

**MATHEMATICS
PRIMARY I
FIRST TERM**

THEME: NUMBER AND NUMERATION

SUB- THEME: WHOLE NUMBER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Whole number 1-5. I	Pupils should be able to: 1. sort and classify numbers of objects in a group or collection. 2. identify number of objects in a group or collection. 3. count correctly up to 5.	1. Sorting and classifying objects leading to idea of 1-5. 2. Identification of numbers of objects 1-5. 3. Reading of numbers 1-5.	1. Mixes the collections and ask pupils to sort them according to types. 2. Guides pupils to form groups; one for stones, two for bottle tops, three for beans, four for buttons and five for balls. 3. Asks pupils to show one bottle top, 2 bottle tops up to 5 bottle tops.	1. Sort them according to the types. 2. Sort and classify the mixed collections by forming groups for objects e.g. Pick a stone, pick two bottle tops etc. 3. Read the numbers 1-5.	Counters:- 1. Stones, 2. Beans, 3. Bottle tops, 4. Buttons 5. Leaves, 6. Nylon bags, number card etc.	Pupils to: 1. sort given numbers of objects from a collection. 2. arrange given numbers, number of objects from a collection together. 3. read given numbers 1-5 on the board.
2	Whole number 1-5 II	Pupils should be able to: 1. write correctly numbers 1-5. 2. arrange numbers 1-5 in order of their magnitudes (qualities)	1. Writing of numbers 1-5. 2. Ordering of number 1-5.	1. Reads numbers 1-5. 2. Guides pupils to write the numbers in order in their books and arrange numbers in order of their magnitude using counters and other objects.	1. Writes the numbers 1-5 in exercises book. 2. Uses counters to arrange objects in magnitude or ordering form.	Counters: 1. Stones 2. Beans 3. Bottle tops, 4. Buttons, 5. Leaves 6. Nylon bags, 7. Number cards etc.	Pupils to: 1. write number 1-5 on the board and in their exercise book. 2. arrange given numbers in order of their magnitude.

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PRIMARY I
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3	Whole number 0 (zero)	Pupils should be able to: 1. recognize that the symbol 0 stands for nothingness; 2. read the number 0 3. write the number 0.	Symbol 0	1. Guides pupils to put one stone in one bag, two stones in the sack bag and three stones in the third bag and none in the fourth bag. 2. Recognize the symbol 0 3. Write the number 0. 4. Remove the stones in each bag until there is no stone left.	1. Put the stone into the bags as directed by the teacher.	1. Stone. 2. Seeds 3. Bottle covers, 4. Nylon bags or any other container	Pupils to: 1. remove objects from the bags till nothing is left in the bags. 2. writes and pronounce the number 0. 3. give an example in the home of zero situation etc.
4	Whole number 6- 9	Pupils should be able to: 1. sorts and classify numbers of objects in a group or collection. 2. identify number of objects in a group or collection.	1. Sorting and classifying objects leading to idea of 6-9. 2. Identification of numbers 6-9	1. Guides pupils to mix the collection and sort out the balls, pebbles, bottle tops and buttons together. 2. Guides pupils to classify each group of similar objects as follows:- a. count out five balls. b. add one ball to it.	1. Sorts and classify the mixed collection of ball, collection of pebbles etc. 2. Identify the numbers 6-9 through the activities and the uses of flash card.	Counters:- Balls, pebbles, buttons, bottle tops, leaves and orange etc. Flash card of numbers 1-9 etc.	Pupils to: 1. arrange given numbers of objects from a collection together. 2. identify numbers 6-9. 3. read number 1-9 on board and flash cards.

**MATHEMATICS
PRIMARY I
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5	Whole number 6- 9	Pupils should be able to: 1. count and read correctly from 1-9. 2. write correctly numbers 6-9. 3. arrange the number 6-9 in order of their magnitude (quantities).	1. Counting and reading numbers 1-9 2. Writing of 6-9 3. Ordering numbers 6-9.	1. Guides pupils to recognize this as 6 i.e. 5 balls and 1 ball gives 6. 2. Count out 6 pebbles and add 1 pebbles to it and lead them to recognize it as 7, up to 9 buttons etc. 3. Guides pupils to read the numbers 1-9. 4. Guides pupils to write the numbers 6-9. 5. Arranges the numbers in order of their magnitude using objects such as balls, pebbles etc in a collection. 6. Leads pupils to write the numbers in order of their magnitudes.	1. Count and read numbers 1-9 on the board and flash cards. 2. Writes the number 1-9. 3. Uses collections of objects to arrange numbers in magnitude or in ordering form.	1. Flash cards of numbers 1-9 etc. 2. Flash cards of numbers 1-9 etc. 3. Flash cards of numbers 1-9 etc.	Pupils to: 1. read numbers 1-9 on board and flash card. 2. write numbers 1-9 on the board/exercise books. 3. order numbers 1-9 in their magnitude.

