroom	Math- 2-D shapes Vocation – building Agric. Sci. –basic requirement for agriculture (land)	To develop learners knowledge on area and perimeter.	- Whole class activity will give evidence of the learners understanding on the lesson -Individual's ability to solve some problems on the topic will prove each of the learner's understands on the lesson	4	Mathematics Bk 4 by Maria N. David Osuagwu Pg. 161 ,196 Champions Macmillan mathematics by Samuel Ilori& Pg. 200-204, 235 -237

5/6	Time /money	<ul style="list-style-type: none"> * read, write and convert time between analogue and digital 12 and 24-hour clocks . * solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days *introducing Nigeria 's currency *To shop with money. *problem on addition, subtraction, multiplication and division of money 	Vocational – clock and watches Social studies- Nigeria and other currencies	To develop learners understanding on the value of money and time	<p>Whole class activity will give evidence of the learners understanding on the lesson</p> <p>-Individual's ability to solve some word problems on division will prove each of the learner's understands on the lesson.</p>	4	<p>Understanding Mathematics Bk. 4 by Maria N. David Osuagwu Pg. 138 Macmillian Champions mathematics Bk4 Pg.168-172 ,195-199</p> <p>www.moneyinstructor.com</p>
7	Assessment / M.T.B						

8.	squares and square root	<p>*Know what a square number is</p> <p>* Recognize square numbers up to 10×10</p> <p>* to work out and check simple multiplication calculations</p> <p>* To identify square numbers and square roots up to 100.</p> <p>* To introduce the use of square roots symbol.</p>	Agric Science-plant	<p>To develop learner's knowledge on how to express the inverse relationship between exponents and roots for square roots</p> <p>-To enhance learners understanding on how to simplify square roots of perfect squares and find the value of squared numbers</p>	<p>- Whole class activity will give evidence of the learners understanding on the lesson</p> <p>-Individual's ability to solve some word problems on squares and square roots will prove each of the learner's understands on the lesson.</p>	4	<p>Understanding Mathematics Bk 4 by Maria N. David Osuagwu Pg. 65</p> <p>Macmillan champions mathematics bk. 4 pg.134-142</p> <p>Samuel Ilori and others</p> <p>www.mathisfun.com/square-roots.html</p> <p>https://classroom.pearson.com/.../Square%20Roots%20Notes.</p>
9/10	Data representation	<p>-interpret and present discrete data using bar charts and continuous data using line graphs</p> <p>-solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.</p> <p>Use simple lists and tables to communicate findings</p> <ul style="list-style-type: none"> • Use Venn and Carroll diagrams to sort and classify data • Extract data from simple graphs, charts and diagrams • List possible outcomes 	Geography-mapping Social studies-population	To enhance learners understanding on statistic ad data collection.	<p>Whole class activity will give evidence of the learners understanding on the lesson</p> <p>-Individual's ability to solve some given problems will prove each of the learner's understands on the lesson.</p>		<p>Understanding mathematics bk 4 by Maria N. David Osuagwu Pg. 176</p> <p>Macmillan Champion mathematics bk 4 Pg. 239</p>

		<ul style="list-style-type: none">• Collect and record data• Interpret and construct bar charts					
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PRIMARY 4

MATHEMATICS

3RD TERM

Wks	Topic	Contents	Key skills/cross curricular link	Aims/objectives	Assessment/Activity Technique	Period	Reference
1.	Revision					4	
2/ 3.	Lines/ angles	<ul style="list-style-type: none"> *Recognize that a straight line is equivalent to Two right angles * Recognize horizontal and vertical lines * Identify and sketch lines of symmetry in Simple shapes * Recognize shapes with no lines of symmetry *Read and record the vocabulary of position, direction and movement, using the four compass directions to describe movement about a grid * Know that angles are measured in degrees And that one whole turn is 360° * Compare and order angles less than 180° * Use the eight compass points to describe direction * Describe and identify the position of a square on a grid of squares 	Vocational – building/ architect Science – measurement (length)	To develop learner's knowledge on lines and angles.	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual activity will prove the extent at which each of the learners understood the lesson as they attempt some problems on the topic.</p>	4	<p>Understanding mathematics bk 4 pg. 178</p> <p>Macmillan Champions mathematics bk4 pg. 228</p>
4	Measures(proportion)	<ul style="list-style-type: none"> *the use of ratio *simple ratio *principle of direct proportion *solve some problems including ratio and direct proportion. 	Grammar – comparison	To enable learners understand the concept of ratio and proportion	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual's ability to</p>	4	<p>Understanding mathematics bk 4 by Maria N. David</p> <p>Osuagwu Pg. 176 and</p>

					solve some word problems on direct proportion will prove each of the learner's understands on the lesson		bk. 5 pg. 68 -79 www.emathzone.com
5	properties of shapes	<p>Use mathematical names for common 3-D and 2-D shapes</p> <ul style="list-style-type: none"> • Sort shapes and describe some of their features • Classify and describe 3-D and 2-D shapes • Classify polygons as regular or irregular referring to properties • Reason about shapes, explaining methods and thinking • Solve mathematical problems or puzzles involving shapes 	Science-characteristic of living things	To develop learners knowledge on shapes.		4	Understanding mathematics bk. 4 Maria N. David-OsuagwuPg. 40
6/8	decimals/Fractions	<p>*recognize and write equivalents of any number of tenths or hundredths</p> <p>*converting a fraction to an equivalent fraction with a specified numerator and denominator.</p> <p>procedure for ordering with like and unlike denominators</p> <p>*expressing decimal as a fraction and vice versa</p>	Geography-cardinal point Math - grouping		<p>* Whole class activity will prove the extent to which learners understood the lesson</p> <p>*individual's ability to find the equivalents of given fractions will give proof of each of the learner's understanding on the lesson</p>	4	Understanding mathematics book 4 by Maria N. David Osuagwu Pg. 45 Macmillian champions mathematics book 4 pg.114-123

9/ 10 .	Simple interest	<ul style="list-style-type: none"> *compare differentiate between principal, rate and time *solve simple problems that involve simple interest *finding the principal. * finding the rate of interest. * finding the time 	Vocation - banking		<p>Whole class activity will determine the learners' understanding on the lesson</p> <p>Individual's ability to solve word problems on the topic will give proof of each of the learner's understanding on the lesson</p>	4	Understanding mathematics book 5 pg.109 -115 (by Maria N. David Osuagwu)
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PRIMARY 4

GENERAL KNOWLEDGE

1ST TERM

Wk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	per iod	reference
1.	revision						
2	Building values and morals	* Definition of the terms, 'values and morals' *Examples of some important values *some great Nigerians and their achievements.	Moral – integrity Social Stu. Rights of citizen Civic Edu. Important values to be exhibited as a citizen	-To develop learners understanding on values and morals. -To enhance learners knowledge on the importance of good values.	Whole class activity as teacher engage learners in a class discussion to ascertain their level of familiarity with the topic Individual activity will be to ascertain learner's level of assimilation.	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 16-21
3.	Culture	*What is culture? *Aspect of culture. *community leader.	Geography- pupils tribe and location on the map History- the oldest and most popular cultural practice in Nigeria Moral- respect for other people's culture	To develop learners understanding on culture and how it effects the way of life of people.	Open class discussion at The beginning of the lesson will determine learners familiarity on the topic Individual activity will determine each of the learners' understanding on the topic as	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 22-23

			Social studies- facts about my culture		they enumerate the different aspect of culture.		
4	Rulers of old Nigeria	Some rulers of the old Nigeria	History- dates and facts of some events in the old Nigeria. Geography- geographical map of the old Nigeria Social studies- attributes of these rulers	To develop learners understanding on how Nigeria was ruled in 17 th century. -To acquaint learners with some rulers of the old Nigeria.	Whole class and individual activity will prove the learner's level of familiarity with the topic	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 61 - 62
5	Nigerian struggle for independence	*colonial rule in Nigeria. *The struggle for Nigeria's independence *Some Nigeria's nationalist leader. *Nigerian independence.	Geography- map of Nigeria during the amalgamation Social studies- roles played by patriots History- historical dates and events	To enhance learners knowledge understanding on the colonial rule in Nigeria.	Whole class activity will determine the learners understanding on the lesson Group discussion/acti vity to itemize the various leaders that struggled for Nigeria's independence will determine learners 'understanding	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 63- 70

					on the lesson.		
6	Banking	*definition of terms: bank, banker and banking *types of banks in Nigeria *primary functions of a bank *operational terms used in the bank.	Current affair -the apex bank and the current governor History –the oldest bank in Nigeria. Morals - conduct in a banking hall Agric sci. - storage	To develop learners understanding on banking and its types.	Whole class activity will determine the learners knowledge on the topic. Individual activity to state some functions carried out by banks will give evidence of each of the learners level of understanding on the topic	2	www.bankingsystem.com www.bussinessdictionary.com/banking
7.	Assessment/ M.T.B						
8	Good grooming	*Definition of the terms(posture and good grooming) *Importance of good posture /good grooming *postural defects *importance of using cosmetics and deodorant	Home Economics - care of our personal belongings. Health Edu. Skin diseases caused by inability to care for one's self Morals - self confidence/esteem	To develop learners knowledge on posture and good grooming. And how it effects our daily lives,	Whole class activity will give evidence of the learners' familiarity with the topic. Individual activity to identify some postural defect will prove the extent at which each of the	2	Comprehensive home economics 4 pg.1-4 R.A.Ogunjimi and others Primary Health Education bk. 4 pg. 7-18, 35-41 E.A. Obogbabaimhe

					learners understood the lesson.		(AUP)
9.	Natural Resources	<p>*Meaning /need for distribution</p> <p>*Types of resources that are distributed in Nigeria</p> <p>*Types of mineral and agricultural resources that can be found in Nigeria</p> <p>*Uses of mineral and agricultural resources.</p> <p>* conservation of natural resources</p>	<p>Geography- map of resources distribution in Nigeria</p> <p>Social studies- Nigeria's import and export</p>	To develop learner knowledge on natural resources in Nigeria.	<p>Whole class activity will prove the learners understanding on the lesson.</p> <p>Individual activity on essay writing on resources distribution in Nigeria will prove each of the learners understands on the lesson.</p>	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 73-81
10.	Natural Resources	<p>*Crude oil</p> <p>*importance of crude oil</p> <p>*refined/ end products of crude oil</p> <p>*discovery of crude oil in Nigeria.</p>	<p>History- discovery of crude oil in Nigeria</p> <p>Vocational studies- the refinery and work done</p> <p>Geography- map of resources distribution in</p>	<p>To develop learner knowledge on natural resources in Nigeria.</p> <p>To encourage learners to seek for other means of income rather than just oil.</p>	<p>Whole class activity will prove the learners understanding on the lesson.</p> <p>Individual activity involving essay writing on developing Nigeria</p>	2	<p>Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 80-81</p> <p>www.thisdaylive.com</p> <p>www.nnpccgroup.com/oilGasin</p>

			Nigeria -		agricultural sector will also ascertain learners level of understanding		Nigeria.asp
11	Revision/ exams						

PRIMARY 4

GENERAL KNOWLEDGE

2ND TERM

Wk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	period	reference
1.	revision						
2.	Communication	<p>Meaning of 'communication' and the types.</p> <p>- Some challenging factors with the traditional means of communication.</p> <p>- Benefits and effects of modern communication.</p> <p>-different forms of communication</p>	<p>Moral – verbal and non verbal abuse</p> <p>Social stu. Means of communication</p> <p>History- our tradition and its communication means</p> <p>Vocational- the media</p>	To develop learners understanding on the meaning of communication and its types	<p>open class discussion will ascertain learner's familiarity on the topic</p> <p>Individual activities will determine each of the learner's understanding on the lesson</p>	2	<p>Social studies for primary schools</p> <p>BK 4 Pg. 89-92</p> <p>(AdisaBakare and others)</p> <p>www.communication-peer.com</p> <p>www.squidoo.com</p>
3.	poverty and diseases	<p>*Definition of poverty and diseases.</p> <p>*causes of poverty and diseases .</p> <p>*ways of tackling poverty and diseases.</p>	<p>Moral – my duties and responsibilities to stay healthy</p> <p>Social Stu. Poverty and diseases in some west African</p>	<p>--To develop learners understanding on causes of poverty and disease in Nigeria.</p> <p>-To enhance learners knowledge on the ways this maniacs can be tackled.</p>	<p>Whole class activity as teacher engages the learners in a class discussion to ascertain their level of familiarity with the topic</p> <p>Individual activity</p>	2	<p>www.populationnigeria.com</p> <p>primary social studies bk. 4</p> <p>AdisaBakare& others .pg.68 - 71</p>

		*population and population drift	<p>states</p> <p>Health Edu.- community health/cleanlines</p> <p>s</p> <p>Geography- Nigeria 's population /poverty line globally</p>		will be to ascertain learner's level of assimilation.		
4.	Citizenship and Naturalization	<p>Definition of citizenship and naturalization</p> <p>-means of acquiring citizenship.</p> <p>Difference between dual and multiple citizenship</p>	<p>Geography- Nigeria ,west Africa, Africa and the world</p> <p>Citizenship – rights and duties of a citizen</p> <p>Social studies- marriage</p>	To develop learners understanding on citizen and naturalization.	<p>Group discussion at the beginning of the lesson will prove learners level of familiarity.</p> <p>-Each learner's ability to correctly discuss step 1-3 will prove their level of understanding.</p>	2	<p>Civic Education for primary schools Bk 3 /6by Felix K. Alonge</p> <p>and & others Pg 22/36 -40</p>
5.	Clock and watches	<p>What is a clock?</p> <p>- Examples of ancient and modern clocks.</p> <p>The SI unit of time</p> <p>Analog and digital clocks</p>	<p>History- Chinese timing instrument.</p> <p>Sci./math- measurement</p> <p>Geography- longitude</p>	To enhance learners understanding on ancient and modern timing instruments.-	<p>Whole class and individual activity will prove the learner's level of familiarity with the topic.</p> <p>Individual ability to tell the time will</p>	2	<p>Basic science for primary school bk. 3 pg. 46-49</p> <p>www.mathswizardworksheets.com(30/12/12)</p> <p>www.ease-</p>

			History- invention of the first timing instrument		determine learners level of understanding		anstronomy.org
6.	Transportation	<ul style="list-style-type: none"> * describing transportation *olden and modern means of transportation *forms of transportation *meaning of automobile(land transportation) *Examples of automobile. *auto mechanic, a vulcanizer and a panel beater 	<p>History – car invention</p> <p>Vocational studies –names of different car technician</p> <p>Health Edu: road safety</p> <p>Social Studies: means of transportation</p>	To develop learner To enlighten learners on automobile and get them acquainted with some duties performed by an auto mechanic.	Whole class and individual activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic.	2	<p>Primary social studies bk. 4 pg.131-132</p> <p>AdisaBakare and others</p> <p>http://www.myfuture.edu.au/service</p> <p>www.automobileparts.m</p>
7	Assessment /M.T.B						
8/9.	Accidents /hospital	<ul style="list-style-type: none"> *Definition of accident and hospital. * Types, causes and preventions. *managing 	<p>Vocational Stu:- different occupation in hospital</p> <p>Health Edu. safety</p>	To enhance learner's understanding on the causes and prevention of accidents.	<p>Whole class activity will give evidence of the learners' familiarity with the topic.</p> <p>Individual activity to</p>	2	<p>http://www.netdoctor.co.uk/health-services-guide/hospital-road-safety/mayo.ie/causes/accide</p>

		accidents/first aid *Types, sections and activities carried out	Morals- obedience as a requisite to avoid accidents		identify some causes of accident will prove the extent at which each of the learners understood the lesson.		nt.html 31/12/
10	Medicine	*definition of medicine * Types and form of medicine *prescribed and non-prescribed drugs *self medication	History – the history of medicine Social studies- drug abuse Vocational- different occupations in the health sector	To develop learners knowledge on the proper use of drugs (medicine).	Open class discussion at The beginning of the lesson will determine learners familiarity on the topic Each learner's ability to successfully write a project on the negative effect of self medication will ascertain their level of understanding.	2	Encarta dictionary, Comprehensive Home Economics book 4 by R. A. Ogunjimi Pg. 10 – 11
11	Rev. /exam						

PRIMARY 4

GENERAL KNOWLEDGE

3RD TERM

Wk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	period	reference
1.	Revision						
2.	Civil society/ Political parties	<p>*definition of civil society/political party</p> <p>*objectives and examples of civil society/political parties in Nigeria and their logos.</p> <p>* the importance of moral education on the activities of civil society</p> <p>*political terminology.</p>	<p>Citizenship - pressure group /democracy</p> <p>Social studies - functions of government/.camp aign, election and impeachment</p> <p>Moral- conducts of electorates during elections./ good values in leadership</p> <p>Citizenship:</p> <p>History: military regime in Nigeria</p>	To develop learner knowledge on civil societies in Nigeria.	<p>Whole class and individual activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic.</p> <p>Individual activity will also be uses to ascertain learners level of assimilation as they sew on a loose buttons</p>	2	<p>Civic Education for Nigerian Primary Schools Bk. 5/6by Felix K Alonge& Others Pg. 109-114 Pg. 70-73</p> <p>http://www.nigeria business desk</p> <p>www.nigerianeliteforum.com</p>

3	National consciousness	<ul style="list-style-type: none"> * loyalty *evidence of loyalty *consequences of disloyalty *loyal service to the nation *constituted authority. 	<p>Moral – sacrificial service to the nation</p> <p>Social Stu. Duties and obligation of a citizen</p> <p>Civic edu. Groups that make up the society</p>	- To develop learners understanding on National consciousness and constituted authority.	<p>- Group discussion at the beginning of the lesson will prove learners level of familiarity.</p> <p>-Each learner’s ability to correctly discuss the topic will prove their level of understanding.</p>	2	Civic education for Nigerian primary schools bk. 4 by Felix K. Alonge. Pg. 57 – 62

4.	Ethnicity	<p>*Ethnicity and some ethnic groups in Nigeria.</p> <p>*challenges of some ethnicity in Nigeria and the way forward.(using boko haram as a case study)</p> <p>*diverse national, regional, religious and ethnic identities in Nigeria and the need for mutual respect and understanding</p>	<p>Moral – peaceful co-existence despite the diverse ethnic groups</p> <p>Civic edu- our duties and obligations to the government</p> <p>Social stu- difference and similarities between ethnicity and tribes</p>	-To develop learners understanding on ethnicity and some ethnic groups in Nigeria.	<p>open class discussion will ascertain learner’s familiarity on the topic</p> <p>Individual activities will determine each of the learner’s understanding on the lesson</p>	2	Social studies for Primary schools BK 4 by AdisaBakare& others. Pg. 68-71
5.	Resource distribution	<p>*definition of raw materials.</p> <p>*Raw materials and their uses.</p> <p>*distribution of natural resources in Nigeria.</p> <p>*Nigerian export and import.</p> <p>*Challenges facing</p>	<p>Geography- environment</p> <p>Home economics- food processing</p> <p>Vocational- transportation</p>	-To develop learners understanding on raw materials in Nigeria and its importance in our every day live	<p>open class discussion will ascertain learner’s familiarity on the topic</p> <p>Individual activities will determine each of the learner’s understanding on the lesson</p>	2	Social studies for primary school BK4 by AdisaBakare& others.pg. 88 -91,99-100

		distribution of resources in Nigeria					
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6.	Transportation 2	<p>*air and water craft.</p> <p>*examples and parts of air and water craft</p> <p>some terminology used.</p> <p>*similarities and difference</p>	<p>History- invention of air and water craft</p> <p>Geography- weather reading</p> <p>Vocational – occupations involving water and air craft</p> <p>Social studies- modern means of transportation</p>	To enhance learner understanding on air and water craft.	<p>Whole class and individual activity will prove the learner's level of familiarity with the topic</p> <p>Individual activity to identify the various types of an aircraft will determine each of the learner's level of assimilation on the topic</p>	2	www.grc.nasa.gov/./airplane.htm & others. Pg. 47-48
.	Assessment/ M.T.B						
8	Workshop	<p>*definition of workshop.</p> <p>*Different types of workshop.</p> <p>*identifying some safety rules in the workshop.</p>	<p>Health education- safety</p> <p>Vocational – mechanic workshop</p> <p>Moral – obedience</p> <p>Home economics-</p>	To develop learner understanding on safety in a workshop.	<p>Whole class and individual activity will prove the learner's level of familiarity with the topic</p> <p>Individual activity to identify various types of workshop and some safety rules will</p>	2	<p>Sks-group.co.uk/workshop equipment.html</p> <p>www.technologystudents.com.safety</p>