**MATHEMATICS
PRIMARY I
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SUB- THEME: WHOLE NUMBER

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6	Whole number 10	Pupils should be able to: 1. recognize 10 as a group. 2. uses idea of place value limited to tens and units.	1. Recognition of 10 as a group. 2. Use of place value- tens and unit (i.e. T. U).	1. Leads pupils to recognize 10. 2. Record of number 10 on board. 3. Leads them to write 10. 4. Gives a group of 11 bottle tops, 12 buttons and 13 balls to pupils up to 20 balls. 5. Asks them to group each in tens and keep the remainder by the side. 6. Leads pupils to recognize that 11 bottle tops is 1 group of ten and i. This is called eleven. ii. 12 buttons is 1 groups of ten and 2 buttons (called twelve). 7. Guides pupils to carryout similar activities for 13 balls up to 20 balls thus 11= 1 ten and 1 unit.	1. Sorts the collection in 8, 9 and 10. 2. Recognizes number 10. 3. Read the number 10. 4. Write the number 10. 5. Count 11 bottle tops, 12 buttons, 13 objects, 13 balls up to 20 objects. 6. Count values under tens and units (i.e. T.U). 7. Write value under T.U	Counter:- Bottle tops, Buttons, Balls Toes and fingers etc.	Pupils to: 1. bring ten objects from a collection. 2. read and write 10, 11, 12, 13 up to 20 in T and U.

**MATHEMATICS
PRIMARY I
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THEME: NUMBER AND NUMERATION

SUB- THEME: WHOLE NUMBER

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7.	Whole number 1- 99.	Pupils should be able to: 1. identify and read correctly the numbers 1-99. 2. write correctly the numbers 1-99.	1. Identification and reading of numbers 1-99. 2. Writing of numbers 1-99.	1. Uses the teaching resources to assist pupils identify and read the numbers 1-99. 2. Guides pupils to write numbers 1-99.	1. Read numbers 1-99. 2. Write numbers 1-99.	Flash cards of numbers etc.	Pupils to: 1. identify and read correctly given numbers between 1-99. 2. write correctly the numbers 1-99.
8	Fractions.	Pupils should be able to: identify $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects and shapes.	Identification of $\frac{1}{2}$ and $\frac{1}{4}$ using concrete objects and shapes.	1. Presents each object as one whole. 2. Cuts and divides an object into two equal parts, and explains that each part is $\frac{1}{2}$. 3. Cuts on objects (e.g. an orange) into four equal parts and explains that each part is $\frac{1}{4}$. 4. Asks pupils to colour half and one quarter of shapes in their workbooks.	1. Practice writing of such objects into 1 and $\frac{1}{4}$. 2. Match drawings of $\frac{1}{2}$ and $\frac{1}{4}$ of objects on the board with cutting of $\frac{1}{2}$ and $\frac{1}{4}$ 3. Draw whole shapes (e.g. squares, circles) and their corresponding values and quarters in their exercises books. 4. Colour $\frac{1}{2}$ and $\frac{1}{4}$ of shapes in their workbooks. 5. Gives examples of things that can be shared into $\frac{1}{2}$ and $\frac{1}{4}$. 6. Suggest reasons for sharing things into $\frac{1}{2}$ and $\frac{1}{4}$.	1. Oranges, 2. Apples, 3. Paper 4. Cutting of shapes. * Squares * Rectangle * Circle. 4. Coloured pencils and pair of scissors.	Pupils to: 1. cut given oranges into given parts; 2. label given drawing of halves and quarters of objects and shapes. 3. fold rectangular or circular shapes into halve and quarters; 4. colour $\frac{1}{2}$ and $\frac{1}{4}$ of given shapes; 5. gives examples of things that can be shared into $\frac{1}{2}$ and $\frac{1}{4}$.

MATHEMATICS

PRIMARY I

FIRST TERM

THEME: NUMBER AND NUMERATION

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9	Addition I	Pupils should be able to:- 1. add two whole numbers from 1 to 3 with sum less than 5. 2. add two or three whole numbers from 1 to 8 with sum not up to 10. 3. add two or three numbers from 0 to 9 with sum not greater than 18.	Addition through practical work. i. Addition of whole numbers with sum less than 5. ii. Addition of whole numbers with sum less than 10. iii. Addition of whole numbers with sum less than 18.	1. Guides pupils to group the objects into ones, twos, threes, and fours to form sum less than 5 e.g. 2 balls and 2 pencils gives 4. 2. Groups objects up to nine to form sum less than 10 e.g. 5 oranges and 2 oranges. 3. Groups object from 1-9 with sum not greater than 18 e.g. a bean seeds and 8 beans seed gives 17 bean seeds.	1. Group objects into ones, twos, threes and fours to form sums less than 5 and count the total. 2. Combine two or more similar objects less than 10 and count the total. 3. Combine two or three similar objects less than 18 and count the total.	1. Oranges. 2. Balls 3. Leaves 4. Bottle tops 5. Number beads etc.	Pupils to: 1. add given whole numbers. 2. add two or three given whole numbers less than 10. 3. add two or three given whole numbers less than 18.
10	Addition II	Pupils should be able to: 1. add 2- digit whole numbers with sum not greater than 40 without exchanging or remaining. 2. cross check numeracy in addition is readable.	1. Addition of items of 2 digit whole numbers. 2. Whole numbers with sum not greater than 40.	1. Groups objects into tens, elevens, twelve etc with sum not greater than 40 e.g. 22 leaves and 14 leaves give 36 leaves. 2. Emphasizes corrections in addition so as to value precision. 3. Leads pupils to give examples of everyday life where accuracy is required.	1. Combine two groups of 2-digit numbers less than 40 and count the total. 2. Cross check accuracy in prevision addition. 3. Gives examples in everyday life where accuracy of addition is needed.	1. Oranges. 2. Balls 3. Leaves 4. Bottle tops 5. Number beads etc.	Pupils to: 1. add 2-digit numbers and record their results. 2. mention three everyday activities where accuracy is necessary.
11	REVISION						
12	EXAMINATION						

**MATHEMATICS
PRIMARY I
SECOND TERM**

THEME: NUMBER AND NUMERATION

SUB- THEME: WHOLE NUMBER

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Revision of first term's work.	Pupils should be able to: 1. recall what has been taught. 2. write 1-5 correctly.	Writing numbers 1-5	1. Organizes games to reinforce and indicate recognition of number 1-5. 2. Practices recalling; play games with numbers names and numerals 1-5.	1. Play games to reinforce recognition of numbers. 2. Play games and practice recalling the numerals 1-5 with their number names.	Objects for counting and cards with numerals 1-5 to practice and play games.	Pupils to: write numerals 1-5 correctly.

**MATHEMATICS
PRIMARY I
SECOND TERM**

THEME: NUMBER AND NUMERATION

SUB- THEME: WHOLE NUMBER

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				TEACHER	PUPILS		
2	Subtraction	Pupils should be able to: 1. subtract from whole numbers not greater than 9. 2. subtract from whole numbers not greater than 18. 3. cross check accuracy in subtraction.	1. Subtraction from whole numbers not greater than 9. 2. Subtraction from whole numbers not greater than 18.	1. Guides pupils to group a particular set of objects e.g. oranges into 1, 2, 3, 4, 5, 6, 7, 8 and 9. 2. Leads pupils to take a group of objects and take away a lesser number of the same objects from the group e.g. in a group of 8 oranges take away 6 oranges. 3. Guides pupils to group a particular objects e.g. bean seed into sets of 18, 17,16,15,14, 13 12,11,10,9,8. 4. Guides pupils to count a group of objects and take away a lesser number of the same objects from the group e.g. in a group of 16 bean seed take away 10 bean seeds. 5. Leads pupils to give examples of everyday life where accuracy of subtraction is required. 6. Emphasizes the importance of accuracy of subtraction in everyday activities.	1. Group objects such as oranges, stones etc into 1, 2, 3,4, 5,6 7, 8 and 9. 2. Count one given group of objects and remove a lesser number of the same objects from the group. 3. Group objects such as bean seed into 18, 17,16,15,14, 13 12,11,10,9,8. 4. Count one given group of objects and remove a lesser number of the same object from the group. 5. Give examples of everyday life where accuracy in subtraction is needed.	1. Stones. 2. Oranges. 3. Bean seed. 4. Balls 5. Bottle tops. 6. Number beads etc.	Pupils to: 1. subtract given whole numbers not greater than 9. 2. subtract given whole numbers not greater than 18. 3. mention two examples of everyday activities where accuracy in subtraction is needed.