		*maintenance of tools in the workshop.	kitchen		determine each of the learner's level of assimilation.		
9.	Disaster	*Describing disaster? *identifying types of disaster *causes of man-made disaster and prevention	Geography-environment/climate Health education. Safety/first aid Civil education-disaster	To develop learners understanding on disaster and some causes.	Whole class and individual activity will prove the learner's level of familiarity with the topic Individual activity to will determine each of the learner's level of assimilation on the topic as they attempt some questions on their activity book.	2	
10.	National and international organization	*identifying and naming some national and international organization *to state their aims and objectives *to identify and name the heads of these organization.	Current Affair -the heads of each organization History –date of establishment. Morals - qualities of good leadership Health Edu - healthy living (checking for manufacturing and expiring dates)	To develop learners understanding on national and international organizations	Whole class activity will determine the learners knowledge on the topic. Individual activity to state some functions carried out by national organization give evidence of each of the learners level of understanding on the topic	2	social studies BK. 4 Pg 162-164
11.	Revision/exam						

PRIMARY 4

BASIC SCIENCE

1ST TERM

Vk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	period	reference
.	Revision						
.	Classification of animals	*Definition of terms- living things, habitat. *Domestic and wild animals. *Characteristics of living things. *Some examples habitats.	Citizenship - pressure group /democracy Social studies -functions of government/. campaign, election and impeachment Moral-	To develop learner knowledge on classification of animals.	Whole class and individual activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic. Individual activity will also be uses to ascertain learners level of assimilation as they sew on a loose buttons	2	Stan primary science bk. 3 UBE edition pg.22-28

			conducts of electorates during elections./ good values in leadership Citizenship: History: military regime in Nigeria				
	Classificatio n of animals 2.	*Vertebrates and invertebrates animals. *Carnivorous and Herbivorous animals. *Animals and their young ones. *Definition of a Zoologist.		To develop learners knowledge on the classification of animals.	Whole class activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic. -Individual activity to sort out some animals under vertebrates and invertebrates will give a proof of each of the learner's understanding on the lesson.	2	Stan primary science bk. 3 UBE edition pg.22-28
	Classificatio n of plants.	* Plant and their examples.	Moral – sacrificial service to the nation	- To develop learners understanding on the	- Group discussion at the beginning of the lesson will prove learners level of familiarity. -Each learner's ability to correctly discuss the topic will prove	2	Basic science for primary schools BK 4 by Nmaju.M

		<p>*Transpiration.</p> <p>*Photosynthesis</p>	<p>Social Stu. Duties and obligation of a citizen</p> <p>Civic Edu. Groups that make up the society</p>	classification of plants.	their level of understanding.		<p>Obasi.pg.29-40.</p> <p>Letts Ks2 success science.pg.4-5</p> <p>(Lynn Huggins-Cooper)</p> <p>Stan primary science bk. 3 UBE edition pg.1-21</p>
5.	Classification of plants 2.	<p>*Plant needs for growth.</p> <p>*Parts of the plant and their functions.</p> <p>*Definition of pollination.</p> <p>*Different types of pollination.</p>	<p>Moral – peaceful co-existence despite the diverse ethnic groups</p> <p>Civic Edu- our duties and obligations to the government</p> <p>Social Stu- difference and similarities between ethnicity and tribes</p>	-To develop learners understanding on the classification of plants.	<p>open class discussion will ascertain learner's familiarity on the topic</p> <p>Individual activities will determine each of the learner's understanding on the lesson</p>	2	<p>Basic science for primary schools BK 4 by Nmaju.M Obasi.pg.29-40.</p> <p>Letts Ks2 success science.pg.4-5</p> <p>(Lynn Huggins-Cooper)</p>

.	Nitrogen and carbon cycle.	<p>*Definition of nitrogen and carbon cycle.</p> <p>*Functions of nitrogen.</p> <p>*Importance of nitrogen and carbon to plants.</p>	<p>Geography-environment</p> <p>Home economics-food processing</p> <p>Vocational-transportation</p>	<p>-To develop learners understanding on nitrogen and carbon cycle and their importance to live.</p>	<p>open class discussion will ascertain learner's familiarity on the topic</p> <p>Individual activities will determine each of the learner's understanding on the lesson</p>	2	<p>www.elmhurst.edu/nitrogencycle.html</p> <p>www.eo.ucar.edu/kids/green/cycles7.html</p>
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	Weather.	<p>*Definition of weather</p> <p>.</p> <p>*Elements of weather</p> <p>.</p> <p>*seasons and their classifications.</p> <p>*The atmosphere.</p>	<p>History- invention of air and water craft</p> <p>Geography- weather reading</p> <p>Vocational – occupations involving water and air craft</p> <p>Social studies - modern means of transportation</p>	To enhance learner understanding on weather.	<p>Whole class and individual activity will prove the learner's level of familiarity with the topic</p> <p>Individual activity to identify the various types of weather element will determine each of the learner's level of assimilation on the topic</p>	2	www.grc.nasa.gov/./airplane.htm
	Assessment / M.T.B						
	Pollution	<p>*Definition of pollution</p> <p>*Different types of pollution.</p> <p>*Consequences of pollution.</p> <p>.</p>	<p>Health education- safety</p> <p>Vocational – mechanic workshop</p> <p>Moral –obedience</p>	To develop learner understanding on pollution	<p>Whole class and individual activity will prove the learner's level of familiarity with the topic</p> <p>Individual activity to identify various types of pollution and their consequences will determine each of the learner's level of assimilation.</p>	2	<p>Sks-group.co.uk/workshop equipment.html</p> <p>www.technologystudents.com.safety</p>

			Home economics-kitchen				
0	Diseases and pathogens	*definition of diseases and pathogens. *Types of diseases and their causes.	Geography-environment/ climate Health education. Safety/first aid Civil education-disaster	To develop learners understanding on disaster and some causes.	Whole class and individual activity will prove the learner's level of familiarity with the topic Individual activity to will determine each of the learner's level of assimilation on the topic as they attempt some questions on their activity book.	2	
1.	Revision/ex am.						

PRIMARY 4

BASIC SCIENCE

2nd TERM

Wk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	per iod	reference
1.	Revision						
2	Farm record	<ul style="list-style-type: none"> * describing a farm *what is a farm record *types of farm records *importance of keeping farm record 	social studies- duties and responsibilities agric-. farming	-To develop learners knowledge on the importance of a good farm record	<p>Whole class activity as teacher engage learners in a class discussion to ascertain their level of familiarity with the topic</p> <p>Individual activity will be to ascertain learner's level of assimilation.</p>	2	www.yagrein.blogspot.com www.smallfarmabout.com
3/4.	Problems of agriculture	<ul style="list-style-type: none"> *What is agriculture? *importance of agriculture. *agricultural system. *types of agricultural practices *categories of agriculture 	<p>Social studies- natural resources</p> <p>History- the early man</p>	To develop learners understanding on agriculture.	<p>Open class discussion at The beginning of the lesson will determine learners familiarity on the topic</p> <p>Individual activity will determine each of the learners' understanding on the topic as they enumerate the different types of agricultural practices.</p>	2	<p>Basic science for primary school bk. 4</p> <p>NmajuObasi.</p> <p>Pg.59 -67</p>
5/6	Ecosystem	<ul style="list-style-type: none"> *what is an ecosystem? *Food Chain and Web *Relationships in Ecosystems (producers, consumers and decomposers) *Pine Forests, Coral Reefs, Mangroves 	<p>Geography- season and climate</p> <p>Social studies- our environment</p>	To develop learners knowledge on ecosystem.	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Group discussion/activity to ascertain learners' level of understanding.</p>	2	www.bahamas.gov.bs/BhamasWeb/VisitingTheBahamas.hsrf/subjects/Ecosystems+of+The+Bahamas www.vtaide.com/priglfoodchains.ht

		<p>*Four Types of Mangroves</p> <p>* Importance of Mangroves</p>					<p>m</p> <p>letts key stage 2 pg 12 -18 (Lynn huggins Cooper)</p>
7.	Assessment/ M.T.B						
8/9	State of matter	<p>*States of Matter (solid, liquid, gas)</p> <p>* Properties of Matter</p> <p>*Changes in Matter</p> <p>*Measuring Matter</p> <p>*observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics</p> <p>* identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Home economics- cooking</p> <p>Agric science- preservation</p>	To develop learners knowledge on changes in the state of matter	<p>Whole class activity will give evidence of the learners' familiarity with the topic.</p> <p>Individual activity to state some changes in the state of matter will prove the extent at which each of the learners understood the lesson.</p>	2	letts key stage 2 pg 28 -30 (Lynn huggins Cooper)

10.	Sound	<ul style="list-style-type: none"> *what is sound * vibrations and waves * high and low (pitch and objects that produced it) * loud and soft * the speed of sound/echo 	Music: sound/musical instrument Social studies- Nigeria's import and export	To develop learner knowledge on sounds	Whole class activity will prove the learners understanding on the lesson.	2	Stan primary science (UBE) pg. 60 -64 letts key stage 2 pg 42 -43 (Lynn huggins Cooper)
11	Revision/ exams						

PRIMARY 4

BASIC SCIENCE

3RD TERM

Wk.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	p er io d	reference
.	Revision						
.	Evolution	<p>What is evolution and how does it work?</p> <p>What is the evidence of evolution?</p> <p>identify how plants and animals, including humans, resemble their parents in many features</p> <p>recognize that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (dinosaur)</p>	<p>science – evolution of man</p> <p>agric –early man</p>	To develop learner knowledge on evolution	<p>Whole class and individual activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic.</p> <p>Individual activity will also be used to ascertain learners level of assimilation as they write a brief summary on dinosaur</p>	2	<p>www.evolution.berkeley.edu</p> <p>www.bbc.co.uk/caveman/chronology.html</p>
	Heredity .	<p>*What is heredity?</p> <p>*Distinguish the difference between</p>	Math- conversion of fraction to decimal and	To develop learners knowledge on the classification of animals.	Whole class activity as the teacher engages the learners in a discussion to discover the learner's level of knowledge on the topic.	2	www.lessoncorner.com/science/biology/heredity

		dominant and recessive gene. *explore family tree resemblance and some characteristics that are passed on to offspring.	vice versa		-Individual activity to identify some traits that are similar to that of their parents will give prove to learner's understanding.		
	Blood and circulation	* circulatory system *function of the blood vessel and heart. *importance of good health in relationship to the body(obesity)	Health Edu. –healthy eating Home economics- classes of food	- To develop learners knowledge on blood and circulation	- Group discussion at the beginning of the lesson will prove learners level of familiarity. -Each learner's ability to correctly discuss the topic will prove their level of understanding.	2	www.classroom.kidshealth.com www.lessoncorner.com/science/biology/blood circulation Letts Ks2 success science.pg.21 (Lynn Huggins-Cooper)

5/6.	Digestion and the teeth	<p>*Parts of the Digestive System</p> <p>* Process of Digestion/ Function</p> <p>*Proper Nutrition/Exercise</p> <p>*. Food Groups</p> <p>*Health Resources</p> <p>*Different types of teeth in humans and their simple functions.</p> <p>*care of the teeth.</p>	<p>Health education- healthy eating habit/stages of human development</p> <p>Home economics- personal hygiene</p>	-To develop learners understanding on digestion and care of the teeth	<p>open class discussion will ascertain learner's familiarity on the topic</p> <p>Individual activities will determine each of the learner's understanding on the lesson</p>	2	<p>Letts Ks 1/2 success science.pg.22-23</p> <p>(Lynn Huggins-Cooper)</p>
	MTB						
6.	Breathing & Gas exchange	<p>* The respiratory system</p> <p>* Process of taking in oxygen and getting rid of carbon dioxide</p> <p>* The noise ,throat, lungs and bronchi</p> <p>* structure and function</p>	<p>Agric-plant(respiration)</p> <p>Health edu.- part of the body</p> <p>Science- air</p>	To develop learners understanding on	<p>open class discussion will ascertain learner's familiarity on the topic</p> <p>Individual activities will determine each of the learner's understanding on the lesson</p>	2	<p>www.lessoncorner.com/science/biology/respiratory</p> <p>www.classroom.kidshealth.com</p>

1/1	Electricity .	*sources of electricity. *uses of electricity *conversion of electricity *electric circuit *conductors and insulators.	history-inventors Home economics-home appliances processing Vocational Stu.-electrician	-To develop learners understanding on electricity	open class discussion will ascertain learner's familiarity on the topic Individual activities will determine each of the learner's understanding on the lesson	2	Basic science for primary school bk. 4 NmajuObasi. Pg.17-27
1/2	Revision /Exams						

PRIMARY 4

MATHEMATICS

1ST TERM

TOPICS	CONTENT	KEY SKILLS/ CROSS-CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIODS	ASSESSMENT TECHNIQUE	REFERENCE
Revision	•	•	•		•	•
Numeration	<ul style="list-style-type: none"> • Meaning of numeration. • Counting up to 1,000,000. • Counting backward to zero to include negative numbers. • Place value of digits in million, thousands, hundreds, tens and units. • Place value of decimals to thousandth. • Writing numbers in figures and in word forms. • Word problems in numeration. 	<ul style="list-style-type: none"> • Homec. – Things that come in pairs at home eg needle and thread. • Soc. – millions of properties destroyed during wars. • Geo. – Mount Everest, the highest mountain is said to be km high. • Voc. – occupations (accountants). • His. – Millions of lives were lost during the World War II. • Civic – millions of lives and properties will be saved if we are responsible. • Moral - In Noah's time, all animals that entered the ark went in pairs of twos. 	<ul style="list-style-type: none"> • To extend the learner's knowledge on higher numbers. • To create awareness of negative whole numbers. • To develop learner understands of place values of both whole numbers and decimal numbers. • To develop the ability of learners in writing numbers in words and figures. 		<ul style="list-style-type: none"> • A group activity to count in multiples of 7, 25, 100 and 1,000. • A group activity to count negative numbers. • Individual activity to place numbers in their right place values. • Individual activities to represent numbers in their words or figures forms. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 5, 10, 14- 16 & 30. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 5-9 & 70-76. • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 11 & 12

			<ul style="list-style-type: none"> To develop solution skills in the above through application in word problems. 		<ul style="list-style-type: none"> Individual activities on word problems on numeration. 	
Approximation / estimation & roman numerals.	<ul style="list-style-type: none"> Approximation/ rounding off of whole numbers and decimals. Significant figures. Roman numerals to 1,000. 	<ul style="list-style-type: none"> Homec. – In measuring items at home eg materials, we sometimes approximate. Eg 4.56 could be taken as 4.6 or 5. Roman numerals have been of use since the days of the ancient Rome. Geo. – Rome is located in Italy. Voc. – Occupation (linguistic). Moral – God put the people of Israel under the rule of the Romans as a result of their disobedience. 	<ul style="list-style-type: none"> To create awareness on approximation. To extend learners awareness on roman numerals. 		<ul style="list-style-type: none"> Individual activities on estimation and roman numerals. A group recitation of the roman numerals. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 97- 102. Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 10-13, 88-93. Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 22-27.
Addition and subtraction	<ul style="list-style-type: none"> Addition and subtraction of 	<ul style="list-style-type: none"> Civic – Obedience adds value to life. 	<ul style="list-style-type: none"> To develop learners 		<ul style="list-style-type: none"> Individual activities on 	<ul style="list-style-type: none"> Macmillan champion

	<p>whole numbers.</p> <ul style="list-style-type: none"> Word problems in addition and subtraction of whole numbers. 	<ul style="list-style-type: none"> Homec. – When cooking we add ingredients to make the food delicious. Soc. - We add value to our environment by keeping it clean. Voc. – Occupation (business men and women). Morals – Hezekiah was faithful to God and God added more years to his life. 	<p>understanding of addition and subtraction of higher numbers.</p> <ul style="list-style-type: none"> To improve on learners knowledge of addition and subtraction through word problems. 		<p>addition and subtraction.</p>	<p>primary mathematics 4. By Samuel Ilori et al. Pg 66-92.</p> <ul style="list-style-type: none"> Understanding mathematics for Nigeria. By Maria N, bk 5. Pg 15-18.
Multiplication and division	<ul style="list-style-type: none"> Multiplication of whole numbers. Division of whole numbers. Long division. Lowest Common Multiple (L.C.M). Highest Common Factor (H.C.F). Prime numbers. Factors. Multiples. 	<ul style="list-style-type: none"> Voc. – Occupation (engineers). His. – From the last census taken, the numbers of houses in urban areas have increased by two. Moral - God commanded man after creating him to increase and multiply. 	<ul style="list-style-type: none"> To develop learners understanding of the times-table through its application in word problem. To improve learners understanding on L.C.M and H.C.F To develop learners understanding 		<ul style="list-style-type: none"> Group activity on reciting the times-table. Group activity on the definition of prime numbers, rates and giving the full meanings of the acronyms L.C.M and H.C.F. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 21, 24, 25-30, 80-91. Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 114-149, 150-162

	<ul style="list-style-type: none"> • Meaning of rate. • Problems on rate. • Square root • Cube root 		<ul style="list-style-type: none"> • g on prime numbers, factor, rates and multiples. • To develop learners understanding on square roots and cube roots. 		<ul style="list-style-type: none"> • Individual activities on problem solving in multiplication, division, L.C.M, H.C.F, prime numbers, factors, rates and multiples. • Individual activities on square roots and cube roots. 	<ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 14-40.
Mid-term break.	•	•	•	•	•	•
Fractions	<ul style="list-style-type: none"> • Meaning of fraction. • Types of fractions. • Ordering of fractions. • Calculation. 	<ul style="list-style-type: none"> • Homec. – In cutting materials at home, we often use fraction. Eg 1½ yards. • Health – In administering drugs, fractions are sometimes used. Eg ½ dose of paracetamol. • Vocation – Occupation (doctors). 	<ul style="list-style-type: none"> • To improve on students knowledge of addition, subtraction, division and multiplication. 		<ul style="list-style-type: none"> • Individual activities on solving fraction problems. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 31-37, 61-65. • Progressive mathematics for upper primary. By K.E Amoaku

		<ul style="list-style-type: none"> • Morals – God demands our tithe, which is 1/10th of our income. 				<p>et al. Pg 41-42.</p> <ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 31-46.
Fractions	<ul style="list-style-type: none"> • Meaning of equivalent fraction. • Problems on equivalent fraction. • Decimal fractions (Addition, subtraction multiplication and division of decimal fractions). 	<ul style="list-style-type: none"> • Homec. – In cutting materials at home, we often use fraction. Eg 1½ yards. • Health – In administering drugs, fractions are sometimes used. Eg½ dose of paracetamol. • Vocation – Occupation (doctors). • Morals – God demands our tithe, which is 1/10th of our income. 	<ul style="list-style-type: none"> • To improve on students knowledge of addition, subtraction, division and multiplication (BODMAS) and simplification . 		<ul style="list-style-type: none"> • Individual activities on solving fraction problems. 	<ul style="list-style-type: none"> • Understanding mathematics for Nigeria bk 5. By Maria N. Pg 47-57. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 43. 70-87.
Revision	•	•	•	•	•	•

PRIMARY 4

MATHEMATICS

2nd TERM

KS	TOPICS	CONTENTS	KEY SKILLS/ CROSS CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIODS	ASSESSMENT TECHNIQUES	REFERENCES
	Revision	•	•	•	•	•	•
	Percentage, decimals and fractions.	<ul style="list-style-type: none"> • Symbol of percentage • Problems in percentage, relating it with fractions and decimals. 	<ul style="list-style-type: none"> • Voc. – Occupation (banker). • Homec – decimal numbers are found on our measuring tapes. • Health- dosages. Eg 1½ dose of tablet. • Morals – God demands 	<ul style="list-style-type: none"> • To create the ability for learners to easily identify percentage as well as solve problems in it. 		<ul style="list-style-type: none"> • Individual activities on percentage and its related problems. 	<ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 94-105.

			our tithe, which is 1/10th of our income.				<ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By • Maria • N. Pg 58-67.
4.	Measures & Conversion	<ul style="list-style-type: none"> • Definition of area and calculation of area for 2D shapes. • Definition of perimeter and calculation of 2D and irregular shapes. • Meaning of volume, capacity, length, mass, weight and temperature and calculations involved in them. • Conversion 	<ul style="list-style-type: none"> • Homec- Containers in our homes can contain various volumes of liquid. • His. – Foot and arm were once used as means of measurement. • Geo. – longest river in Nigeria is River Niger. • Voc. – Occupation (engineers). • Moral – the tower of Babel. 	<ul style="list-style-type: none"> • To develop learners ability in solving problems on area, perimeter, volume, capacity, length, mass, weight and temperature. • To develop learners ability to find length and other properties of shapes when the area or perimeter is given. • To develop learners ability in unit conversion. • To develop learners ability in the use of all four (4) operations in 		<ul style="list-style-type: none"> • Group recitation of the conversion table. • Individual activities on measures and conversion. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 195-211; 220-238. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 163-224; 231-243. • Understa

		<p>between different units of measurement , money and time.</p> <ul style="list-style-type: none"> Addition, subtraction, division and multiplication of units. 		<p>solving problems of measures and conversion.</p>			<p>nding mathematics for Nigeria, bk 5. By Maria N. Pg 148-157; 179-192.</p>
7.	Mid-term break	•	•	•	•	•	•
	Measures, time and money.	<ul style="list-style-type: none"> Time. Money. Profit and loss. Increment. Discount. Commission 	<ul style="list-style-type: none"> His. – Trade and barter were the first means of payment. Home Econs. – yeast helps to increase the size of loaves. Soc. – curfew. Geo. – seasons and weather. Voc. – occupation (economists). Health – the number of months for conception. Eg 9 months pregnancy. Moral - The love of money is the root of evil. 	<ul style="list-style-type: none"> To develop learners ability to solve problems on time, money, profit, loss, increment, discount and commission. To assist learners to relate the above to real life activities. 		<ul style="list-style-type: none"> Group recitation of time and money tables. Individual activities on time, money, profit, loss, increment, discount and commission. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 103-107, 108, 114-118. Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 106-123.

							<ul style="list-style-type: none"> Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 168-178, 195-199.
0.	Properties of shapes	<ul style="list-style-type: none"> Properties of 2D and 3D shapes. Drawing/construction of angles. Recognising 90°, 180°, 360°, etc. Regular and irregular polygons. Application of properties of shapes in word problems. 	<ul style="list-style-type: none"> Homec. – we use boxes in our homes. Voc. – occupation (engineers). 	<ul style="list-style-type: none"> To assist learners to be able to identify different shapes and lines with the aid of their properties. To develop the proper use of the mathematics sets in the learners. To enable the learners to be able to know the names of some angles and to be able to construct them. To assist the learners to use their knowledge in the properties of 		<ul style="list-style-type: none"> Group recitation of the properties of 2D and 3D shapes. Individual activities on construction of angles. Group recitation of the name of some angles. 	<ul style="list-style-type: none"> Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 251-259. Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 119-147.

				shapes to be able to solve word problems.			
10.	Revision	•	•	•	•	•	•

PRIMARY 4

MATHEMATICS

3rd TERM

KS	TOPICS	CONTENTS	KEY SKILLS/ CROSS-CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCES
.	Revision	•	•	•	•	•	•
.	Geometry	<ul style="list-style-type: none"> • Position • Direction. • Motion. 	<ul style="list-style-type: none"> • His. – abacus • Voc. – accountant • Health – accurate eating, reading and working positions. • Homec - the position for flowers is the vase or flower bed. • Civic – direct your life in truth. • Moral – allow God 	<ul style="list-style-type: none"> • To develop the ability for learners to solve position, direction and motion problems, as well as relate them to real life activities. 		<ul style="list-style-type: none"> • Individual activities on position, direction and motion. 	•

			direct your life.				
4.	Data presentation	<ul style="list-style-type: none"> Statistics Averages. Mode. Median Pictograms Bar graphs Pie chart. Tally representation. 	<ul style="list-style-type: none"> Voc – scientist Moral – our lives should represent Christ Sos-arms of Govt. 	<ul style="list-style-type: none"> To develop learners ability on statistics and data representation. 		<ul style="list-style-type: none"> Individual activities on statistics and data representation. 	<ul style="list-style-type: none"> Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 239-243. Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 193-206. Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 260-276.
5.	Algebraic expression	<ul style="list-style-type: none"> Express missing number problems algebraically. Use simple numbers expressed in words. Linear number sequence. 	<ul style="list-style-type: none"> Voc. – engineers. Moral – we should pray to God to fill the missing values in our lives. 	<ul style="list-style-type: none"> To develop the ability for learners to solve missing letter and number problems. To enhance the ability for learners 		<ul style="list-style-type: none"> Individual activities on algebraic expressions. Group recitation of the rule of the rule guiding the mathematical signs. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria bk 5. By Maria N. Pg 158-178. Progressive mathematics for upper primary. By K.E Amoaku

		<ul style="list-style-type: none"> Arithmetic rules (BODMAS). Number puzzle. 		to master the use of the four mathematical signs.			et al. Pg 244-250.
	Lines and angles	<ul style="list-style-type: none"> Lines. Triangles. Mathematical problems on lines (opposite, corresponding angles, etc) and angles. 	<ul style="list-style-type: none"> Voc. – engineers Homec – rules 	<ul style="list-style-type: none"> To assist learners in the use of the knowledge of angles they have gotten to solve angle problems. To broaden the knowledge of learners in mathematical problems related to lines. 		<ul style="list-style-type: none"> Class interaction based on previous knowledge in lines and angle. Individual activities on lines and angles. 	<ul style="list-style-type: none"> Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 251-259. Understanding mathematics for Nigeria. By Maria N. Pg 139-147.
	Simple interest	<ul style="list-style-type: none"> Simple interest. Principal. Time. Rate. Word problems. 	<ul style="list-style-type: none"> Voc. – accountant 	<ul style="list-style-type: none"> To develop the ability for learners to solve simple interest. To develop ability of 		<ul style="list-style-type: none"> Group recitation of the formula for simple interest. Individual activities in solving 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 109-113.

				<p>learners to solve one of the missing factor when others are given.</p> <ul style="list-style-type: none"> To assist learners apply the knowledge of simple interest through word problems. 		problems in simple interest.	
	Mid-term break	•	•	•	•	•	•
	Ratio and proportion	<ul style="list-style-type: none"> Ratio of proportion Types of proportion Application on proportion. 	<ul style="list-style-type: none"> Voc. – mathematician. Home Econs – the ratio of flour to butter matters in baking 	<ul style="list-style-type: none"> To develop learners ability on ratio and proportion and on how to apply them. 		<ul style="list-style-type: none"> Individual activities on ratio and proportion. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria bk 5. By Maria N. Pg 68-83.
	Lines and angles	<ul style="list-style-type: none"> Further problems on lines and angles. 	<ul style="list-style-type: none"> Voc. - accountant 	<ul style="list-style-type: none"> To assist the learners master solutions on lines and angle problems. 		<ul style="list-style-type: none"> Individual activities on lines and angles. 	<ul style="list-style-type: none"> Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 251-259.

							<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 139-147.
	Revision	•	•	•	•	•	•

PRIMARY 5

ENGLISH LANGUAGE

1ST TERM

Wks	Topic	Contents	Key skills/cross curricular link	Aims/objectives	Assessment/Activity Technique	Period	Reference
1.	Revision					4	
2.	Noun	<p>To describe a noun.</p> <p>-To differentiate between common, proper ,collective and abstract nouns</p> <p>examples</p> <p>To identify the above nouns in sentences.</p>	<p>Social studies- states and capital</p> <p>Geography- places around the world</p> <p>Health education- parts of the body</p>	To develop learners knowledge on noun.	<p>Whole class activity will determine the learners understanding on the lesson</p> <p>Individual activity will give proof of each learner's ability as they differentiate between the types of nouns</p>	4	<p>Grammar practice bk. 5 pg 1-4 (Rosemary Allen)</p> <p>Mrs Nneji's notes English skills bk 5 pg 13</p>

3	Pronoun	<ul style="list-style-type: none"> To describe pronoun To identify the types of pronouns 	<p>Science- living and non-living things</p> <p>Social studies- the family</p>	To enhance learners knowledge on pronoun	Whole class activity will determine the learners understanding on the lesson As they answer questions involving pronouns	4	<p>Grammar practice bk. 5 pg 9-15 (Rosemary Allen)</p> <p>MrsNneji's notes</p> <p>English skills 5 pg 31</p>
4.	adjectives	<ul style="list-style-type: none"> to describe an adjective examples of adjectives forming adjectives by adding suffixes comparing adjectives 	<p>Social studies- our environment</p> <p>Health education- parts of the body</p>	-To develop learners knowledge on adjectives and the types.	Individual activity will give proof of each learner's ability to use adjectives constructively in a sentence		<p>Grammar practice 5 pg 17-30</p> <p>Mrs Nneji's notes</p> <p>English skills 5.pg 37</p>
5.	Verb	<ul style="list-style-type: none"> to describe a verb to identify verb classification examples of main verb and auxiliary verbs verb /sentence agreement 	<p>Home economics- cooking</p> <p>Health education- exercise</p>	To develop learners knowledge on verbs	Individual activity will give proof of each learner's level of assimilation as they constructively use the a verb and subject in a sentence		<p>Mrs Nneji's notes</p> <p>Grammar practice bk 5.pg 91-93</p> <p>English skills 5.pg 43</p>

6/8	punctuation	<p>To define the meaning of punctuation</p> <p>To know the functions of each type of punctuation marks</p> <p>To identify various punctuation marks in sentences</p> <p>To be able to fully punctuate sentences</p>	Mathematics	To develop learners knowledge on punctuating sentences correctly	Individual activity will give proof of each learner's level of assimilation as they constructively punctuate sentences	<p>Mrs Nneji's notes</p> <p>English Skills bk 5.pg 73</p> <p>Key stage bk 4.pg 49</p>
9	Adverbs		<p>Grammar - synonyms</p> <p>Science-reproduction</p> <p>Social studies -division of labour</p>	To develop learners knowledge on adverbs	Individual activity will be used to ascertain learner's level of assimilation as they attempt some activity on the topic.	<p>Mrs Nneji's notes</p> <p>English skills bk 5.pg 55</p> <p>Key stage yr 4 pg. 29</p>

10	Preposition	<p>To describe a preposition.</p> <p>-To itemize some examples of preposition.</p> <p>-To identify preposition in a sentence.</p> <p>-To enumerate some types of preposition and use in them</p>	composition –descriptive writing	To develop learners' knowledge on preposition	<p>Whole class activity will determine the learners' ability.</p> <p>Individual's ability to use preposition correctly in sentence building will give proof of each of the learner's understanding on the lesson</p>	4	<p>Grammar practice bk. 5 pg 48-51</p> <p>Mrs. Nneji's notes</p> <p>English skills 5 pg 91</p>

PHONICS/SPELLINGS, COMPREHENSION AND COMPOSITION

W k.	Topic	Content	Key skill/cross curricular link	Aims/Objectives	Assessment /act. technique	period	Reference
1.	Revision						
2.	<p>The sick lion</p> <p>The football match</p>	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To describe some phrases in</p>	<p>Science-classification of animals</p> <p>Grammar-collection nouns</p>	To develop learners knowledge on fiction and non-fiction stories	Whole class and individual activity in reading and answering comprehension questions will prove		English skills 5.pg

	Fiction/non fiction	<p>the passage.</p> <p>*using their imagination to predict how an unfinished story ended</p> <p>*to define facts and fictions</p> <p>*to identify fiction and non-fiction story</p> <p>*to write a non-fiction story</p>			learners level of understanding	2	<p>6-7</p> <p>Collins primary focus bk 3.pg 4-5</p>
3.	<p>Nell and the goose</p> <p>The working children</p> <p>syllables</p>	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To find new words and their meaning.</p> <p>*To summarize comprehension passage.</p> <p>* to describe a play scripts</p> <p>*to identify where a story took place</p> <p>*to identify different types of syllabic words</p>	Geography- location	<p>To develop learners knowledge on reading comprehension passages.</p> <p>To develop learners ability to divide words into</p>	<p>Whole class and individual activity in reading and answering comprehension questions will prove learners level of understanding</p>	2	<p>English skills 5.pg.28-29</p> <p>Literacy activity 4 book pg. 12-13</p> <p>Literacy activity</p>

	<p>Preparing a play script</p> <p>Word contraction and compound words</p>	<p>sentence with each.</p> <p>*To summarize comprehension passage.</p> <p>*helping hints in preparing a play script</p>	Grammar-punctuation	contractions	understanding		First aid in English 2 nd edition.pg 74
8.	<p>Nnenna and Mrs Eselu.</p> <p>Our feathered friends (points of view)</p> <p>Acronyms and abbreviations</p>	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To re-write a story in their points of view</p> <p>* To differentiate between</p>	<p>Vocational building – parts of speech</p> <p>Grammar- the</p>	To develop learners understanding structuring of arguments and correctly abbreviate words	<p>Open class work at the beginning of the lesson will prove learners level of familiarity.</p> <p>Individual task will also prove learners' level of assimilation.</p>	2	<p>Literacy activity book 4. Pg 70-71, 76-77</p> <p>The new first aid</p>

		acronyms and abbreviation	use of full stop.				in English.pg 46-49.
9.	<p>The Titanic</p> <p>Playing conkers</p> <p>Instructional</p>	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To find new words, check their meaning in the dictionary and make a sentence with each.</p> <p>*to understand instructional texts</p> <p>*to identify the features of instructional texts</p>	<p>Science-experiments</p> <p>Grammar –noun, verbs, adjectives and adverbs.</p>	<p>To develop learners understanding on reading comprehension and writing instructional texts</p>	<p>Whole class and individual activity in reading and answering comprehension questions will prove learners level of understanding.</p>	2	<p>English skills.pg 52-53.</p> <p>Literacy activity 4 book pg 28-29</p> <p>Ms Gbafah's notes</p> <p>Phonics and spellings book.pg 40</p>

	texts	<p>*to define different types of instructional texts</p> <p>*to write the steps involved in baking a cake</p> <p>*To sort words into rhyming groups in a given table</p>					
	OUGH words						
10	<p>William Tell</p> <p>My future (poems and poetry)</p>	<p>*To read and understand the comprehension passage.</p> <p>*To answer the comprehension questions.</p> <p>*To differentiate between facts and fictions</p> <p>* To describe a poem</p> <p>*to identify a poet and poetess</p> <p>*to identify verses and stanza in a poem</p> <p>To define the meaning of a</p>	<p>Geography: location</p> <p>Grammar-nouns</p>	The develop learner knowledge on comprehension and poetry	Open class and individual activity in reading the comprehension passage. Each learner's ability to write compose a poem of their choice will prove learners level of assimilation.	2	<p>English skills pg88-89.</p> <p>Literacy activity 4 book pg. 50-51</p> <p>Phonics and spelling book. Pg 28-30,74.</p>

	prefixes	<p>prefix</p> <p>To identify prefixes, their meanings and uses in sentences</p>					
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PRIMARY 5

ENGLISH LANGUAGE

2nd TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISIONS	<ul style="list-style-type: none"> Prefixes Suffixes 	<ul style="list-style-type: none"> Soc. – anti-corruption Voc. – anti-natal 	<ul style="list-style-type: none"> Learners should be able to apply the right suffixes and prefixes in words as well know their meanings. 		<ul style="list-style-type: none"> Close assessment will show that learners understand the topic. 	<ul style="list-style-type: none"> English skill. Pg 5D The ACK word. Phonics and spelling. Pg 6 <p>Chinese New year. English skill. Pg 4.</p>
2	Connectives	<ul style="list-style-type: none"> Definition 	<ul style="list-style-type: none"> Voc.- welders 	<ul style="list-style-type: none"> To improve learners knowledge 		<ul style="list-style-type: none"> Individual works will 	<ul style="list-style-type: none"> Grammar practice. Pg 104-109

	and conjunctions	<ul style="list-style-type: none"> • Types • Uses 		on Connectives and conjunctions, as well as, to be able to put them correctly into sentences.		prove the learners understanding on the lesson.	English skill. Pg 17, 83, 85.
3	Phrasal verbs	<ul style="list-style-type: none"> • Definition Types and meanings. 	<ul style="list-style-type: none"> • Science compounds 	<ul style="list-style-type: none"> • To develop the learners understanding on the various types of phrasal verbs, their meanings and making correct sentences using them. 		<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity to itemize steps in cleaning the home will determine each learner's understanding on the lesson 	Grammar practice. Pg 72-80.
4	Determiners	<ul style="list-style-type: none"> • Meaning of Determiners • Types • Examples 	<ul style="list-style-type: none"> • Voc.- computer scientist, mathematicians. 	<ul style="list-style-type: none"> • To enhance the learners knowledge on determiners 		<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. 	<ul style="list-style-type: none"> • Key stage. Pg 23. English skill. Pg 81.
5	Modals and polite request	<ul style="list-style-type: none"> • Meaning of Modals and polite request • Types 	<ul style="list-style-type: none"> • Moral- a gentle speech melts the hardest heart. 	<ul style="list-style-type: none"> • To create an awareness of modals and the correct uses of polite requests. 		<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the 	

						<ul style="list-style-type: none"> • lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	
8	Question tags	<ul style="list-style-type: none"> • Definition • Types and examples 	<ul style="list-style-type: none"> • Grammar-punctuation 	<ul style="list-style-type: none"> • To develop learners understanding on question tags 		<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. • Games (play cards) will also assist the learners to understand the topic better. 	