MATHEMATICS

PRIMARY I

SECOND TERM

THEME: NUMBER AND NUMERATION

SUB- THEME: WHOLE NUMBER

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				TEACHER	PUPILS		
3	Addition	Pupils should be able to: find missing numbers in a statement.	1. finding missing numbers e.g. $8 + \square = 9$ $7 + \square = 9$ $5 + \square = 8$	1. Guides pupils to take a set of objects and constitute two groups of known unequal numbers. 2. Guides pupils to count the smaller group and determine the number of objects to be added to obtain the number in the bigger groups e.g. $8 + = 9$.	1. Group an objects into two, of unequal numbers 2. Count the number of objects in group and determine the number of objects to be added to obtain the number in a bigger group.	1. Pebbles. 2. Oranges. 3. Balls 4. Bottle tops 5. Number beads etc.	Pupils to: Find missing numbers in a given statement.
4	Addition II	Pupils should be able to: cross check the correctness of addition in everyday life.	Finding missing numbers e.g. $8 + \square = 9$ $7 + \square = 8$ $5 + \square = 7$	1. Emphasizes the need for correct addition in everyday activities. 2. Guides pupils to give examples of everyday activities where accuracy of addition is needed.	1. Cross check the need for accuracy in addition in everyday activities. 2. Give examples of activities. Requiring accuracy of addition.	1. Pebbles. 2. Oranges. 3. Balls 4. Bottle tops 5. Number beads etc.	Pupils to: mention four areas where accuracy of addition is required in daily life.
5	Subtraction I	Pupils should be able to: find missing numbers in a statement.	Finding missing numbers e.g. $8 - \square = 4$ $7 - \square = 5$ $5 - \square = 3$	1. Guides pupils to take a set of objects and constitute two groups of known unequal numbers 2. Guides pupils to count the bigger group and determine the number of object to be subtracted to obtain the number in the bigger groups e.g. $8 - \square = 3$	1. Group an object into two of unequal numbers. 2. Count the number of objects in group and determine the number of objects to be added to obtain the number in the bigger group.	1. Pebbles. 2. Oranges. 3. Balls 4. Bottle tops 5. Number beads etc.	Pupils to: find missing numbers in a given statement.

**MATHEMATICS
PRIMARY I
SECOND TERM**

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				TEACHER	PUPILS		
6	Subtraction	Pupils should be able to: cross check the correctness of subtraction in everyday life.	Finding missing numbers e.g. $8 - \square = 4$ $7 - \square = 5$ $5 - \square = 3$	1. Emphasizes the need for correct additions and subtraction in everyday activities. 2. Guides pupils to give examples of everyday activities where accuracy of subtraction is needed.	1. Cross check subtraction for accuracy. 2. Gives examples of activities requiring accuracy of subtraction.	1. Pebbles. 2. Oranges. 3. Balls 4. Bottle tops 5. Number beads etc.	Pupils to: mention four areas where accuracy of subtraction is required in daily life.
THEME: ALGEBRAIC PROCESSES							
SUB-THEME: ALGEBRAIC OPERATIONS							
7	Open Sentences I	Pupils should be able to: find missing numbers in open sentences.	Open sentences	Guides pupils to find missing numbers in an open sentence examples:- $1 + \square = 3$ $2 + \square = 5$	Solve series of problems involving open sentences.	1. Bottle tops. 2. Number cards.	Pupils to: solve given problems in an open sentences.
8	Open Sentences II	Pupils should be able to: solve simple related open sentences.	Open sentences.	Guides pupils to solve simple open sentences.	Solve simple related open sentences.	1. Bottle tops. 2. Number cards. 3. Dot cards. 4. Pupils etc.	Pupils to: find simple numbers in open sentences.

**MATHEMATICS
PRIMARY I
SECOND TERM**

**THEME: MENSURATION AND GEOMETRY
SUB- THEME: PRIMARY MEASURES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9	Money I	Pupils should be able to: 1. recognize different denomination of Nigerian coins. 2. add coins to obtain sums not exceeding 25k.	1. Nigerian coin 25k, 10k, 15k, 1k and 1/2 k. 2. Sum two or three coin.	1. Leads pupils through various activities to recognizes the different demoniations of Nigerian coins. 2. Devises suitable games for pupils to play in order to recognizes the coins	1. Engage in sorting of coins into various denominations from the collections of coin. 2. Identify the different denominations.	1. Actual coins. 2. Model coins or paper coin 3. Tracing paper 4. Brown paper. 5. White paper 6. Crayon	Pupils to: 1. give a collection of coins. 2. identify some as specified by the teacher.
10	Money II	Pupils should be able to: 1. Calculate change obtainable from 10k or less. 2. trace coins using brown and white papers.	1. Shopping with a 10k piece and reciving change. 2. Tracing of coins.	1. Uses flash card to show addtion of coins e.g. $12k + 10k = 22k$ $11k + 8k = 19k$ $13k + 10k = 23k$ 2. Guides pupils in practical experiences in buying and selling. 3. Traces various denominations of Nigerian coins using brown paper and crayon, white paper and pencil.	1. Practice addition with sum not exceeding 25k. 2. Buy and sell from the class shopping corner. 3. Trace different Nigerian coins as demonstrated by the teacher.	1. Actual coins. 2. Model coins or paper coin 3. Tracing paper 4. Brown paper. 5. White paper 6. Crayon	Pupils to: 1. do simple exercises on the addition of money not exceeding 25k. 2. calculate change when they buy or sell something by a simple game. 3. traces any given coin.
11	REVISION						
12	EXAMINATION						

**MATHEMATICS
PRIMARY I
THIRD TERM**

**THEME: MENSURATION AND GEOMETRY
SUB- THEME: PRIMARY MEASURES**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Revision of second term's work	Pupils should be able to: 1. recall what has been taught. 2. recognizes different denomination of Nigerian coins. 3. add coins to obtain sums not exceeding 25k.	1. Nigerian coins, 25k, 10k, 5k, 1k and 1/2k 2. Sum two or three coins.	1. Leads pupils through various activities to recognize the different denomination of Nigerian coin. 2. Devises suitable games for pupils to play in order to recognize the coins.	1. Engage in sorting of coins into various denomination from the collections of coins. 2. Identify the different denomination.	1. Actual coins 2. Model coins or paper coins.	Pupils to: 1. gives a collection of coins. 2. identify some as specified by the teacher.
2	Length I	Pupils should be able to: 1. develop the idea of length. 2. compare length of two or three objects. 3. order similar objects according to lengths.	1. Idea of length. 2. Comparison of length of two or more objects to develop the idea of longer than and shorter than" 3. Ordering of length of objects.	1. Directs pupils to more from one point to another in the classroom using his/her steps. 2. Asks pupils to measure the length of their table with their hand span. 3. Uses strides to more from one corner of the classroom to another.	1. Observe the pupils more in the class. 2. Measure their table with their hand span. 3. Move from one corner of the classroom to another.	1. Pencils 2. Sticks, 3. Desks 4. Strings, 5. The classroom, 6. Pupils etc.	Pupils to: 1. gives examples of lengths. 2. measures given lengths with steps, hand spans, strides and foot and give answer. 3. compare lengths of given objects using "longer than and shorter than"