9	Active and passive voice.	<ul style="list-style-type: none"> • Definitions • Examples 	<ul style="list-style-type: none"> • Grammar-object, subject and main verbs. 	<ul style="list-style-type: none"> • To develop learners understanding on active and passive voice. 		<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson. • Games (play cards) will assist learning 	Grammar practice. Pg 95-98	
10	Direct and indirect speech	<ul style="list-style-type: none"> • Definitions • Examples 	<ul style="list-style-type: none"> • Maths- direct and indirect proportion. • Grammar-irony. 	<ul style="list-style-type: none"> • To develop learners understanding of direct and indirect speech. 		<ul style="list-style-type: none"> • Whole class work to ascertain learners level of familiarity with the topic • Individual task as each learner itemizes the basic principles in food service will prove to what extent the lesson was comprehended 	Grammar practice. Pg 87-90	

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISIONS	<ul style="list-style-type: none"> • Direct and Indirect speech • Apostrophe • Nouns 	<ul style="list-style-type: none"> • Math- Direct and Indirect proportion 	<ul style="list-style-type: none"> • Learners should be able to know when a sentence is a direct speech and when it is indirect speech • Learners should be able to say what is apostrophe and how to use it • Learners should be able to say what a noun is and identify it in the sentences 		<ul style="list-style-type: none"> • Close assessment will show that learners understand the topic. 	<ul style="list-style-type: none"> • English skill. Pg 49 • Suffixes and prefixes. Phonics and spelling. Pg 26 <p>Magnificent cave. English skill. Pg 40.</p>
2	Gender	<ul style="list-style-type: none"> • Definition • Types • Changing from one form to the other 	<ul style="list-style-type: none"> • Moral – God made man and woman 	<ul style="list-style-type: none"> • To improve learners knowledge on Genders as well as to be able to be able to change from one form to the other. 		<ul style="list-style-type: none"> • Individual works will prove the learners understanding on the lesson. 	<ul style="list-style-type: none"> • Mastering and First Aid <p>Key stage pg 85</p>
3	Intensifiers and Confusing words	<ul style="list-style-type: none"> • Meaning Uses and examples 	<ul style="list-style-type: none"> • Moral – God strengthens man 	<ul style="list-style-type: none"> • To develop the learners understanding on Intensifiers and confusing words, their meanings and making correct 		<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual 	<p>Progressive English for upper primary school</p> <p>www. Learn English on line</p>

				sentences using them.		activity to make correct use of intensifiers and confusing words will determine each learner's understanding on the lesson	
4	Sentences	<ul style="list-style-type: none"> • Meaning of Sentences • Types • Examples 	<ul style="list-style-type: none"> • Voc.- computer scientist, mathematicians. 	<ul style="list-style-type: none"> • To enhance the learners knowledge on Sentences 		<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. 	<ul style="list-style-type: none"> • Progressive English for upper primary • First Aid in English
5	Subject and Predicate	<ul style="list-style-type: none"> • Meaning of Subject and Predicate • Examples 	<ul style="list-style-type: none"> • Scientists – separation techniques 	<ul style="list-style-type: none"> • To enhance the learners knowledge on Subject and Predicate 		<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	Progressive English for upper primary
8	Clause and Phrase	<ul style="list-style-type: none"> • Meaning of Clause and Phrase 	<ul style="list-style-type: none"> • Grammar- clause and phrase 	<ul style="list-style-type: none"> • To develop learners understanding on Clause and Phrase 		<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on 	

						<ul style="list-style-type: none"> the lesson. Group activity will also assist the learners to understand the topic better. 	
9	Figures of Speech	<ul style="list-style-type: none"> Meaning of Figures of Speech Types of Figures of Speech with Examples 	<ul style="list-style-type: none"> Grammar – Figures of Speech 	<ul style="list-style-type: none"> To develop learners understanding on Figures of Speech 		<ul style="list-style-type: none"> Whole class activity will determine the learners level of assimilation on the lesson Individual activity will determine each learner's understanding on the lesson. Group activity will assist learners to understand the topic better 	Progressive English and First Aid in English
10	Idiomatic Expressions and Colloquialism	<ul style="list-style-type: none"> Meaning Examples 	<ul style="list-style-type: none"> Social - Proverbs 	<ul style="list-style-type: none"> To develop learners understanding on Idiomatic Expression and Colloquialism 		<ul style="list-style-type: none"> Whole class work to ascertain learners level of understanding of the topic Individual task as each learner does activity on the topic 	The New First Aid English and Progressive English

PRY. 5

GENERAL KNOWLEDGE

1ST TERM

WKS	TOPICS	CONTENT	KEY SKILL/CROSS-CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	<ul style="list-style-type: none"> WORKS DONE IN YEAR 3 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> 	
2	Blacksmithing/Welding	<ul style="list-style-type: none"> Meaning of blacksmithing and welding Things done by blacksmiths and welders Tools used by blacksmiths and welders Processes of blacksmithing and welding 	<ul style="list-style-type: none"> Voc. – as occupation Geo – Raw materials and location of the mining Civic – Conforming to the rules of the land(mining act/environmental policy) Health – Safety materials used by blacksmiths and welders His – one of the oldest craft 	<ul style="list-style-type: none"> To develop learners' understanding on blacksmithing and welding. 	2	<ul style="list-style-type: none"> Group work to discuss the environmental policy governing the miners will determine the learners' level of understanding on the lesson. Individual's ability to describe the safety materials used by welders will also prove each learner's level of assimilation on the lesson. 	Vocational aptitude book 4 Xii by ugo C. Ugo Encyclopaedia Britannica Ultimate Reference Suite
3	Building/House	<ul style="list-style-type: none"> Meaning of 	<ul style="list-style-type: none"> Voc. - as 	<ul style="list-style-type: none"> To develop 	4	<ul style="list-style-type: none"> Open class 	www.answer.com

	Construction	<p>building, house construction, cement production</p> <ul style="list-style-type: none"> • Types of building • Materials used for house constructions • Stages of house construction • Professionals involved in house constructions • Types of cement • Materials required for cement production • Processes in cement production 	<p>occupation</p> <ul style="list-style-type: none"> • Geo – Architectural design • Civic – Conforming to the laws of the land(acquiring the land) • Moral – Moral value(using the right materials in building and in production to avoid collapse of building and loss of lives) 	<p>learners understanding on the appropriate procedures in building and house constructions</p> <ul style="list-style-type: none"> • To cultivate the right attitudes and skills needed in house constructions 		<p>discussion at the beginning of the lesson to prove the learners knowledge on the lesson.</p> <ul style="list-style-type: none"> • Group work to analyse the stages of house construction will also prove the learners understanding of the lesson. • A project writing on the materials used for cement production will prove the individual's level of understanding on the lesson. 	<p>www.wikipedia.com</p> <p>Civic Education by Felix Alonge bk. 5 pg. 1- 10</p> <p>www.cementproduction.com</p>
4-5	Seasons and Weather	<ul style="list-style-type: none"> • The meaning of season, weather and climate • Types of seasons and weather • Features and differences in each of the seasons • Seasonal and daily weather patterns in Nigeria • Disasters that occur in particular seasons 	<ul style="list-style-type: none"> • Soc. – Types of season • Voc – Occupation (meteorologists) • Homec – Clothings, food and crops for different seasons • Health – Sicknesses associated with various seasons 	<ul style="list-style-type: none"> • To create awareness of different seasons and climatic conditions in Nigeria and worldwide. 		<p>An open discussion at the begin of the lesson the learners extent of familiarity with the topic.</p> <p>A group activity to discuss and differentiate the international seasons from the seasons and weather being experienced in Nigeria.</p>	<p>www.seasonsandweather.com</p> <p>Britannica Encyclopaedia</p> <p>Encarta for Kids and Encarta premium</p>

			<ul style="list-style-type: none"> • Geo – Wind that brings different seasons, locations that experience some climatic conditions 			An individual's ability to itemize the kinds of food seen in various seasons locally.	
6	War and conflict	<ul style="list-style-type: none"> • The meaning of war and conflict • Causes of war and conflict in relation to coups and the Nigeria Civil War • Effects of war and conflict • The incidence that led to World War I and II, Civil war in Africa and Nigeria Civil War • The conflict between Tutsi and Hutus 	<ul style="list-style-type: none"> • Soc. – it destroys man and his environment • His - Examples of war in the past like Nigeria Civil War, World War I and II, etc. • Health – Outbreak of diseases during war • Home Econs – Homes are destroyed and lack of food (famine) is experienced. • Geo – Conflict/war because of mineral resources as it was between Nigeria and Bakassi 			<ul style="list-style-type: none"> • An individual activity as each learner embarks on project writing on how these wars could have been prevented would prove each learners reasoning ability on the topic. • A whole class discussion will also prove the learners level of understanding on the lesson. 	Social Studies bk. 5 (pg. 7 – 17) www.warandconflict.com

8	The road to world peace	<ul style="list-style-type: none"> • Types of International Organizations and their common objectives but have different jobs • Stating the member countries for each and their logos • Things involved in making peace 	<ul style="list-style-type: none"> • Soc International organizations • His – Their roles in the past world wars • Geo – Their locations from the world map 			<ul style="list-style-type: none"> • An open discussion at the beginning of the lesson to ascertain the knowledge of the learners on the lesson. • An individual 's ability to describe the aims and objectives of ECOWAS will determine the learners level of assimilation of the lesson. 	<ul style="list-style-type: none"> • Social Studies bk. 5 (pg. 25 – 29)
9	Law	<ul style="list-style-type: none"> • Meaning of law and constitution • Branches of law practiced in the court(criminal and civil law) • Role of law in our society • How laws are shaped and enforced • Role of Police • How courts and tribunal work 	<ul style="list-style-type: none"> • Voc. – Lawyer(a profession) • Soc – An arm of government that makes the law 			<ul style="list-style-type: none"> • A group work to discuss how law helps to shape our lives will prove the learners understanding on the lesson 	
10	Forestry	<ul style="list-style-type: none"> • Meaning of forestry and lumbering • Advantages/Uses of forestry • Roles of forest and the forest products 	<ul style="list-style-type: none"> • Geo - Wood and location of the forest(physical features) • Health – Safety equipment 	<ul style="list-style-type: none"> • To extend the learners knowledge on forest and its products which are useful to man and his 		<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic 	<p>Home Economics for primary schools book 5 by Olabisi Are and others pg. 16</p> <p>Encarta for kids and</p>

		<ul style="list-style-type: none"> • Methods of lumbering • Advantages and disadvantages of lumbering • Instrument used by forest workers and lumbermen 	<ul style="list-style-type: none"> • Soc – destroying of man's environment(forest) • Civic – Permit has to be obtained before cutting down trees in the forest • Voc – Forest workers, lumbermen, etc. 	environment		<ul style="list-style-type: none"> • Individual's ability to describe the usefulness of forest will give a proof of each of the learner's understanding on the lesson 	Encarta premium 2009 www.forestry.com www.lumber.com
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PRY. 5

GENERAL KNOWLEDGE

2ND TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISIONS	•	•	•		•	

2	Human Geography	<ul style="list-style-type: none"> • Meaning of human geography as one of the branches of geography • Human features of geography • The effect of physical features of geography on man's occupation and homes 	<ul style="list-style-type: none"> • Soc - The geography of a place affect people's culture, houses they build, economic activities that go on there. • Voc – It determines the jobs they do(profession/occupation) • Health – The geography of a place affects the health of the people living around that area. • His – People that experienced disaster as a result of their geographical location 	<ul style="list-style-type: none"> • To improve learners knowledge on the location of places of global significance and their human characteristics/features. 		<ul style="list-style-type: none"> • Group work to use the atlas and identify the features of some geographical locations will prove the learners understanding on the lesson. 	<p>Encarta for kids and Encarta premium,</p> <p>Social Studies for Primary Schools book 5 by AdisaBakare pg. 51</p>
3	Home Management	<ul style="list-style-type: none"> • Meaning of Home management • Various surfaces in our home • Steps taken in cleaning the home and its different surfaces • Reasons for cleaning the home and articles required for cleaning the home 	<ul style="list-style-type: none"> • Voc – Gardeners, cleaners, electricians, painters, plumbers, etc. • Homec – Different ways of managing our home • Health – Ensuring the health of the family members as the importance of caring for our home • Soc- man and his environment 	<ul style="list-style-type: none"> • To develop the learners understanding on the various ways our home could be managed for the benefit of the family members which automatically extends to the society. 		<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity to itemise steps in cleaning the home will determine each learner's understanding 	<p>Home Economics for Primary schools book 3 by Olabisi Are & others pg. 18</p> <p>www.homemanagement.com</p> <p>www.floorsurfaces.com</p>

						ending on the lesson	
4	Influence	<ul style="list-style-type: none"> • Meaning of influence • Types and Causes of influence • Effects of influence on an individual 	<ul style="list-style-type: none"> • Soc – Types of peer groups • Health – Bad influence can lead to health hazards • Homec – Things learnt from homes, traits, etc. • Civic – Positive influence makes one a good citizen • His – Role models and past heroes and heroines 	<ul style="list-style-type: none"> • To enhance the learners knowledge on the effects of influence. 		<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to itemise the consequences of influence will give proof of each of the learners' level of understanding on the lesson. 	www.influencerising.com
5	Defending democracy and Social Injustice	<ul style="list-style-type: none"> • Meaning of the terms • Types of groups that fights against social injustice meted 	<ul style="list-style-type: none"> • Soc. – The definition and the effect of these pressure groups on man and his environment • His – The past leaders 	<ul style="list-style-type: none"> • To create an awareness of groups that fight for democracy and social 		<ul style="list-style-type: none"> • Whole class activity will give evidence of the 	Civic Education for primary School book 5 pg. 26

		<ul style="list-style-type: none"> out on citizens • Meaning of pressure group • Objectives and types of pressure group • Usefulness and disadvantages of pressure group • Child Act Policy 	<p>that fought for the rights of their citizens</p> <ul style="list-style-type: none"> • Civic – exhibiting our duties and responsibilities as good citizens which brings social justice. • Moral – Always doing the right things at the right time and at the right places 	justice for citizens.		<p>learners understanding on the lesson</p> <ul style="list-style-type: none"> • Individual activity will determine each of the learners' level of assimilation on the lesson. 	
6	Power	<ul style="list-style-type: none"> • Definition of terms(power, authority, legitimacy and influence) • Sources of power • Forms of power 	<ul style="list-style-type: none"> • Soc – Family (The father as the head has power over every other person in the family) • His – Leaders have power over their citizens • Civic- Respecting the constituted authorities, government etc. • Geo – power to create some geographical locations 	<ul style="list-style-type: none"> • To develop learners understanding on legitimate power. 		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Farafina Social Studies for primary schools bk. 6 by AdisaBakara pg. 7 - 9 • www.politicalpowers.com o

8	World Famous Leaders	<ul style="list-style-type: none"> • Meaning of world famous leaders • What makes a leader famous • Some world famous leaders and their achievements 	<ul style="list-style-type: none"> • His – Past leaders and their achievements eg. Nelson Mandela • Civic – They were good patriots of their countries • Soc – Their environments were affected by their lives and influences • Gram – Use of vocabulary that relates to the passing of time, eg. Decade, century, etc. 	<ul style="list-style-type: none"> • To develop learners understanding on the significance of the past world leaders and their characteristics. 	3 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson. • A project writing on the achievement of the past world leaders will determine the level of understanding of the lesson. 	Social Studies for primary schools book 6 by AdisaBakara& others pg. 99	
9 – 10	Food Service	<ul style="list-style-type: none"> • Definition of food service, food entertainment and food hygiene 	<ul style="list-style-type: none"> • Health – Hygiene • Home Econs – Kitchen hygiene • Vocation – Caterers, 	<ul style="list-style-type: none"> • To develop learners understanding of the 		<ul style="list-style-type: none"> • Whole class work to ascertain 	www.wikipedia.org www.foodservice.com	

		<ul style="list-style-type: none"> • Basic principles in food service • Types of food servicing • Types of restaurant • Steps involved in setting a table • Food safety tips • Food poisoning 	<ul style="list-style-type: none"> • cooks, waiters, etc. • Civic – Controlled by agencies • Geo – Locations that their main occupation is on food service 	various food services in Nigeria.		<p>learners level of familiarity with the topic</p> <ul style="list-style-type: none"> • Individual task as each learner itemizes the basic principles in food service will prove to what extent the lesson was comprehended • Group activity to set a table will also prove the learners level of understanding on the lesson. 	www.foodentertainment.com www.answer.com www.foodhygiene.com www.foodandnutrition.com	
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WKS	TOPICS	CONTENT	KEY SKILLS/CROSS CURRICULAR LINK	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	
1	REVISION	•	•	•		•	
2	Food labeling/Calories	<ul style="list-style-type: none"> Definition of food labeling/calories Importance of food labeling Agencies that regulate food labeling Meaning of calories The effect of high or low calories in our body Examples of empty calorie food, high calorie food and low calorie food 	<ul style="list-style-type: none"> Health – The effect of excess calories Voc – FST, Caterers, etc Civic – agencies that regulate the food eg. NAFDAC Maths – Measurement of the calories in each group of food 	<ul style="list-style-type: none"> To enhance the learners knowledge and understanding on the need to be acquainted with the contents and nutritional value of any food one is taken. 		<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson to ascertain the learners' level of familiarity. An individual activity to write down and interpret information seen on a particular food label will give 	www.answer.com www.wikipedia.com

						evidence of each learner's level of assimilation on the lesson.	
3	Dairy Products	<ul style="list-style-type: none"> • Definition of dairy products with examples • The benefits of dairy food in the body • Types of dairy food suitable for children, teenagers, and adults 	<ul style="list-style-type: none"> • Health – Hygiene and the benefits of dairy food in the body • Vocation – Animal farmers, rearers, sellers, etc • Homec – Those suitable for different people • Geo – locations where they are gotten 	<ul style="list-style-type: none"> • To expose learners to suitable dairy products and their benefits to the body 		<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. • Individual's ability to write a report on the types of dairy food suitable for children and teenagers will prove each learner's 	www.healthyeating.com

						level of understanding on the lesson.	
4	Physical Development	<ul style="list-style-type: none"> • Meaning of physical development, physical fitness and growth • Factors that can contribute to the development of a child • Stages of development • Signs of physical growth/development • Challenges that adolescents face • Health precautions during adolescence 	<ul style="list-style-type: none"> • Soc – Definition • Health – Hygiene/good grooming • Homec – types of food that contribute to physical growth • Vocation – Athletes, psychologists, doctors • Civic – trained to be good citizens 	<p>To ensure that learners</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. 		<ul style="list-style-type: none"> • Whole class discussion at the beginning of the lesson to ascertain the level of familiarity with the topic. • Group activities to engage in some physical activities will determine the learners understanding on the lesson. • Individual's ability to discuss the 	Civic Education bk. 5 by Felix Alonge pg. 125 - 134

						factors that contribute to physical development of an individual will prove the extent of each of the learner's understanding.	
5	The origin of man	<ul style="list-style-type: none"> • Meaning of myths • Nigerian creation myths 	<ul style="list-style-type: none"> • History - The story of some beliefs of the past on the origin of man 	To develop learners understanding on the origin of man in relation with the Nigeria Creation Myths.		<ul style="list-style-type: none"> • An individual activity as each learner embarks on project writing on the topic will ascertain each learner's level of understanding on the topic 	Social Studies bk. 5 pg. 71 www.originofman.com
6	Benin & Oyo Kingdom	<ul style="list-style-type: none"> • History of Benin and Oyo 	<ul style="list-style-type: none"> • His – The story of the beginning 	<ul style="list-style-type: none"> • To enhance learners 	3	<ul style="list-style-type: none"> • Open class 	Social Studies by AdisaBakare and

		<p>Kingdom</p> <ul style="list-style-type: none"> Legends of the origin of the two kingdoms Benin kings Decline of the kingdoms Benin and Oyo Kingdom 	<p>of the kingdom</p> <ul style="list-style-type: none"> Geo – The location of the kingdom Voc – The main occupation they do 	<p>knowledge on the beginning of these two kingdom why they have some global significance</p>	(25 mins each)	<p>work will ascertain the learners understanding on the lesson.</p> <ul style="list-style-type: none"> Individual activity to itemise factors that led to Oyo's decline will determine each learner's understanding on the lesson 	<p>others bk. 5 pg. 74</p>	
8	Kanem – Bornu/Asante Kingdom	<ul style="list-style-type: none"> The history of the kingdom of Kanem The decline of kanem Kingdom The legend of the golden stool Rise and decline of the empire 	<ul style="list-style-type: none"> His – The story Geo – The location Voc – The main occupation they do 	<ul style="list-style-type: none"> To develop learners understanding on the history of Kanem-Bornu/Asante Kingdom 		<ul style="list-style-type: none"> Whole class work will give evidence of the learners level of understanding on the lesson. Individual 	<ul style="list-style-type: none"> Social Studies for primary schools bk. 5 by AdisaBakare and others pg. 78 	

						al activity to discuss how Osei Tutu become the first ruler of the Asante will prove each of the learner's level of assimilation on the lesson.	
9-10	Trans-Sahara/Atlantic Trade	<ul style="list-style-type: none"> • Meaning of trans-sahara trade & trans-atlantic trade • The importance of the Trans-Saharan Trade • Colonial rule in Africa and the Berlin conference 	<ul style="list-style-type: none"> • His – The story of trans -Sahara desert • Geo – the location of the environment • Civic – denial of African rights and responsibilities • Health – Unhygienic health structure 	<ul style="list-style-type: none"> • To develop learners understanding on the past various trades 	<ul style="list-style-type: none"> • 2 	<ul style="list-style-type: none"> • Whole class activity will determine the learners understanding on the lesson • Individual's ability to write on why Europeans colonize 	<ul style="list-style-type: none"> • Social Studies for primary schools book 5 by AdisaBakare & others. Pg. 82

						d Africa will give proof of each learner's level of underst anding on the lesson	
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PRIMARY 5

MATHEMATICS

1ST TERM

WKS	TOPICS	CONTENT	KEY SKILLS/ CROSS-CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIODS	ASSESSMENT TECHNIQUE	REFERENCE
1.	Revision	•	•	•		•	•
2.	Numeration	<ul style="list-style-type: none"> • Meaning of numeration. • Counting up to 1,000,000. • Counting backward to zero to include negative numbers. • Place value of digits in million, thousands, hundreds, tens and units. • Place value of decimals to thousandth. 	<ul style="list-style-type: none"> • Homec. – Things that come in pairs at home eg needle and thread. • Soc. – millions of properties destroyed during wars. • Geo. – Mount Everest, the highest mountain is said to be km high. • Voc. – occupations (accountants). • His. – Millions of 	<ul style="list-style-type: none"> • To extend the learner's knowledge on higher numbers. • To create awareness of negative whole numbers. • To develop learner understand s of place values of both whole numbers and 		<ul style="list-style-type: none"> • A group activity to count in multiples of 7, 25, 100 and 1,000. • A group activity to count negative numbers. • Individual activity to place numbers in their right place values. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 5, 10, 14- 16 & 30. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 5-9 & 70-76.