**MATHEMATICS
PRIMARY I
THIRD TERM**

THEME: MENSURATION AND GEOMETRY

SUB- THEME: PRIMARY MEASURES

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3	Length II	Pupils should be able to: 1. measure length and distance in their natural units. 2. apply the length and ordering of length in our environment.	1. Measuring of length and distance using natural units such as hand span, step, arms, length, strides etc. 2. Measuring and ordering of length.	1. Guides the pupils to use arms length to measure the width of the classroom. 2. Gives pupils the idea of length in each case above. 3. Guides pupils to measure these objects with strings or sticks of varying length. 4. Guides pupils to arrange the objects according to their lengths. 5. Guides pupils to measure the length of their desk using their hand span record their results. 6. Guides pupils to measure the length of the floor of the classroom with their foot or the walls with arms length and record their results. 7. Guides pupils to measure and order given objects by length.	1. Measure the length of the floor of the classroom with their foot or the walls with their arms length their hand span and record results. 2. Measure and order given objects by length.	1. Pencils 2. Sticks, 3. Desks 4. Strings, 5. The classroom, 6. Pupils etc.	Pupils to: 1. measure length and distance in their natural units. 2. apply the length and ordering of length in our environment.

**MATHEMATICS
PRIMARY I
THIRD TERM**

**THEME: MENSURATION AND GEOMETRY
SUB- THEME: PRIMARY MEASURES**

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4	Time	Pupils should be able to: 1. demonstrate knowledge of the idea of time. 2. mention when certain things are done: - home - school 3. explains the need to keep to time.	1. Introduce the idea of time. 2. Time when certain things are done e.g. - Morning. - Afternoon - Evening - Night. 3. Time and events when certain activities take place. 4. The need for time pieces.	1. Guides pupils to state when things are done at home and school. 2. Ensures that pupils have an idea of today; yesterday; tomorrow. 3. States the time when certain activities are carried out. 4. Leads pupils to answer questions on what days certain actions or activities are carried out. 5. Plays games involving time. 6. Explains the need for time pieces.	1. State the time when certain things are done; i.e. Sleep at night, go to school etc. 2. State when some events take place at home and school. 3. Play a drama on time and events to do certain activities.	Charts indicating activities peculiar to different periods of the day.	Pupils to: 1. state the time of sleeping. 2. state the time of coming to school. 3. state the time when certain activities are carried out during the day. 4. explains the need for time pieces.
5	Weight	Pupils should be able to: compare the weights of some common objects in the school using the terms light and heavy.	1. Lifting objects. 2. Estimating and comparing their weights.	Guides the pupils to lift two different objects to compare their weights.	Lifts two different objects and say which one is light and heavy.	1. Weight balance 2. See-saw etc.	Pupils to: show two different objects and select which one is heavier than the other.

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PRIMARY I
THIRD TERM**

THEME: MENSURATION AND GEOMETRY

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6	Capacity	Pupils should be able to: 1. compare capacity of containers. 2. order capacity of containers.	1. Compare capacity of containers 2. Order capacity of containers.	1. Uses an improvised scale for weighing objects in the class. 2. Collects various containers of different sizes such as empty tins, cups, buckets etc. water, sand, and grains. 3. Places two containers of different sizes and use the smaller of the containers to fill the larger. 4. Arranges containers in order of their sizes.	1. Use an improvised scale for weighing objects. 2. Make a comparison on how many times a smaller container is used to fill up a larger container. 3. Arrange the container in order of size.	1. Objects; ball, cups, wood, blocks. 2. Containers; cup, bottles, bucket. 3. Water, sand, grain etc. 4. Improvised scales.	Pupils to: 1. say which is of bigger capacity between two containers placed on the table. 2. arrange correctly in order of sizes the given containers.
SUB-THEME: SHAPES							
7	Three dimensional shapes I	Pupils should be able to: 1. sorts out cubes, cuboids, cylinders and shapes. 2. identify and name cuboids, cubes, cylinders and spheres.	1. Cubes, 2. Cuboids 3. Cylinders and 4. Spheres	1. Guides pupils to sort out these objects (solids) according to shapes. 2. Leads pupils to identify and name the sorted solids.	1. Sort out objects (solids) according to shapes. 2. Identify and name the sorted solids (shapes)	1. Ludo dice, 2. Match boxes, 3. Empty packets of sugar, 4. Empty tins of milo, milk, ball of different sizes etc.	Pupils to: 1. sort out different solid (shape) according to their shapes. 2. identify and name different solids (shapes).
8	Three dimensional shapes II	Pupils should be able to: 1. distinguish between cuboids and cubes. 2. mention solid shapes in homes and environment.	1. Cubes, 2. Cuboids 3. Cylinders and 4. Spheres	1. Guides pupils to distinguish between cuboids and cubes. 2. Leads pupils to mention the solid shapes in homes and environment.	1. Distinguish between cuboids and cubes. 2. Mention the solid shapes in their homes and environment.	Charts showing pictures of 1. Cubes, 2. Cuboids 3. Cylinders and 4. Spheres	Pupils to: 1. distinguish between given cuboids and cubes. 2. give examples of solid shapes in their homes and environment.

**MATHEMATICS
PRIMARY I
THIRD TERM**

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WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9	The two dimension shapes	Pupils should be able to: 1. identify: a. square b. rectangle c. circle 2. name: a. square b. rectangle c. circle 3. distinguish between squares and rectangles. 4. mention square, rectangular and circular shapes in homes.	1. Identification: a. squares b. rectangles c. circles 2. Distinguishing between squares and rectangles.	1. Guides pupils to mention groups of objects with similar flat faces such as squares, rectangles and circles. 2. Leads pupils to discover the distinguishing features of square rectangle and circle. 3. Guides pupils to mention square, rectangular and circular shapes in their homes.	1. Group objects with similar flat faces. 2. Discover distinguishing features of square, rectangle and circle. 3. Mention the square, rectangular and circular shapes in their homes.	1. Shapes, drawings and cut-outs of: - Squares - Rectangles - Circles. 2. Empty tins of bournvita, milk, etc. 3. Empty packets of sugar, chalk etc.	Pupils to: 1. match a given flat face with the name: square, rectangle and circle. 2. distinguish between given square and rectangle. 3. name three square, rectangular, and circular shapes in their homes.
THEME: EVERYDAY STATISTICS							
SUB-THEME: DATA COLLECTION AND PRESENTATION							
10	Data collection	Pupils should be able to: 1. collect data on their ages at home and school. 2. collect data on their heights.	Data collection on: i. Ages of pupils ii. Height of pupils	1. Guides pupils to mention their ages. 2. Leads pupils to measure their heights.	1. Measure their ages. 2. Measure their heights. 3. Groups themselves according to their ages and heights.	1. Pupils. 2. Cards written ages. 3. Wall rule etc.	Pupils to: 1. group themselves according to their: i. ages ii. heights. 2. mentions their ages/heights.
11	REVISION						
12	EXAMINATION						

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Phonological awareness	Pupils should be able to: 1. identify and name sounds made by various animals and 2. reproduce sounds made by animals.	1. Auditory perception and discrimination. 2. Sounds of domestic animals such as cat, horse dog, cock, cow, goat, etc.	1. Identifies the sounds of various animals. 2. Asks pupils to imitate the sound of the various animals.	1. Identify the sounds of the various animals as listed by the teacher. 2. Try to produce the various sounds.	1. Picture books. 2. Pictures of animals 3. Appropriate rhymes 4. Teacher's demonstration.	Pupils to: name various sounds that animals make; and mimic sound made by animals.
2.	Phonemic Awareness	Pupils should be able to: 1. produce and identify basic sounds correctly; 2. distinguish the sounds of the different letters of the alphabet correctly; and 3. reproduce sounds of letters of the alphabet.	Sounds of letters; - Production of basic sounds in given words correctly e.g. /a/, /b/, /d/.	1. Presents and pronounces basic sound correctly. 2. Presents and pronounces letters of the alphabet correctly. 3. Guides pupils to distinguish sounds of different alphabets correctly. 4. Guides pupils to pronounce the letters of the alphabet correctly.	1. Produce sounds and pronounce letters correctly. 2. Listen to teacher's pronunciation of letters of the alphabet. 3. Identify sounds of given alphabets. 4. Reproduce sounds of letters.	1. Flash cards/ alphabet charts 2. toys 3. Pictures/drawing 4. Real objects 5. Tape recording/sound charts	Pupils to: 1. pronounce sounds of the letters of the alphabet correctly and 2. identify letters and sounds in given words.