		<ul style="list-style-type: none"> • Writing numbers in figures and in word forms. • Word problems in numeration. 	<p>lives were lost during the World War II.</p> <ul style="list-style-type: none"> • Civic – millions of lives and properties will be saved if we are responsible. • Moral - In Noah's time, all animals that entered the ark went in pairs of twos. 	<p>decimal numbers.</p> <ul style="list-style-type: none"> • To develop the ability of learners in writing numbers in words and figures. • To develop solution skills in the above through application in word problems. 		<ul style="list-style-type: none"> • Individual activities to represent numbers in their words or figures forms. • Individual activities on word problems on numeration. 	<ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 11 & 12
3.	Approximation/ estimation & roman numerals.	<ul style="list-style-type: none"> • Approximation/ rounding off of whole numbers and decimals. • Significant figures. • Roman numerals to 1,000. 	<ul style="list-style-type: none"> • Homec. – In measuring items at home eg materials, we sometimes approximate. Eg 4.56 could be taken as 4.6 or 5. • Roman numerals 	<ul style="list-style-type: none"> • To create awareness on approximation. • To extend learners awareness on roman 		<ul style="list-style-type: none"> • Individual activities on estimation and roman numerals. • A group recitation 	<ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 97-102.

			<p>have been of use since the days of the ancient Rome.</p> <ul style="list-style-type: none"> • Geo. – Rome is located in Italy. • Voc. – Occupation (linguistic). • Moral – God put the people of Israel under the rule of the Romans as a result of their disobedience. 	numerals.		of the roman numerals.	<ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 10-13, 88-93. • Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 22-27.
4.	Addition and subtraction	<ul style="list-style-type: none"> • Addition and subtraction of whole numbers. • Word problems in addition and subtraction of whole numbers. 	<ul style="list-style-type: none"> • Civic – Obedience adds value to life. • Homec. – When cooking we add ingredients to make the food delicious. 	<ul style="list-style-type: none"> • To develop learners understanding of addition and subtraction of higher numbers. 		<ul style="list-style-type: none"> • Individual activities on addition and subtraction. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 66-92.

			<ul style="list-style-type: none"> • Soc. - We add value to our environment by keeping it clean. • Voc. – Occupation (business men and women). • Morals – Hezekiah was faithful to God and God added more years to his life. 	<ul style="list-style-type: none"> • To improve on learners knowledge of addition and subtraction through word problems. 			<ul style="list-style-type: none"> • Understanding mathematics for Nigeria. By Maria N, bk 5. Pg 15-18.
5/6.	Multiplication and division	<ul style="list-style-type: none"> • Multiplication of whole numbers. • Division of whole numbers. • Long division. • Lowest Common Multiple (L.C.M). • Highest Common Factor 	<ul style="list-style-type: none"> • Voc. – Occupation (engineers). • His. – From the last census taken, the numbers of houses in urban areas have increased by two. • Moral - God commanded man after creating him 	<ul style="list-style-type: none"> • To develop learners understanding of the times-table through its application in word problem. • To improve learners understand 		<ul style="list-style-type: none"> • Group activity on reciting the times-table. • Group activity on the definition of prime numbers, rates and 	<ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 21, 24, 25-30, 80-91. • Macmillan champion

		<p>(H.C.F).</p> <ul style="list-style-type: none"> • Prime numbers. • Factors. • Multiples. • Meaning of rate. • Problems on rate. • Square root • Cube root 	<p>to increase and multiply.</p>	<p>ing on L.C.M and H.C.F</p> <ul style="list-style-type: none"> • To develop learners understanding on prime numbers, factor, rates and multiples. • To develop learners understanding on square roots and cube roots. 		<p>giving the full meanings of the acronyms L.C.M and H.C.F.</p> <ul style="list-style-type: none"> • Individual activities on problem solving in multiplication, division, L.C.M, H.C.F, prime numbers, factors, rates and multiples. • Individual activities on square roots and cube roots. 	<p>primary mathematics 4. By Samuel Illori et al. Pg 114-149, 150-162</p> <ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 14-40.
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7.	Mid-term break.	•	•	•	•	•	•
8.	Fractions	<ul style="list-style-type: none"> • Meaning of fraction. • Types of fractions. • Ordering of fractions. • Calculation. 	<ul style="list-style-type: none"> • Homec. – In cutting materials at home, we often use fraction. Eg $1\frac{1}{2}$ yards. • Health – In administering drugs, fractions are sometimes used. Eg $\frac{1}{2}$ dose of paracetamol. • Vocation – Occupation (doctors). • Morals – God demands our tithe, which is $\frac{1}{10}$th of our income. 	<ul style="list-style-type: none"> • To improve on students knowledge of addition, subtraction, division and multiplication. 		<ul style="list-style-type: none"> • Individual activities on solving fraction problems. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Illori et al. Pg 31-37, 61-65. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 41-42. • Understanding mathematics for Nigeria, bk 5. By

							Maria N. Pg 31-46.
9.	Fractions	<ul style="list-style-type: none"> • Meaning of equivalent fraction. • Problems on equivalent fraction. • Decimal fractions (Addition, subtraction multiplication and division of decimal fractions). 	<ul style="list-style-type: none"> • Homec. – In cutting materials at home, we often use fraction. Eg $1\frac{1}{2}$ yards. • Health – In administering drugs, fractions are sometimes used. Eg $\frac{1}{2}$ dose of paracetamol. • Vocation – Occupation (doctors). • Morals – God demands our tithe, which is $\frac{1}{10}$th of our income. 	<ul style="list-style-type: none"> • To improve on students knowledge of addition, subtraction, division and multiplication (BODMAS) and simplification. 		<ul style="list-style-type: none"> • Individual activities on solving fraction problems. 	<ul style="list-style-type: none"> • Understanding mathematics for Nigeria bk 5. By Maria N. Pg 47-57. • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 43. 70-87.
10.	Revision	•	•	•	•	•	•

PRY 5

MATHEMATICS

2ND TERM

WKS	TOPICS	CONTENTS	KEY SKILLS/ CROSS CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIODS	ASSESSMENT TECHNIQUES	REFERENCES
1.	Revision	•	•	•	•	•	•
2.	Percentage, decimals and fractions.	<ul style="list-style-type: none"> • Symbol of percentage • Problems in percentage, relating it with fractions and decimals. 	<ul style="list-style-type: none"> • Voc. – Occupation (banker). • Homec – decimal numbers are found on our measuring tapes. • Healt- dosages. Eg 1½ dose of tablet. • Morals – God demands our tithe, which is 1/10th of our income. 	<ul style="list-style-type: none"> • To create the ability for learners to easily identify percentage as well as solve problems in it. 		<ul style="list-style-type: none"> • Individual activities on percentage and its related problems. 	<ul style="list-style-type: none"> • Progressive mathematics for upper primary . By K.E Amoak u et al. Pg 94-105. • Understanding mathe

							<p>atics for Nigeria, bk 5. By</p> <ul style="list-style-type: none"> • Maria • N. Pg 58-67.
3/4.	Measures & Conversion	<ul style="list-style-type: none"> • Definition of area and calculation of area for 2D shapes. • Definition of perimeter and calculation of 2D and irregular shapes. • Meaning of volume, capacity, length, mass, weight and 	<ul style="list-style-type: none"> • Homec- Containers in our homes can contain various volumes of liquid. • His. – Foot and arm were once used as means of measurement. • Geo. – longest river in Nigeria is River Niger. • Voc. – Occupation (engineers). • Moral – the tower of Babel. 	<ul style="list-style-type: none"> • To develop learners ability in solving problems on area, perimeter, volume, capacity, length, mass, weight and temperature. • To develop learners ability to find length and other properties of shapes when the area or perimeter is 		<ul style="list-style-type: none"> • Group recitation of the conversion table. • Individual activities on measures and conversion. 	<ul style="list-style-type: none"> • Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 195-211; 220-238. • Progressive mathematics

		<p>temperature and calculations involved in them.</p> <ul style="list-style-type: none"> • Conversion between different units of measurement, money and time. • Addition, subtraction, division and multiplication of units. 		<p>given.</p> <ul style="list-style-type: none"> • To develop learners ability in unit conversion. • To develop learners ability in the use of all four (4) operations in solving problems of measures and conversion. 			<p>for upper primary . By K.E Amoak u et al. Pg 163-224; 231-243.</p> <ul style="list-style-type: none"> • Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 148-157; 179-192.
6/7.	Mid-term break	•	•	•	•	•	•
8.	Measures, time and money.	<ul style="list-style-type: none"> • Time. • Money. 	<ul style="list-style-type: none"> • His. – Trade and barter were the first means of payment. 	<ul style="list-style-type: none"> • To develop learners ability to solve 		<ul style="list-style-type: none"> • Group recitation of time 	<ul style="list-style-type: none"> • Understanding mathe

		<ul style="list-style-type: none"> • Profit and loss. • Increment. • Discount. • Commission 	<ul style="list-style-type: none"> • Homec. – yeast helps to increase the size of loaves. • Soc. – curfew. • Geo. – seasons and weather. • Voc. – occupation (economists). • Health – the number of months for conception. Eg 9 months pregnancy. • Moral - The love of money is the root of evil. 	<p>problems on time, money, profit, loss, increment, discount and commission.</p> <ul style="list-style-type: none"> • To assist learners to relate the above to real life activities. 		<p>and money tables.</p> <ul style="list-style-type: none"> • Individual activities on time, money, profit, loss, increment, discount and commission. 	<p>matics for Nigeria, bk 5. By Maria N. Pg 103-107, 108, 114-118.</p> <ul style="list-style-type: none"> • Progressive mathematics for upper primary . By K.E Amoaku et al. Pg 106-123. • Macmillan champion primary
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							mathe matics 4. By Samuel llori et al. Pg 168- 178, 195- 199.
10.	Properties of shapes	<ul style="list-style-type: none"> • Properties of 2D and 3D shapes. • Drawing/constructio n of angles. • Recognisin g 90°, 180°, 360°, etc. • Regular and irregular polygons. • Application of properties 	<ul style="list-style-type: none"> • Homec. – we use boxes in our homes. • Voc. – occupation (engineers). 	<ul style="list-style-type: none"> • To assist learners to be able to identify different shapes and lines with the aid of their properties. • To develop the proper use of the mathematics sets in the learners. • To enable the learners to be able to know 		<ul style="list-style-type: none"> • Group recitatio n of the properti es of 2D and 3D shapes. • Individu al activities on construc tion of angles. • Group recitatio n of the 	<ul style="list-style-type: none"> • Progres sive mathe matics for upper primary . By K.E Amoak u et al. Pg 251-259. • Underst anding mathe matics for Nigeria,

		of shapes in word problems.		<p>the names of some angles and to be able to construct them.</p> <ul style="list-style-type: none"> To assist the learners to use their knowledge in the properties of shapes to be able to solve word problems. 		name of some angles.	bk 5. By Maria N. Pg 119- 147.
10.	Revision	•	•	•	•	•	•

PRY 5**MATHEMATICS****3RD TERM**

WKS	TOPICS	CONTENTS	KEY SKILLS/ CROSS-CURRICULAR LINKING	AIMS AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCES
1.	Revision	•	•	•	•	•	•
2.	Geometry	<ul style="list-style-type: none"> • Position • Direction. • Motion. 	<ul style="list-style-type: none"> • His. – abacus • Voc. – accountant • Health – accurate eating, reading and working positions. • Homec - the position for flowers is the vase or flower bed. • Civic – direct your life in truth. • Moral – allow God direct your life. 	<ul style="list-style-type: none"> • To develop the ability for learners to solve position, direction and motion problems, as well as relate them to real life activities. 		<ul style="list-style-type: none"> • Individual activities on position, direction and motion. 	•

3/4.	Data presentation	<ul style="list-style-type: none"> Statistics Averages. Mode. Median Pictograms Bar graphs Pie chart. Tally representation. 	<ul style="list-style-type: none"> Voc – scientist Moral – our lives should represent Christ Sos-arms of Govt. 	<ul style="list-style-type: none"> To develop learners ability on statistics and data representation. 		<ul style="list-style-type: none"> Individual activities on statistics and data representation. 	<ul style="list-style-type: none"> Macmillan champion primary mathematics 4. By Samuel Ilori et al. Pg 239-243. Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 193-206. Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 260-276.
5.	Algebraic expression	<ul style="list-style-type: none"> Express missing number 	<ul style="list-style-type: none"> Voc. – engineers. Moral – we should 	<ul style="list-style-type: none"> To develop the ability 		<ul style="list-style-type: none"> Individual activities on 	<ul style="list-style-type: none"> Understanding mathematics

		<p>problems algebraically.</p> <ul style="list-style-type: none"> • Use simple numbers expressed in words. • Linear number sequence. • Arithmetic rules (BODMAS). • Number puzzle. 	<p>pray to God to fill the missing values in our lives.</p>	<p>for learners to solve missing letter and number problems.</p> <ul style="list-style-type: none"> • To enhance the ability for learners to master the use of the four mathematical signs. 		<p>algebraic expressions.</p> <ul style="list-style-type: none"> • Group recitation of the rule of the rule guiding the mathematical signs. 	<p>s for Nigeria bk 5. By Maria N. Pg 158-178.</p> <ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 244-250.
6.	Lines and angles	<ul style="list-style-type: none"> • Lines. • Triangles. • Mathematical problems on lines (opposite, corresponding angles, etc) and angles. 	<ul style="list-style-type: none"> • Voc. – engineers • Homec – rules 	<ul style="list-style-type: none"> • To assist learners in the use of the knowledge of angles they have gotten to solve angle problems. 		<ul style="list-style-type: none"> • Class interaction based on previous knowledge in lines and angle. • Individual activities 	<ul style="list-style-type: none"> • Progressive mathematics for upper primary. By K.E Amoaku et al. Pg 251-259. • Understanding

				<ul style="list-style-type: none"> To broaden the knowledge of learners in mathematical problems related to lines. 		on lines and angles.	mathematics for Nigeria. By Maria N. Pg 139-147.
7.	Simple interest	<ul style="list-style-type: none"> Simple interest. Principal. Time. Rate. Word problems. 	<ul style="list-style-type: none"> Voc. – accountant 	<ul style="list-style-type: none"> To develop the ability for learners to solve simple interest. To develop ability of learners to solve one of the missing factor when 		<ul style="list-style-type: none"> Group recitation of the formula for simple interest. Individual activities in solving problems in simple interest. 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria, bk 5. By Maria N. Pg 109-113.

				<p>others are given.</p> <ul style="list-style-type: none"> To assist learners apply the knowledge of simple interest through word problems. 			
8.	Mid-term break	•	•	•	•	•	•
9.	Ratio and proportion	<ul style="list-style-type: none"> Ratio Types of proportion Application on proportion. 	<ul style="list-style-type: none"> Voc. – mathematician. Homec – the ratio of flour to butter matters in baking 	<ul style="list-style-type: none"> To develop learners ability on ratio and proportion and on how to apply them. 		<ul style="list-style-type: none"> Individual activities on ratio and proportion . 	<ul style="list-style-type: none"> Understanding mathematics for Nigeria bk 5. By Maria N. Pg 68-83.
10.	Lines and angles	<ul style="list-style-type: none"> Further problems on lines and 	<ul style="list-style-type: none"> Voc. - accountant 	<ul style="list-style-type: none"> To assist the learners 		<ul style="list-style-type: none"> Individual activities on lines 	<ul style="list-style-type: none"> Progressive mathematics for upper

		angles.		master solutions on lines and angle problems.		and angles.	primary. By K.E Amoaku et al. Pg 251- 259. • Understand ing mathematic s for Nigeria, bk 5. By Maria N. Pg 139- 147.
11.	Revision	•	•	•	•	•	•

PRIMARY 5

BASIC SCIENCE

1ST TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-	-				
2	Animals	<ul style="list-style-type: none"> • Meaning of animals • Animals as living things. • Animal cell. • Zoologist • The classification of animals into vertebrates and 	<ul style="list-style-type: none"> • Voc. - zoologist 	<ul style="list-style-type: none"> • To extend the learners knowledge on the meaning of animal study • To develop learners understanding on the differences and similarities between plant and animal cell. 	2	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine 	Encarta for kids and Encarta premium 2009

		invertebrates.				each learner's understanding on the lesson	
3	Plants	<ul style="list-style-type: none"> • Meaning of plants. • Classification of plants • Plant cell • Similarities between plant cell and animal cell./differences • Who a botanist is. 	<ul style="list-style-type: none"> • History – the origin of plants. • Voc– botanist.. • Geo – location 	<ul style="list-style-type: none"> • To develop learners knowledge on the plant and its cell. 		<ul style="list-style-type: none"> • . Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson 	<p>Encarta for kids and Encarta premium,</p> <p>Learn series basic science by Nmaju .Obasi.</p> <p>Page 77</p>
4/5	Circulation	<ul style="list-style-type: none"> • Meaning of circulation • Components of the circulatory system. • The blood, contents ,types , functions and diseases of the 	<ul style="list-style-type: none"> • Health Edu . –to exercise regularly and eat good food. • Civic – Positive influence makes one a good citizen 	<ul style="list-style-type: none"> • To develop learners knowledge on how blood is distributed .. 	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to components of the circulatory system will give proof of each of the learners' level of understanding on the lesson. 	<p>Learn series basic science book 6 by Nmaju .M. Obasi.</p>

		blood.					
6	Reversible and Irreversible materials.	<ul style="list-style-type: none"> • Meaning of reversible and irreversible change • Examples • Practical. 	<ul style="list-style-type: none"> • Soc. – meaning of materials.. • Voc- uses of materials. 	<ul style="list-style-type: none"> • To enhance the learners knowledge on reversible and irreversible materials. 	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to discuss how materials can be reversed or cannot be reversed will give evidence of each of the learner's level of understanding on the lesson. 	Encarta premium. Com.
8	Filtration	<ul style="list-style-type: none"> • Meaning of filtration • What is mixture. • Solvent and solute. • Soluble and insoluble. • Physical ways of separating mixtures. 	<ul style="list-style-type: none"> • Morals – Doing things well. 	To develop learners understanding on filtration.	Civic Education for primary School book 5 pg. 26	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	
9/10	Buoyancy	<ul style="list-style-type: none"> • Meaning of buoyancy • Types of buoyancy 	<ul style="list-style-type: none"> • Voc. Things that can float. 	To enhance learners understanding on buoyancy.	Social Studies for primary schools	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on 	www. buoyancy.com Encarta premium .com.

		<ul style="list-style-type: none"> Up thrust force and experiment. 			book 6 by Adisa, Bakara& others pg. 99	the lesson <ul style="list-style-type: none"> Individual activity will determine each learner's understanding on the lesson 	
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PRY 5

BASIC SCIENCE

2ND TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-	-				
2/3	Farming	<ul style="list-style-type: none"> Meaning of farming Types of farming in Nigeria Importance of farming. Types of farm , who a farmer is. 	<ul style="list-style-type: none"> Voc. Farmers and farming Tools used in farming 	<ul style="list-style-type: none"> To extend the learners knowledge on the meaning of farming To develop learners understanding on the various types of farming. 		<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic Individual's ability to describe the various types of farming process will give a proof of each of the learner's understanding 	A textbook on agricultural science by B.N Anyanwu and co. Encarta for kids and Encarta premium 2009 www.forestry.com www.lumber.com

						on the lesson	
4	Leaf	<ul style="list-style-type: none"> • Meaning of leaf. • Parts of the leaf • Importance of leaf to plants . 	<ul style="list-style-type: none"> • Geo – location 	<ul style="list-style-type: none"> • To develop learners knowledge on the leaf. 		<ul style="list-style-type: none"> • . 	<p>Encarta for kids and Encarta premium,</p> <p>Learn series basic science by Nmajuobasi.</p>
5	Erosion	<ul style="list-style-type: none"> • Meaning of erosion • Types of erosion • Causes of erosion • How to prevent erosion . 	<ul style="list-style-type: none"> • Soc – countries in Africa. • Moral – Importance of unity • History –The emergency of erosion • Geo-location 	<ul style="list-style-type: none"> • To enhance the learners knowledge on erosion . 	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to types of erosion will give proof of each of the learners' level of understanding on the lesson. 	www.erosion.com
6/8	The planets , earth and solar system	<ul style="list-style-type: none"> • The planets • Earth's rotation and revolution , time taken and the results. • What are the things that make up the solar system 	<ul style="list-style-type: none"> • Soc. – planets of the world. • His.-The emergency of new planet • Rotation/revolution 	<ul style="list-style-type: none"> • To enhance the learners understanding on the planet and solar system. 	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to itemise planets we have will give evidence of 	<p>Learn science by Nmaju .Obasi for primary schools book 5 pg. 19</p>

						each of the learner's level of understanding on the lesson.	
9	Wind	<ul style="list-style-type: none"> • Meaning of wind • Types of wind. • How wind can be measured • Uses of wind. 	Geo. Location /direction Voc. Instruments for measuring wind.	To enhance learners understanding on wind and uses.	2	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	
10	Machines	<ul style="list-style-type: none"> • Meaning of machine • Types of machines with examples. • Types of machines and their characteristics. 	Voc. Machines Sos – uses of machine	To enhance learners understanding on machines.	2	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson 	

PRY 5

BASIC SCIENCE

3rd TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-	-				
2	Viruses & bacteria	<ul style="list-style-type: none"> Meaning of viruses / bacteria Examples Diseases caused by virus and bacteria. 	<ul style="list-style-type: none"> Health education.- importance of hygiene\ how to keep the surrounding clean. 	<p>To extend the learners knowledge on viruses and bacteria</p> <p>To develop learners understanding on the diseases caused by these organisms.</p>		<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic Individual's ability to describe the various types of diseases will give a proof of each of the learner's understanding on the lesson 	<p>Encarta for kids and Encarta premium 2009</p> <p>www.pathogens.com</p> <p>Basic science bk 5 and 6 by NmajuObasi.</p>
3	Vaccination	<ul style="list-style-type: none"> Meaning of vaccination Types of vaccination 	<ul style="list-style-type: none"> History – the origin of vaccination Voc – tools used in vaccination Geo – where 	<p>To develop learners knowledge on vaccination .</p>		<ul style="list-style-type: none"> . 	<p>Encarta for kids and Encarta premiumm.</p>

			vaccination is done				
4	Measurement	<ul style="list-style-type: none"> • Meaning of measurement • Standard unit for measurement. • Types of measurements and their units. • Olden days measurement. 	<ul style="list-style-type: none"> • Moral – Importance of measurement • History – the invention of new standard of measurement. 	To enhance the learners knowledge on measurement..	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to itemise different measurements will give proof of each of the learners' level of understanding on the lesson. 	Science is discovery pupils book 3. Page 23
5/6	Magnetism	<ul style="list-style-type: none"> • Meaning • Characteristics of magnets. • Magnetic materials and non – magnet materials with examples. • Uses of magnet. 	<ul style="list-style-type: none"> • Voc. Uses of magnets. 	To enhance the learners knowledge on magnetism To develop learners understanding the uses of magnet.	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to itemise types of magnet will give evidence of each of the learner's level of understanding on the lesson. 	Learn series science book 2 by NmajuObasi.
8	Acid /base	<ul style="list-style-type: none"> • Meaning of acid 	Soc. – acid ,	To	2	<ul style="list-style-type: none"> • Whole class 	www.base.com

		and base. • Examples • Uses X	base Voc. Scientist.	develop learners understand ing on the difference s between acid and base.		activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson.	organic chemistry.com
9/10	Light (1)	• Meaning of light • How light is formed • How light travels. • Formation of rainbow • Reflection and refraction .	Soc- meaning of light	• To develop learners understandin g on how light travels.	2	• Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson	Encarta premium.com

WK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
1	Revision						
2	Government	<ul style="list-style-type: none"> ❖ Meaning of government ❖ Types of government ❖ Arms of government ❖ Functions of each arm 	<ul style="list-style-type: none"> o History = emergence of the forms of government. o Social studies= functions of each arm of government. o Citizenship=the right of a citizen to participate in voting o Geography=gove rnment pertaining to different nations o Moral=obedience to the ruling power 	To develop learners understanding on the leading powers in a society	2 (25mins each)`	<ul style="list-style-type: none"> • Open class discussion at the beginning of the lesson will determine learners' familiarity on the topic. o Individual activity at the end of the lesson to itemise the duties of each arms of government will prove each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Civic Education for Nigerian Primary Schools book 6 by Felix K. Alonge& Co o Civic Education for Nigerian Primary Schools book 4 o Social studies book 3 and 6 by Farafina Educational.
3	Crude oil	<ul style="list-style-type: none"> ❖ Meaning of crude oil 	<ul style="list-style-type: none"> o History = formation of crude oil. 	To develop learners understanding	2 (25mins each)`	<ul style="list-style-type: none"> • Open class discussion at the beginning of the 	<ul style="list-style-type: none"> • www.petroleum.uk.com

		<ul style="list-style-type: none"> ❖ Formation of crude oil ❖ Oil producing countries ❖ Fuels and other products from crude oil ❖ The refinery ❖ Impact of crude oil on the environment ❖ Laws on oil pollution. 	<ul style="list-style-type: none"> o Social studies = relationship between indigenes and non-indigenes of oil producing areas o Geography = areas where oil can be found o Moral = pipe line vandalism o Vocation = working in oil producing companies o Health = oil pollution and control o Home economic = fuels for cooking 	on the formation of crude oil.		<p>lesson will determine learners' familiarity on the topic.</p> <ul style="list-style-type: none"> • Individual activity at the end of the lesson to give step by step oil formation process will prove each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • www.oilprice.co. • www.kids.esdb.bg/oil.html •
4	The continents	<ul style="list-style-type: none"> ❖ Definition of continent ❖ The seven continents and their features ❖ Races and languages of the continents 	<ul style="list-style-type: none"> o History=emergence of the continents o Geography= locations of each continent o Moral= respect 	To improve the learners understanding on the features of some continent.	2 (25mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Pair work will enable the learners to identify interesting 	<ul style="list-style-type: none"> • Farafina Social Studies book 6 by AdisaBakara • o www.worldmap.com

			for people of other races			<p>facts about these continents which will determine their level of understanding on the lesson.</p> <ul style="list-style-type: none"> o Individual's ability to identify various races and languages spoken by some of the continents will give proof of each learner's understanding on the lesson. 	
5	The Carthage and the medieval	<ul style="list-style-type: none"> ❖ Explanation of terms ❖ The Punic war ❖ The fall of the roman empire ❖ Period of the dark ages 	<ul style="list-style-type: none"> o History =how Carthage came into being o Social studies= the Barbaric period o Geography= mapping of the Carthage area o Moral= o Vocation= occupation of the Carthage(trading) 	To develop learners understanding on our world before now.	2 (25mins each)`	<ul style="list-style-type: none"> o Individual's ability to give a brief summary on the happenings during the Carthage and medieval period will prove each learner's understanding on the lesson 	<ul style="list-style-type: none"> • Social Studies for Primary Schools bk. 6 by AdisaBakara • www.carthage-mo.gov/ •
6	Explorers	<ul style="list-style-type: none"> ❖ Definition of 	<ul style="list-style-type: none"> o History =the 	To enhance the	2	<ul style="list-style-type: none"> • Open class activity will 	<ul style="list-style-type: none"> • Social Studies book

	and inventors	<p>terms</p> <ul style="list-style-type: none"> ❖ Early explorers and inventors from Nigeria and other countries ❖ Their achievements ❖ 	<p>early lives of the individual inventors.</p> <ul style="list-style-type: none"> o Social studies = o Geography = place of origin and places of exploration. o Moral = perseverance even in the face of obstacles and failure o Vocation = as a researcher. 	<p>learners understanding on the explorers and inventors of old.</p>	<p>(25mins each)</p>	<p>ascertain the learners' level of understanding on the lesson.</p> <ul style="list-style-type: none"> o Individual's ability to discuss some of the discoveries and inventions of the explorers and inventors will determine each learner's assimilation on the lesson. 	<p>4 by AdisaBakara pg. 75 – 77, www.worldinventors.com</p> <ul style="list-style-type: none"> o www.emersonkent.com o www.enchantedlearning.com/inventors/ o
8	Painting	<ul style="list-style-type: none"> ❖ Meaning of painting ❖ Personnel involved in painting ❖ Materials for painting and their uses ❖ Types of paints ❖ Types of paint works 	<ul style="list-style-type: none"> o History = the early painters o Social studies= types of paintings o Vocation= working as a painter o Health = toxicity of paints o Home economic= different paints used in the 	<p>To develop learners' understanding on the artistic painting.</p>	<p>2 (25 mins each)</p>	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners' understanding on the lesson. o Individual's ability to itemise materials used in painting and to identify the type of paint works will give proof of each learner's level of understanding on the lesson 	<ul style="list-style-type: none"> • Nationwide Vocational Aptitude test by Ugo C. Ugo • Britannica 2012 ultimate reference suite o Encarta premium 2009 o www.diydata.com/materials/paint o www.kidzworld.com/articles o www.channel4.com

			homes.				<ul style="list-style-type: none"> o www.elledecor.com/home-remodeling
9	Printing press	<ul style="list-style-type: none"> ❖ Definition of printing press ❖ Printing as a vocation ❖ Invention of printing press ❖ Printing techniques 	<ul style="list-style-type: none"> o History = how printing came about o Social studies = the role of printing in the society o Vocation= people working in the media house and printing presses o Health= handling the equipment 	To develop learners' understanding on printing.	2(25 mins each)	<ul style="list-style-type: none"> • Whole class work will determine the learners' level of understanding on the lesson. o Individual's ability to itemise the usefulness of printing press will determine each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • www.technoverting2000.com • www.vconnect.com/printingpress • Britannica 2012 ultimate reference suite o Encarta premium 2009 o inventors.about.com/od/gstartinventors/a/Gutenberg.htm.
10	Plastic / Rubber	<ul style="list-style-type: none"> ❖ Meaning of plastic/rubber ❖ Items made of plastics and rubber ❖ Synthetic and non-synthetic materials 	<ul style="list-style-type: none"> o History = the period of emergence of rubber o Social studies = uses of rubber o Geography= areas where rubber plants thrive well. o Moral = proper deposition of 	To develop learners' understanding on the symbols found on some rubber/plastics materials.	2(25 mins each)	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners' level of understanding on the lesson. o Individual task as each learner identifies materials made of rubber and plastic and identify the different containers that will be use as packaging for items 	<ul style="list-style-type: none"> • www.technologystudent.com/design • www.thewarren.org/GCSERevision/resistant • www.wrap.org.uk/content/types-plastic • Britannica 2012 ultimate reference suite

			rubber waste o Vocation= rubber tappers and industrial production of rubber/plastics o Health= types of rubber/plastic materials to use o Home economic= uses as cooking utensils .			will give evidence of each learner's level of understanding on the lesson.	o Encarta premium 2009
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PRIMARY 6

GENERAL KNOWLEDGE

2ND TERM

WK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
1							
2	Civic Education /	❖ Meaning of civic education ❖ Right and	o Social studies = relationship with people around you	To develop learners' understanding on human rights.	2 (25 mins each)	• Open class discussion at the beginning of the lesson	o Civic Education for Nigerian

	Social Issues/ Injustices	<p>responsibilities of citizens</p> <ul style="list-style-type: none"> ❖ Duties of citizens to the nation ❖ Definition of social issues and injustice ❖ Examples of social issues and injustices ❖ Ways of curbing social issues and injustices 	<ul style="list-style-type: none"> o Citizenship = duties and responsibilities of a citizen o Moral= respect for others in the society o Vocation = as a social worker. 	To develop learners' understanding on injustice meted on children in the society.		<p>will determine the learners knowledge on the lesson.</p> <ul style="list-style-type: none"> o Individual activity to itemise the duties and responsibilities of a citizen and to say ways of curbing injustices will prove the learner's level of understanding on the lesson. 	<p>Primary Schools bk. 4, 5 & 6. pgs. 63, 45 and 27</p> <ul style="list-style-type: none"> o Civic Education for Nigerian Primary Schools by Felix K. Alonge bk. 5 pg. 104 - 107
3	National Honours Awards	<ul style="list-style-type: none"> ❖ Meaning of terms / citation ❖ Criteria for awards ❖ Examples of national honour award 	<ul style="list-style-type: none"> o History = why award are given o Social studies= what and who merits awards o Geography= awards given to people in Nigeria and other countries o Moral= behaviours that attract awards 	To enlighten the learners on awards given to the citizens of Nigeria.	2 (25 mins each)	<ul style="list-style-type: none"> • Group work will give proof of the learners understanding on the lesson. o Individual's ability to itemise some national wards will also determine the learner's level of understanding 	<ul style="list-style-type: none"> o Civic Education for Nigerian Primary schools bk. 5 pg. 88 – 90.

						on the lesson	
4	Family Emotional and Social Health	<ul style="list-style-type: none"> ❖ Definition of family, emotional and social health ❖ Attributes of family with good emotional and social health ❖ Consequences of bad emotional health 	<ul style="list-style-type: none"> o History = the root of a family o Social studies= relating with family members o Geography= location of family root o Moral = rules at home. o Health= hereditary illness o Home economic= care of the home. 	To develop learners understanding on emotional and social health.	2 (25mins each)`	<ul style="list-style-type: none"> o Individual activity to itemise ways to ensure good emotional and social health in the family will give evidence of each of the learner's level of understanding on the lesson 	<ul style="list-style-type: none"> o Primary Health Education by E. A. Obogbaimh e bk. 5 pg. 44 – 45, www.familyhealthyliving.com
5	Drug/Substance Abuse	<ul style="list-style-type: none"> ❖ Meaning of drug abuse ❖ Factors that contribute to drug abuse ❖ Consequences of drug/substance abuse ❖ Prevention of drug/ substance abuse 	<ul style="list-style-type: none"> o Social = effect to the society o Moral= the effects of drug abuse o Vocation= social workers o Health = effects of drugs to the body system. 	To enhance the learners understanding on side effect of the abuse of drugs.	2 (25mins each)`	<ul style="list-style-type: none"> • Whole Class activity will determine the learners level of understanding on the lesson. o Individual activity as each of the learner itemises the causes of drug 	<ul style="list-style-type: none"> • Civic Education for Primary School book 6 pg. 89, www.drugabuse.com o www.addiction.org.uk o

						abuse will ascertain the learner's level of understanding on the lesson.	
6	Photography	<ul style="list-style-type: none"> ❖ Meaning of photography ❖ People/terms involved in photography ❖ Processes of producing a picture from the negative ❖ Workshop safety 	<ul style="list-style-type: none"> o Moral= o Vocation = as a photographer o Health = effects of chemicals used in the development of photos. 	<ul style="list-style-type: none"> • Meaning of photography • People/terms involved in photography • Processes of producing a picture from the negative o 	2 (25 mins each)	<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson to ascertain the learners level of familiarity on the topic. o An individual activity to write down how a picture is produced from the negative will give evidence of each learner's level of assimilation on the lesson. 	<ul style="list-style-type: none"> • National wide vocational aptitude tests by Ugo C. Ugo • www.stepsinphotography.com • Britannica 2012 ultimate reference suite o Encarta premium 2009
9.	Pottery/ Marble	<ul style="list-style-type: none"> ❖ Pottery as a vocation ❖ Personnel involved in pottery 	<ul style="list-style-type: none"> o History = formation of marble o Social studies 	<p>To develop learners' knowledge on pottery making.</p> <p>To develop learners' understanding on the</p>	2 (25 mins each)	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. 	<ul style="list-style-type: none"> • www.potteryworks.com • en.wikipedia.org/wiki

		<ul style="list-style-type: none"> ❖ Tools used in pottery and uses ❖ Workshop safety ❖ Description of marbles with examples ❖ Components o marbles ❖ Uses of marbles 	<ul style="list-style-type: none"> o Geography= where marbles are found o Vocation= as potters o Home economic= cooking utensils and decorating items in the homes 	marble.		<ul style="list-style-type: none"> o Individual's ability to identify things made of pottery and to describe marbles and its components will ascertain each learner's level of understanding on the lesson 	/marble <ul style="list-style-type: none"> • Britannica 2012 ultimate reference suite o Encarta premium 2009
10	Tailoring	<ul style="list-style-type: none"> ❖ Tailoring as a vocation ❖ Personnel involved in tailoring ❖ Equipment used in tailoring ❖ Workshop safety 	<ul style="list-style-type: none"> o History = the early man o Social studies= different types of clothes for different areas o Moral o Vocation= as a tailor/seamstresses o Health = different clothes for different weather o Home economic= the different type stitches 	To develop learners' understanding on dressmaking.	2 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson o Individual activity to identify types of stitches and to use simple stitches to make a dress will determine each learner's understanding on the lesson 	Vocational Studies for Primary Schools pg. 23 www.tailoring.com o

PRIMARY 6

GENERAL KNOWLEDGE

3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
1							
2 and 3	Ancient Greek and Rome/ Amazing Sight in Egypt and Rome	<ul style="list-style-type: none"> ❖ Interesting facts about ancient Greek and Rome ❖ Important events of ancient Greek and Rome ❖ Meaning of amazing sight ❖ Some amazing sight in Egypt and Rome 	<ul style="list-style-type: none"> o History = history of Greek, Roe and Egypt o Social studies= features of the environment o Geography= their location in the world and continents o Citizenship= qualification of being a citizen of such areas 	To introduce the learners to the world around them.	2 (25 mins each)	<ul style="list-style-type: none"> • Group activity will determine the learners understanding on the lesson. o Individual activity to describe and identify prestigious structures in Ancient Greek, Egypt and Rome will also give proof of the learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Farafina Social Studies book 6 pg. 26 – 32, www.greecehistory.com • Britannica 2012 ultimate reference suite o Encarta premium 2009
4	Tourism	❖ Definition of	o History =	To introduce the	2	• Group project	• www.tourism

		<p>tourism</p> <ul style="list-style-type: none"> ❖ Benefits of tourism ❖ Reasons for touring 	<p>history of Nigeria</p> <ul style="list-style-type: none"> o Social studies= why people engage in tourism o Geography= location of the amazing sights in Nigeria o Vocation= as a tourist guard and guide 	<p>learners to world of tourism in Nigeria.</p>	<p>(25 mins each)</p>	<p>writing on benefits and effects of tourism in Nigeria will determine the learners' level of understanding on the lesson.</p> <ul style="list-style-type: none"> o Individual's ability to itemise reasons people engage in tourism will give evidence of each learner's understanding on the lesson. 	<p>minnnigeria.com</p> <ul style="list-style-type: none"> o Farafina Social Studies book
5	Map reading	<ul style="list-style-type: none"> ❖ Scale reading ❖ Scale drawing ❖ Latitude and longitude ❖ Map symbols/keys ❖ 	<ul style="list-style-type: none"> o History = o Social studies o Geography o Moral o Vocation o Health 	<p>To guide learners locate features accurately</p> <p>To guide learners know their physical environments</p>	<p>2</p> <p>(25 mins each)</p>	<ul style="list-style-type: none"> • Whole class activity will give proof of learners' level of understanding on the lesson. • Individual's ability to locate features on the map unaided and be able to deduce/ filter out hidden information from the map will prove each learner's 	<ul style="list-style-type: none"> • Collins social studies Atlas for Nigeria • New general mathematics bk

						level of understanding on the lesson.	
6 and 8	Technological Advancement/ Clocks and Watches	<ul style="list-style-type: none"> • Meaning of Technological Advancement ❖ Benefits of technological advancement • Meaning • Types of clocks and watches ❖ Uses of each type of clock 	<ul style="list-style-type: none"> o History = the early man o Social studies= advancement in the periods of development. o Geography=c omparison between the 3rd world countries and others o Moral= to be self developed o Vocation= as researcher and inventors o Health= adverse effects of development to the society. 	<p>To broaden learners' understanding on the topic.</p> <p>To broaden learners' understanding on the instruments clock and watches.</p>	2 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give proof of learners' level of understanding on the lesson. o Individual's ability to itemise some technological advancement appliances and their uses and to itemise the different types of clocks and watches will prove each learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Farafina Social Studies for primary schools bk. 6 pg. 43 – 45 • www.wiki.answers.com • www.clocksandwatches.com • www.sciencestuff.com •
9	Baking	<ul style="list-style-type: none"> • Definition of baking 	<ul style="list-style-type: none"> o History = the early man 	To develop learners'	2	<ul style="list-style-type: none"> • Whole class work to ascertain 	<ul style="list-style-type: none"> • www.wikipedia.org/wiki

		<ul style="list-style-type: none"> Ingredients used in baking Some baked products Principles in baking 	<ul style="list-style-type: none"> Vocation= as a baker Health= equipment handling 	understanding on industrial baking process.	(25 mins each)	learners level of familiarity with the topic <ul style="list-style-type: none"> Individual task as each learner itemises the basic principles in baking will prove to what extent the lesson was comprehended 	<ul style="list-style-type: none"> ki/baking
10	Plumbing	<ul style="list-style-type: none"> Meaning of plumbing Pipes and uses Tools involved in plumbing and their uses Plumber 	<ul style="list-style-type: none"> History = how human wastes were handled in the old. Moral= indiscriminate dumping of waste Vocation= as a plumber Health= hazards of poor waste disposal 	To develop learners' understanding on plumbing.	2 (25 mins each)	<ul style="list-style-type: none"> Open Class work at the beginning of the lesson to illicit language and ascertain the level of knowledge on the topic An individual activity to describe some plumbing tools and their uses will prove each learner's level of assimilation on the lesson 	<ul style="list-style-type: none"> www.plumbingworks.com

PRIMARY 6

MATHEMATICS

1ST TERM

WEEK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
1	Revision	Revision	Revision	Revision	Revision	Revision	Revision
2	Number, place value and rounding	<ul style="list-style-type: none"> • Reading, writing, ordering and comparing numbers up to 10 000 000 and determining the value of each digit. • Rounding whole number to a required degree of accuracy • Using negative numbers in context, and calculating intervals across zero • Solving number problems and practical problems that involve all of the above. 		<ul style="list-style-type: none"> • Read and write whole numbers in figures and words • Use decimal notation for tenths and hundredth • Know what each digit represents in numbers with up to two decimal place • Understand and use decimal notation and place value • Compare and order decimals in different contexts 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will determine the learners understanding on the lesson • Individual's ability to give value of digits in a number and solve practical problems involving rounding numbers will ascertain learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> • Understanding mathematics for book 6 by Maria N. David Osuagwu. • Macmillan maths book 6 by Samuel Illori and others • MAN Primary Mathematics bk 6
3	Addition ,	• solving problems involving		• Know addition, subtraction,	4	• Whole class	• Understanding

	subtraction, multiplication & division	<p>addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> • Solving addition and subtraction multi-step problems. • Multiplying multi-digit numbers up to 4 digits by a two-digit whole number. • Division of numbers up to 4 digits by a two-digit whole number. • Use of order of operations to carry out calculations involving the four operations. 		<p>multiplication and division of larger numbers, using the efficient written methods of columnar addition and subtraction, short and long multiplication, and short and long division.</p> <ul style="list-style-type: none"> • Know and use the order of operations, including brackets • Carry out calculations with more than one step using brackets and the memory. • Round positive whole numbers to the nearest 10, 100 or 1000 and decimals to the nearest whole number or one decimal place • Multiply and divide three-digit by two-digit whole numbers; extend to dividing decimals with one or two places by single-digit whole numbers • Understand where to position the decimal point by considering equivalent calculations • Multiply decimals with one or two places by single-digit <p>whole numbers</p>	(25 mins each)	<p>activity will determine the learners understanding on the lesson</p> <ul style="list-style-type: none"> • Individual's ability to multiply and divide three-digit by two-digit whole numbers and understand where to position the decimal point by considering equivalent calculations will ascertain learner's level of understanding on the lesson. 	<p>Mathematics for book 6 by Maria N. David Osuagwu</p> <ul style="list-style-type: none"> • Macmillan Champions Mathematics bk. 6 by Samuel a. Illori • MAN Primary Mathematics bk 6
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4	Fractions	<ul style="list-style-type: none"> • Addition and subtraction of fractions with different denominators and mixed numbers, using the concept of equivalent fractions • Multiplying simple pairs of proper fractions, (e.g. $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$) • Division of proper fractions by whole numbers (e.g. $\frac{1}{3} \div 2 = \frac{1}{6}$). • Comparing and ordering of fractions, including fractions >1 • Calculating decimal fraction equivalents (e.g. 0.375) for a simple fraction (e.g. $\frac{3}{8}$) 		<ul style="list-style-type: none"> • Multiply a quantity that represents a unit fraction to find the whole quantity (e.g. if $\frac{1}{4}$ of a length is 36cm, then the whole length is $36 \times 4 = 144\text{cm}$). • Identify fractions with common denominators. • Convert a simple fraction to a decimal fraction (e.g. $3 \div 8 = 0.375$). • Add and subtract fractions with different denominators by identifying equivalent fractions with the same denominator. • Simplify fractions by cancelling all common factors and identify equivalent fractions • Multiply a fraction by an integer • Use common factors to simplify fractions; use common multiples to express fractions in the same denomination 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class activity will give evidence of the learners' understanding on the lesson. • Individual's ability to expressing one quantity as a fraction of another will give proof of each of the learners' level of understanding on the lesson. 	<ul style="list-style-type: none"> • Understanding Mathematics for book6 by Maria N. David Osuagwu • Macmillan champions Maths bk6 • MAN Primary Mathematics bk 6
5	Ratio & Proportion	<ul style="list-style-type: none"> • Problems involving the relative sizes of two quantities, including similarity. • Expressing quantities as ratio in simplest form • Finding other values or quantities from given ratio 		<ul style="list-style-type: none"> • Understand the relationship between ratio and proportion • Use direct proportion in simple contexts • Use ratio notation, reduce a ratio to its simplest form and divide a quantity into two parts in a given 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual's ability to share 	<ul style="list-style-type: none"> • Progressive mathematics for upper primary • Learn Mathematics for primary book 6 • Primary

		<ul style="list-style-type: none"> Finding proportional parts by given ratio Sharing an amount in a given ratio Comparisons of ratio Solve problems involving unequal sharing and grouping 		<p>ratio</p> <ul style="list-style-type: none"> Solve simple problems about ratio or proportion using informal strategies Use the unitary method to solve simple word problems <p>involving ratio and direct proportion</p>		<p>an amount in a given ratio will determine each of the learners' level of understanding on the lesson.</p>	<p>mathematics for primary schools bk 5</p>
6	Algebra	<ul style="list-style-type: none"> Missing number problems Simple formulae expressed in words Solving problems on addition and subtraction of terms involving powers Obtain factors in algebraic expressions 		<ul style="list-style-type: none"> Know the meanings of the words 'term', 'expression' and 'equation' Derive a formula expressed in letter symbols Express simple functions (in words, then) using symbols Understand and use the relationships between the four operations and the principles (not the names) of the arithmetic laws Use letter symbols to represent unknown numbers or variables Simplify linear algebraic expressions by collecting like terms Begin to multiply a single term over a bracket (integer 	4 (25 mins each)	<ul style="list-style-type: none"> Whole class activity will give evidence of the learners understanding on the lesson Individual's activity to derive algebraic equation/ expressions unaided will determine each of the learners' level of 	<ul style="list-style-type: none"> Understanding Mathematics book 6 by Maria N. David Osuagwu MacMillan Champions mathematics bk 6 MAN Primary Mathematics bk 6

				coefficients) <ul style="list-style-type: none"> • In simple cases, derive a formula • Begin to distinguish the different roles played by letter symbols in equations, formulae and functions; know the meanings of the words formula and function 		understanding on the lesson.	
8	Algebra	<ul style="list-style-type: none"> • Simple algebraic fractions • Simple algebraic equations involving decimals and fractions. 	•	<ul style="list-style-type: none"> • Understand that algebraic operations follow the same conventions and order as arithmetic operations • Simplify linear algebraic expressions by collecting like terms 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual's activity to solve some algebraic expressions will determine each of the learners' level of understanding on the lesson. 	<ul style="list-style-type: none"> • Understanding Mathematics book 6 by Maria N. David Osuagwu • MacMillan Champions mathematics bk 6 • MAN Primary Mathematics bk 6

9	Measures; Conversion	<ul style="list-style-type: none"> • Calculation and conversion of units of measure, using decimal notation to three decimal places where appropriate. • Conversion between standard units, • conversion of measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa. • Conversion between miles and kilometres • Use of the four basic operations for calculation 		<ul style="list-style-type: none"> • Use, read and write standard metric units of length, mass and capacity • Suggest suitable units and measuring equipment to estimate or measure length, mass or capacity • Read and interpret scales on a range of measuring instruments • Use names and abbreviations of units of measurements to measure, estimate and solve problems in everyday context involving length and area 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson. • Individual's ability to convert from one unit of measurement to the other will give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Learn Mathematics book 6 • Progressive Mathematics for upper Primary • Understanding maths bk 6
10	Measures; Conversion(lines and angles)	<ul style="list-style-type: none"> • Naming of Triangles, equilaterals, angles, lines of symmetry, • Properties of triangle and quadrilaterals • Construction of triangles. • Coordinates 		<ul style="list-style-type: none"> • Classify triangles (isosceles, equilateral, scalene), using criteria such as equal sides, equal angles, lines of symmetry • Use correctly the vocabulary, notation and labelling conventions for lines, angles and shapes • Identify parallel and perpendicular lines; know the sum of angles at a point, on a straight line and in a triangle; and recognise vertically opposite angles • Begin to identify and use angle, side and symmetry <p>properties of triangles and</p>	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson. • Individual's ability to assign properties to a shape and solve problems on angles will give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Understanding maths bk 6 • Learn Mathematics book 6 • Progressive Mathematics for upper Primary • Bond maths • New general maths bk 2

				<p>quadrilaterals</p> <ul style="list-style-type: none"> • Use conventions and notation for 2-D coordinates in all four quadrants; find coordinates of points determined by geometric information • Read and plot coordinates in the first quadrant • Distinguish between, use the language of and estimate the size of acute, obtuse and reflex angles • Begin to classify quadrilaterals by their geometric <p>Properties</p> <ul style="list-style-type: none"> • Use a ruler and protractor to construct a triangle given two sides and the included angle (SAS) or two angles and the included side (ASA) 			
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WEEK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
1	Revision	Revision	Revision	Revision		Revision	Revision
2	Data	<ul style="list-style-type: none"> • Interpretation and construction pie charts and line graphs • Solving problems involving pie chart and line graph. • Calculate and interpret the mean as an average. 		<ul style="list-style-type: none"> • Calculate statistics for small sets of discrete data • Extract data and interpret line graphs and discrete bar charts • Find the most common group from a bar chart of discrete grouped data • Find the mode from any bar chart • Extract data and interpret frequency tables • Interpret data from simple compound and comparative bar charts • Interpret charts and diagrams; interpret simple 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learenrs' understanding on the lesson. • Individual's ability to interpret charts and graphs, and work on exercises that involve calculation of mean, median and mode will give evidence of each of the learners level of understanding on the lesson 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 5 and 6 by Maria N. David Osuagwu • Learn Mathematics book 6 • Progressive Mathematics for upper primary by K. E. Amoaku& others pg. 260

				<p>pie charts</p> <ul style="list-style-type: none"> • Draw conclusions based on the shape of line graphs • Draw conclusions from simple statistics for a single distribution • Pupils should know when it is appropriate to find the mean of a data set. 			
3	Measures , Perimeter & Area	<ul style="list-style-type: none"> • Area of parallelograms and triangles • Perimeters of parallelograms and triangles. 	•	<ul style="list-style-type: none"> • Understand that area can be measured in square centimetres • Recognise when it is necessary to use the formulae for area of shapes • Recognize that shapes with the same areas can have different perimeters and vice versa • Understand, measure and calculate perimeters of 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson. • Individual task as each learner's understanding will be proved if area of a shape is obtained when perimeter is given. 	<ul style="list-style-type: none"> • Progressive Mathematics for upper Primary • Learn Mathematics primary book 6 • New General maths bk 1 • Learn Mathematics

				<p>rectangles, shapes made from rectangles and regular polygons</p> <ul style="list-style-type: none"> • Solve word problems and investigate in a range of contexts: length, perimeter and area 			<p>book 6</p> <ul style="list-style-type: none"> • New General maths bk 1 and 2
4	Position, direction & Motion	<ul style="list-style-type: none"> • Description of positions on the full coordinate grid (all four quadrants) • Drawing and translation of simple shapes on the coordinate plane, and their reflection in the axes. • 		<ul style="list-style-type: none"> • Recognise reflection symmetry • Recognise where a shape will be after reflection and after a translation • Understand and use the language and notation associated with rotations; translations and reflections • Recognise where a shape will be after a translation • Transform 2-D shapes by simple combinations of rotations, reflections and translations 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson. • Individual's ability to transform 2-D shapes by simple combinations of rotations, reflections and translations give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Learn Mathematics book 6 • New General maths bk 2 • Bond maths • Collins mathematics book 6
5	Percentages, decimals and fractions	<ul style="list-style-type: none"> • Meaning of percentage. • Changing Percentages to Fractions. • Changing percentages to decimals. 	•	<ul style="list-style-type: none"> • Convert terminating fractions to decimals • Understand percentages as the 'number of parts per 100' 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give proof of the learner's level of understanding on the lesson. • Individual's ability to 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 6 by Maria N. David Osuagwu • MAN Primary

		<ul style="list-style-type: none"> • Expressing Decimals as Fractions and vice versa. • Rounding off decimals to the nearest tenth, hundredth and thousandth. • Word problems on percentages. • Solving problems involving the calculation of percentages of whole numbers or measures such as 15% of 360 and the use of percentages for comparison • Equivalences between simple fractions, decimals and percentages. 		<ul style="list-style-type: none"> • Recognise the equivalence of percentages, fractions and decimals • Calculate simple percentages • Consolidate and extend mental methods of calculation to include decimals, fractions and percentages, • Find simple fractions and percentages of whole-number quantities • Express one given number as a percentage of another • Use percentages to compare simple proportions 		<p>solve some problems on conversion of percentages to decimals and fraction will give proof of each of the learners' level of assimilation on the lesson.</p>	<p>Mathematics bk 6</p> <ul style="list-style-type: none"> • Progressive Mathematics for upper Primary •
6	Properties of shapes	<ul style="list-style-type: none"> • recognition, description and building of simple 3-D shapes, including making nets • Construction of simple nets of 3-D shapes (with ruler and pencil), e.g. cuboids, regular tetrahedron, square-based pyramid, triangular prism 		<ul style="list-style-type: none"> • Identify different nets for an open cube. • Use 2-D representations to visualise 3-D shapes and their properties • Solve geometric problems using side and angle properties of equilateral, isosceles and right-angled 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual's ability to construct 3-D shapes and calculate missing angles in a shape will give evidence of each 	<ul style="list-style-type: none"> • Progressive Mathematics for upper primary by K. E. Amoaku & other • Understanding mathematics bk 6

		<ul style="list-style-type: none"> • comparison and classification of geometric shapes based on their properties and sizes • Finding unknown angles in triangles, quadrilaterals, and regular polygons 		<p>triangles and special quadrilaterals</p> <ul style="list-style-type: none"> • Visualise 3-D shapes from 2-D drawings and identify different nets for a closed cube 		of the learners level of understanding on the lesson.	<ul style="list-style-type: none"> • Learn maths bk 6
8	Algebra(Simultaneous)	<ul style="list-style-type: none"> • Solve simultaneous linear equations in 2 unknowns using elimination and substitution methods 		<ul style="list-style-type: none"> • Use letter symbols to represent unknown numbers or variables • Construct and solve simple linear equations with integer coefficients (unknown on one side only) using an appropriate method • Substitute positive integers into simple linear expressions and formulae 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual's activity to apply the two methods in simultaneous equation will determine each of the learners' level of understanding on the lesson 	<ul style="list-style-type: none"> • Understanding Mathematics bk.6 • New general Maths bk 2
9	Measures ; Profit & Loss	<ul style="list-style-type: none"> • Calculating profit and loss • Percentage profit/percentage loss • Using other variables to find selling price, cost price , percentage cost price and percentage 		<ul style="list-style-type: none"> • Know how much of change to give after a business transaction • Know when a profit or a loss is made in a transaction • Understand when a particular variable is 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Group activity to do shopping in the class will determine the learners level of 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 5 by Maria N. David Osuagwu • Progressive Mathematics for upper primary by K.

		selling price		missing in words problems • Convert profit or loss to percentage		understanding on the lesson • Individual activity to calculate loss and gain , percentage loss and gain will give proof of each of the learners level of understanding on the lesson.	E. Amoaku& others • Learn Mathematics for primary book 5
10	Measures ; Rate & Speed	<ul style="list-style-type: none"> • Understand the meaning of Rate and average Speed • Equivalent rate • Solve word problems on Uniform and Average Rate • Calculate Speed with Formula • Calculate Distance travelled and Time taken. 		<ul style="list-style-type: none"> • Know other compound units for speed, such as miles per hour, m/s, cm/s etc. • Understand the difference between uniform speed and average speed • Understand the concept of rate • Use their knowledge of proportion in solving problems on rate • Convert from one unit of measurement to the other. 		<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson. • Individual's ability to solve problems on rate and identify the formula to use for a given problem will be a prove of each learners' understanding of the topic 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 5 • Macmillan Mathematics by Samuel Ilori& others • MAN Primary Mathematics bk 6

PRIMARY 6

MATHEMATICS

3RD TERM

WEEK	TOPIC	CONTENT	KEY SKILL / CROSS CURRICULAR	AIM AND OBJECTIVES	PERIOD	ASSESSMENT TECHNIQS	REFERENCE
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			LINK				
1							
2	Properties of shapes	<ul style="list-style-type: none"> • Illustration and naming of parts of circles. • Finding area of circles. • Finding unknown angles, where they meet at a point, are on a straight line, and are vertically opposite. 		<ul style="list-style-type: none"> • Know the different parts of circle and the formulae to use in calculation • Identify parallel and perpendicular lines; know the sum of angles at a point, on a straight line and in a triangle; and recognise vertically opposite angles 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole Class work will prove learners understanding on the lesson • Individual task as each learner's understanding will be proved after naming the different parts of a circle and solving missing angles in a circle and other shapes. 	<ul style="list-style-type: none"> • Learn Mathematics book 6 • New General maths bk 1 and 2 • Understanding Mathematics bk.6
3	Addition , subtraction, multiplication & division; money and time	<ul style="list-style-type: none"> • Addition, subtraction, multiplication and division of time and money • Reading the clock face • Currency exchange • Solving word problems on Exchange Rate and time. 		<ul style="list-style-type: none"> • Understand the conversion from days to hour, to minutes, to seconds and vice versa. • Understand the columnar addition subtraction, multiplication and division of problems involving money • Know the equivalence of the 12-hour clock to the 24-hour clock. • Know the currency of other countries apart from the domicile country 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give proof of the learner's level of understanding on the lesson. • Individual's ability to add and subtract time and money will give proof of each learners' level of assimilation on the lesson 	<ul style="list-style-type: none"> • Understanding Mathematics bk.6 • Macmillan Mathematics by Samuel Ilori & others • MAN Primary Mathematics bk 6

				and the conversion factors.			
4	Percentages, decimals and fractions	<ul style="list-style-type: none"> • Meaning of percentage. • Changing Percentages to Fractions. • Changing percentages to decimals. • Expressing Decimals as Fractions and vice versa. • Rounding off decimals to the nearest tenth, hundredth and thousandth. • Word problems on percentages. 		<ul style="list-style-type: none"> • Understand that calculating a percentage of a quantity is the same as calculating a fraction of a quantity. 		<ul style="list-style-type: none"> • Whole class activity will give proof of the learner's level of understanding on the lesson. • Individual's ability to solve some problems on conversion of percentages to decimals and fraction will give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 6 by Maria N. David Osuagwu • Progressive Mathematics for upper primary by K. E. Amoaku & others • Learn Mathematics for primary book 5 • MAN Primary Mathematics bk 6
5	Algebra	<ul style="list-style-type: none"> • Operations with brackets • Terms involving powers • Factors in algebraic expressions 		<ul style="list-style-type: none"> • Begin to multiply a single term over a bracket (integer coefficients) • In simple cases, derive a formula 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual's activity to solve some algebraic 	<ul style="list-style-type: none"> • Understanding Mathematics book 6 by Maria N. David Osuagwu • MacMillan Champions mathematics bk 6

				<ul style="list-style-type: none"> • Begin to distinguish the different roles played by letter <p>symbols in equations, formulae and functions; know the</p> <p>meanings of the words formula and function</p>		expressions will determine each of the learners' level of understanding on the lesson.	<ul style="list-style-type: none"> • MAN Primary Mathematics bk 6
6	Algebra	<ul style="list-style-type: none"> • Algebraic terms involving square root • Algebraic fractions • Using equations to solve word problems 		<ul style="list-style-type: none"> • Know square numbers to at least 12×12. • Construct and solve simple linear equations with integer coefficients (unknown on one side only) using an appropriate method. • Derive a formula expressed in letter symbols • Substitute integers into formulae written in words and using algebra 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners' understanding on the lesson • Individual's activity to solve some algebraic expressions will determine each of the learners' level of understanding on the lesson 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 6 by Maria N. David Osuagwu • New general mathematics book
8	Squares & Square root	<ul style="list-style-type: none"> • Squares of numbers • Square roots of numbers • Relationship between squares and square roots. • Cube and cube roots 		<ul style="list-style-type: none"> • Know square numbers to at least 12×12 • Consolidate the rapid recall of number facts, including multiplication facts to 12×12, and quickly derive associated 	4 (25 mins each)	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners' understanding on the lesson. • Individual's ability to calculate the square 	<ul style="list-style-type: none"> • Understanding Mathematics bk. 6 by Maria N. David Osuagwu • Macmillan Champion Mathematics bk. 6

		<ul style="list-style-type: none"> Relationship between cube and cube root. Indices 		<div>division facts</div> <ul style="list-style-type: none"> Recognise multiples up to 12×12; know and apply simple tests of divisibility Recognise and use multiples, factors (divisors), common factor and primes (less than 100); use simple tests of divisibility Recognise the first few triangular numbers, squares of numbers to at least 12×12, and the corresponding roots. Extend mental calculations to squares/cube and square/cube roots. 		roots of numbers and to understand the relationship between them will give evidence of each of the learners' level of understanding on the lesson.	<ul style="list-style-type: none"> MAN Primary Mathematics bk 6
9	Number Base	<ul style="list-style-type: none"> Conversion of numbers in base 10 to base 2 and vice versa, conversion to other bases. Addition, multiplication, subtraction and division of numbers in base 2 		<ul style="list-style-type: none"> Convert numbers from base 10 to other bases. Add, multiply and subtract numbers in binary. Find missing number in any given base 	4 (25 mins each)	<ul style="list-style-type: none"> Whole Class work will prove learners understanding on the lesson. Individual's ability to convert from base 10 to other bases will give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> Learn Mathematics book 6 New General maths bk 1

10	Properties of shapes (Surface area of solids)	<ul style="list-style-type: none"> Regular and irregular solids Surface area and volume of solids 		<ul style="list-style-type: none"> Use nets to calculate the surface area of simple cuboids Use 2-D representations to visualise 3-D shapes and their Properties Use nets to calculate the surface area of simple cuboids 	4 (25 mins each)	<ul style="list-style-type: none"> Whole Class work will prove learners understanding on the lesson Individual's ability to solve some problems on surface area of solids will give proof of each of the learners' level of assimilation on the lesson. 	<ul style="list-style-type: none"> Understanding maths bk 6 Learn mathematics bk 6
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PRIMARY 6

BASIC SCIENCE

1ST TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-	-				
2	Classification of living things.	<ul style="list-style-type: none"> Meaning of living things. Characteristics of living things with examples. Animal kingdom (vertebrate and invertebrate). The groups of vertebrates and 	<ul style="list-style-type: none"> Grammar – names of animals. 	<ul style="list-style-type: none"> To extend the learners knowledge on classification of living things. To develop learners 		<ul style="list-style-type: none"> Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic 	Encarta for kids and Encarta premium

		invertebrates and their characteristics.	<ul style="list-style-type: none"> Verbs – characteristics of animals. 	understanding on the groups and characteristics of vertebrates.		<ul style="list-style-type: none"> Individual's ability to describe the various groups of vertebrate and invertebrates will give a proof of each of the learner's understanding on the lesson 	2009 Basic science bk 5 and 6 by NmajuObasi.
3	Classification of living things (plants)	<ul style="list-style-type: none"> Meaning of plants The major plant groups with examples.. What microscopic organisms are , their characteristics and example. 	<ul style="list-style-type: none"> Geo – where plants live. 	<ul style="list-style-type: none"> To develop learners knowledge on plant classification. 		<ul style="list-style-type: none"> . Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic Individual's ability to describe the various groups of plants will give a proof of each of the learner's understanding on the lesson 	Encarta for kids and Encarta premiumm. Basic science bk 5 by NmajuObasi. Pges 76-78
4	Process of reproduction (plants)	<ul style="list-style-type: none"> Meaning of reproduction Types of reproduction Pollination process and its types. Fertilization and its process. 	<ul style="list-style-type: none"> Health Edu . 	<ul style="list-style-type: none"> To enhance the learners knowledge how living things reproduce their young ones. 	2	<ul style="list-style-type: none"> Open Class activity will ascertain the learners level of understanding on the lesson. 	Science is discovery pupilspupils book 3. Page 23. Learn

						<ul style="list-style-type: none"> Individual's ability to itemise different measurements will give proof of each of the learners' level of understanding on the lesson. 	science book 5 .pages 76-78
5	Process of reproduction (Animals)	<ul style="list-style-type: none"> Meaning of reproduction Stages . Formation of zygote. 	<ul style="list-style-type: none"> Health Edu. 	<ul style="list-style-type: none"> To enhance the learners knowledge on reproduction in plants. To develop learners understanding the fertilization and reproduction. 	2	<ul style="list-style-type: none"> Whole class work will give evidence of the learners understanding on the lesson. Individual's ability to itemiseprocess in animal reproduction will give evidence of each of the learner's level of understanding on the lesson. 	Learn series science book 2 by NmajuObasi.
6	Atmosphere	<ul style="list-style-type: none"> Meaning of atmosphere Layers of the atmosphere Acid rain Green house effect Global warming and their effects. 	<p>Soc. – meaning</p> <p>Voc. Scientist.</p>	<ul style="list-style-type: none"> To develop learners underst anding on the constitu ents of air. 	2	<ul style="list-style-type: none"> Whole class activity will give evidence of the learners understanding on the lesson Individual activity will determine each of the learners' level of assimilation on 	www.atmosp here.com

						the lesson.	
8	Weather	<ul style="list-style-type: none"> • Meaning of weather. • Weather elements and instruments for • Meteorologist 	Soc-meaning of weather.	<ul style="list-style-type: none"> • To develop learners understanding on weather, its elements and how they are measured. 	2	<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • Individual activity will determine each learner's understanding on the lesson 	<p>Encarta premium.com</p> <p>http://www.epa.gov/acidrain/what/</p> <p>www.epa.gov/acidrain/effects.</p>
9	Agricultural development (1)	<ul style="list-style-type: none"> • Soil formation • Agents of soil formation • Classification of crops according to life span , number of leaves produced and uses. With examples. 	<ul style="list-style-type: none"> • Geo. Weathering 	<ul style="list-style-type: none"> • To develop learners understanding on Agricultural development. 		<ul style="list-style-type: none"> • Individual activity will determine each learner's understanding on the lesson 	<p>http://www.unglobalcompact.org/Issues/partnerships/sustainable_agriculture_business_principles.</p>
10	Agricultural development.	<ul style="list-style-type: none"> • Types of agriculture • Importance of agriculture. • Animal and crop distribution. • 	<ul style="list-style-type: none"> • Voc. Agriculturist 	<ul style="list-style-type: none"> • ----- 		<ul style="list-style-type: none"> • Whole class activity will determine the learners level of assimilation on the lesson • 	<p>http://www.ce.cornell.edu/Ag/SustainableAgriculture</p>

PRIMARY 6

BASIC SCIENCE

2ND TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-	-				
2/3	Electricity	<ul style="list-style-type: none"> • Meaning of electricity • Types of electricity • How electricity can be generated. 	<ul style="list-style-type: none"> • Morals –not to play with electricity. 	<ul style="list-style-type: none"> • To develop learners understanding on electricity. 		<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Individual's ability to describe the various types of electricity will give a proof of each of the learner's understanding on 	<p>Encarta for kids and Encarta premium 2009</p> <p>http://www.science.madesimple.com/static.html</p> <p>http://www.electricit</p>

						the lesson	yforum.com/source-electricity.html http://www.eia.doe.gov/kids/energyfacts/sources/electricity.html
4	Elements and compounds	<ul style="list-style-type: none"> • Meaning of elements • Meaning of compounds. • Examples of compounds • Examples of elements. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • To develop learners knowledge on elements and compounds. 		<ul style="list-style-type: none"> • . Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • 	Encarta for kids and Encarta premium http://www.jwood00.hubpages.com/hub/what-are-elements http://education.jlab.org/qa/compd.html .
5/6	Reversible / Irreversible change.	<ul style="list-style-type: none"> • Meaning of reversible change • Meaning of irreversible change. • Examples with practicals. 	<ul style="list-style-type: none"> • Moral – Anything worth doing should be done well. 	<ul style="list-style-type: none"> • To enhance the learners knowledge on reversible and irreversible change. 	2	<ul style="list-style-type: none"> • Open Class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to differentiate reversible change 	http://www.brightengineering.com/thermodynamics/4616-what-are-reversible-and-irreversible... http://www.slideshare.net/stanhopekris/reversible-and-irreversible-changes

						from irreversible change with examples will give proof of each of the learners' level of understanding on the lesson.	
8	Atom	<ul style="list-style-type: none"> • Meaning of atom • Atomic theory • Examples / characteristics 	<ul style="list-style-type: none"> • Voc. – Atomic theory 	<ul style="list-style-type: none"> • To develop learners understanding on atom and its structure. 	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to itemise constituents of atom will give evidence of each of the learner's level of understanding on the lesson. 	http://chemistry.abot.com/od/atomicstructure/f/What-Is-An-Atom.htm http://www.youtube.com/watch%3Fv%3DR1RMV5qhwyE
9	Light	<ul style="list-style-type: none"> • Meaning of light • Sources of light • How light travels • Formation of light. 	Soc. – meaning Geo- location	<ul style="list-style-type: none"> • To develop learners understanding on light and its characteristics. 	2	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	http://www.ask.com/question/what-is-light-energy http://www.mnn.com/earth-matters/wilderness-resources/photos/5-natural-events-that-science-...
10	Nitrogen / carbon	<ul style="list-style-type: none"> • Meaning of 	Soc- meaning	<ul style="list-style-type: none"> • To develop 	2	<ul style="list-style-type: none"> • Whole class 	Encarta

	cycle.	nitrogen cycle and carbon cycle. <ul style="list-style-type: none"> • Importance of nitrogen / • Importance of carbon. 	of nitrogen and carbon	learners understanding on nitrogen and carbon cycle.		activity will determine the learners level of assimilation on the lesson <ul style="list-style-type: none"> • Individual activity will determine each learner's understanding on the lesson 	premium.com www.elmhurst.edu/~chm/onlcourse/chm110/outlines/nitrogencycl-4k www.eo.ucar.edu/kids/green/cycles7.htm - 9k - Similar pages Nitrogen Cycle www.cotf.edu/ete/modules/carbon/efcarbon.html - 9k - Similar pages
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PRIMARY 6

BASIC SCIENCE

3RD TERM

WKS	TOPICS	CONTENT	CONNECTION	AIMS & OBJECTIVES	PERIOD	ASSESSMENT TECHNIQUE	REFERENCE
1	REVISION	-					

			-				
2	Location of school farm	<ul style="list-style-type: none"> • Conditions to consider before locating a school farm. • Importance of school farm. 	<ul style="list-style-type: none"> • Geo –n location 	<ul style="list-style-type: none"> • To develop learners understanding on the importance of school farm. 		<ul style="list-style-type: none"> • Open Class discussion at the beginning of the lesson will determine the learners knowledge on the topic • Individual's ability to illustrate importance of school farm. will give a proof of each of the learner's understanding on the lesson 	<p>Encarta for kids and Encarta premium</p> <p>Text book on Agricultural science by B.C Anyanwu and co.</p>
3/4	Body system & functioning of the body.	<ul style="list-style-type: none"> • Meaning of body system • Organs that make up the system • How the body functions. 	<ul style="list-style-type: none"> • Health –to exercise regularly and take balanced diet 	<ul style="list-style-type: none"> • To develop learners knowledge on how the body functions. 		<ul style="list-style-type: none"> • . Open Class discussion and demonstration at the beginning of the lesson will determine the learners knowledge on the topic . 	Encarta for kids and Encarta premium.
5/6	Human developmental changes	<ul style="list-style-type: none"> • Meaning of changes that occur during development in humans. • Characteristics of each stage with examples. 	<ul style="list-style-type: none"> • History –how development occurs. 	<ul style="list-style-type: none"> • To enhance the learners knowledge on human development. 	2	<ul style="list-style-type: none"> • Whole class activity will ascertain the learners level of understanding on the lesson. • Individual's ability to itemize stages in human development will give proof of each of the learners' level of understanding on the 	<p>aculty.washington.edu/wtalbot/phil102/tr11-27.htm - 5k - Similar pages</p> <p>childdevelopmentinfo.com/child-development/normaldevelopment</p>

						lesson.	ent - 119k - Similar pages
8	Hereditary	<ul style="list-style-type: none"> • Meaning of hereditary • How gene is transferred from parents to generation • 	<ul style="list-style-type: none"> • Geo. Location of genes in the body. 	<ul style="list-style-type: none"> • To develop learners understanding the uses of hereditary. 	2	<ul style="list-style-type: none"> • Whole class work will give evidence of the learners understanding on the lesson. • Individual's ability to itemize things that are hereditary will give evidence of each of the learner's level of understanding on the lesson. 	dictionary.reference.com/browse/hereditary - 89k - Similar pages dictionary.reference.com/browse/hereditary - 89k - Similar pages
9	Evolution	<ul style="list-style-type: none"> • Meaning of evolution • The evolution theory. 	<p>His – evolution theory</p> <p>Voc. Scientist.</p>	To develop learners understanding on evolution.	2	<ul style="list-style-type: none"> • Whole class activity will give evidence of the learners understanding on the lesson • Individual activity will determine each of the learners' level of assimilation on the lesson. 	www.strangescience.net/evolution.htm - 77k - Similar pages biologos.org/questions/what-is-evolution - 24k - Similar pages

PRIMARY 6

ENGLISH LANGUAGE

1ST TERM

1	Synonyms, word focus.						
2	Parts of Speech; Noun (common, abstract, concrete, and proper nouns)						
3	Parts of Speech; pronoun: person, number, gender. etc.						
4	Types of pronouns: Personal pronoun, reflexive, etc.						

5	Vocabulary; find words and their meanings.						
6	The parts of speech: Verbs.						
7	Forms of verbs; Spelling the present tense, Types of verbs, transitive, main, auxiliary.						
8	Parts of speech: Adjectives, Types of adjective.						
9	Parts of speech: comparison of adjectives, irregular adjectives.						
10	Parts of speech; Adverbs: Forms of adverbs,						

	function.						
11	Revision.						
12	Examination						
13	Closing.						

PRIMARY 6

GRAMMAR

2ND TERM

WEEK	TOPIC	CONTENT	KEY SKILL/CROSS CURRICULAR LINK	AIM AND OBJECTIVES	PERIOD	ASSESMENT TECHNIQS	REFERENCES
1	revision	Revision	revision	revision	revision	revision	revision
2	Antonyms	Definition words and their opposite Formation of antonyms	History =. Social studies = Geography = Moral = creation story. Vocation =	To enhance the learners understanding on words and their opposite.	30 mins each.	.Open class discussion at the beginning of the lesson will determine the learners' knowledge on the topic. .Individual's ability to identify the antonyms of some given words will give proof of each learner's level of understanding on the lesson.	.Progressive English by J. Addai pg. 196 .English grammar for junior scholars. .English skills bk 6 .literacy activity bk year5
3	Adverb	<ul style="list-style-type: none"> Definition 	History =.	to enhance the	30	• Whole class activity	.English Grammar for

		<ul style="list-style-type: none"> Types of adverbs Position of adverb 	Social studies = Geography = Moral = creation story. Vocation =	pupils understanding on adverb	minseach	will determine the learners' level of understanding on the lesson. • Individual activity will give evidence of each learner's ability to identify the functions of adverb in any given sentences.	excellence by Mbu Dickson Mbu. .Fundamentals of the use of English by Unamba M.U et. al .Scholarship English Tutor for Nigerian schools by Ogunsanya L.J.P. .Grammar Practice bk. 6 by Rosemary Allen p .English skills bk 6 .literacy activity bk year5
4	Conjunction/connector	<ul style="list-style-type: none"> Meaning of conjunction. Types of conjunction Joining sentences together 	History =. social studies = Geography = Moral = Vocation =	To enhance the children's ability to identify and connect sentences with correct conjunction	30 mins each	<ul style="list-style-type: none"> Whole class activity will prove the learners level of understanding on the lesson. Individual's ability to join sentences with correct conjunctions will give evidence of each of the learner's level of understanding on the lesson. 	<ul style="list-style-type: none"> English Grammar for excellence by Mbu Dickson Mbu. Fundamentals of the use of English by Unamba M.U et. al Scholarship English Tutor for Nigerian schools by Ogunsanya L.J.P. Grammar Practice bk. 6 by Rosemary Allen p

5	Present participle and gerund	<ul style="list-style-type: none"> •Definition of present participle and gerund •Uses of gerund and present participle 	History = . Social studies = Geography = Moral = creation story. Vocation =	To know the differences between a gerund and an ordinary words that ends in ing	30min each	<ul style="list-style-type: none"> •Whole Class work will give evidence of the learners level of understanding on the lesson • Individual's ability to differentiate gerund from ordinary words that end in ing will give proof of each learner's level of assimilation on the lesson. 	<ul style="list-style-type: none"> •Progressive English by J. Addai pg. 172 .English skills bk 6 .literacy activity bk year5
7		Review of week 2 -5 activities		Review of week 2-5 activities			Review of week 2-5 activities
8	clauses	<ul style="list-style-type: none"> •Definition •Types of clauses •Types of subordinate clause 	History = . Social studies = Geography = Moral = creation story. Vocation =	To enhance the leaners understanding on types of clauses	30 mins each	<ul style="list-style-type: none"> •Whole class activity will prove the learners understanding on the lesson •Individual activity identify types of clauses in given sentences will give evidence of each of the learners' level of understanding on the lesson 	<ul style="list-style-type: none"> •Grammar Practice bk. 6 by Rosemary Allen p •progressive English by j. AddaiEnglish skills bk 6 .literacy activity bk year5
9	Question tags	<ul style="list-style-type: none"> •Definition •Forms of 	History = . Social studies =	To enhance learners understanding on	30 mins each	<ul style="list-style-type: none"> • Open class discussion as the teacher engages the 	<ul style="list-style-type: none"> •Progressive English by J. Addai pg. 132

		<p>question tags</p> <ul style="list-style-type: none"> •The rules in question tags . Examples of question tags and responses 	<p>Geography =</p> <p>Moral = creation story.</p> <p>Vocation =</p>	<p>negative and positive statement, question that demands positive & negative tags respectively</p>		<p>learners in a task to ascertain their knowledge on the topic.</p> <ul style="list-style-type: none"> •Individual activity to give the correct answer to some given question tags will give proof of each of the learners' understanding on the lesson 	<p>.English skills bk 6</p> <p>.literacy activity bk year5</p>
10	Idiomatic expression	<ul style="list-style-type: none"> •Meaning of idiomatic expression •Examples of idiomatic expressions and their meaning •Use of idiomatic expressions in sentences 	<p>History =.</p> <p>Social studies =</p> <p>Geography =</p> <p>Moral = creation story.</p> <p>Vocation =</p>	<p>1.To be able to make sentences using idiomatic expression</p> <p>2. give the meaning of simple idiomatic phrases</p>	30 mins each	<ul style="list-style-type: none"> •A whole class work will determine the learners' level of understanding on the lesson. •An individual activity to give the meaning of some given idiomatic phrases will ascertain each learner's level of assimilation on the lesson. 	<ul style="list-style-type: none"> •Progressive English by J. Addai pg. 208 •Fundamentals of the use of English by Unamba M.U et. al .English skills bk 6 .literacy activity bk year5
11	Revision						
12	Examination						
13	Exam and closing						

PRIMARY 6**ENGLISH LANGUAGE****3RD TERM**

1/2	Revision of 1 st and 2 nd terms work.						
3	Functions of adverbs: Manner.						
4	Functions of adverb: place, time, degree frequency.						
5	Prepositions: common prepositions, positions of prepositions.						
7	Conjunctions: Usage and errors.						
8	Functions of verbs: Verb tenses, The						

	simple present tense, The simple past tense, The simple future tense,.						
9	Active and passive sentences. The passive form. Uses of the passive.						
10	Punctuations						
11							