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
3.	Phonemic Awareness II	Pupils should be able to: 1. listen to one syllable words and recognizes words that begin with same letter sounds. 2. recognize words that end with same letter sounds. 3. identify rhyming words. 4. identify beginning and end sounds; 5. blend sounds to form one syllable words e.g. ex, to, my, do etc, and 6. segment and syllable words into separate letter sounds.	Word sounds and syllables	1. Uses pictures to lead pupils to identify sounds heard at the beginning and ending of the words e.g. dog; cat; etc. 2. Guides pupils to: identify and count the number of sounds in a syllable. identify letter sounds at the beginning, middle and end of spoken words; blend letter sounds to form words; and segment words into letter sounds.	1. Take turns to identify sounds of letters in words; 2. Listen to sentences and clap to each syllable in a word (e.g. sister; man-go; hap-py; etc) syllables in speech. 3. Build new words by blending letter sounds 4. Distinguish between sounds at the beginning, middle and end of words. 5. Play listening games; Listen to poems, rhymes etc and clap each time they hear a word	1. Word cards 2. Audio Tape 3. Tape Recorders 4. Listening Games	Pupils to: 1. identify beginning and ending sounds in one syllable words. 2. clap to the number of syllables in words. 3. form three letter words by blending letter sounds and 4. recognize letter sounds at the beginning, middle and ending of one syllable word.
4.	Phonemic Awareness III	Pupils should be able to: 1. sing songs taught. 2. recite rhymes. 3. identify letters sounds in songs and rhymes. 4. recognize rhyming words from given word sets; and 5. build rhyming word families.	Songs and rhymes	1. Sings songs and recites rhymes with the pupils 2. Guides pupils to repeat sounds of rhyming words in the songs and rhymes. 3. Writes down sets of words on the board and lead pupils to identify word sets that rhyme. 4. Uses pocket chart to help pupils build rhyming word families.	1. Sing songs and recite rhymes after the teacher 2. Reproduce sounds of rhyming words in songs and rhymes. 3. Match rhyming words to given word 4. Build families of words that rhyme.	1. Charts 2. Picture books with rhymes and songs 3. flash cards 4. Tape recorder	Pupils to: 1. recite rhymes and sing songs. 2. make the letter sounds in rhymes and songs. 3. match rhyming word to given word and 4. form new rhyming word sets.

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Phonics I	Pupils should be able to: 1. say the sounds of the alphabet correctly. 2. recognize sounds of different letters of the alphabet. 3. describe the shapes of letters of the alphabet; and 4. arrange the letters of the alphabet in the correct order.	The alphabet: - sounds of letters of the alphabet /a/ - /z/ - names of all uppercase and lower case letters of the alphabet. - alphabetical order.	1. Says the sounds of the alphabets. 2. Guides pupils to say the sounds of the alphabets.	1. Listen to teacher say the sounds of the alphabets. 2. Participate in saying the sounds of the letters of the alphabets.	1. Cut – out letters of the alphabet. 2. Sounds chart 3. Flash cards	Pupils to: 1. recognize and say sounds of the letters correctly. 2. arrange the letters of the alphabet in correct order.
6.	Phonics II	Pupils should be able to: build words by blending the sounds of letters of the alphabets.	Blending sounds of letters to form words e.g. /v/ - an (to form van; or /c/ - an to form can); or /c/ - at to form cat); etc	1. Prepares pocket charts 2. Makes sounds of letters of the alphabet for pupils to imitate 3. Guides pupils to blend the sounds of letters to form words e.g. /v/ - an (to form van; or /c/ - an (to form can); or /c/ - at (to form cat); etc. 4. Guides and directs drill exercises on blending sounds of letters to make new words.	1. Imitate sounds of letters 2. Participate in class drills and exercises 3. Build new words by blending sounds of the alphabets	1. Pocket charts 2. Picture cards 3. Letter cards 4. word charts	Pupils to: 1. pronounce the sounds of the alphabets correctly. 2. blend the sounds to build three letter words; and 3. build sounds of the alphabets to build at least five new, but simple words.

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Phonics III	Pupils should be able to: 1. read familiar words and text. 2. compare words with similar sounds; 3. apply long and short vowel rule correctly. 4. decode and syllable word; and 5. monitor own reading and self corrects. 6. use sounds of letters to form three letter words e.g. mat, cat, bad, bag, man, dog, rag, and 6. break large words into smaller words.	1. Identification of familiar sounds in words e.g. house/mouse; try/fry; cat/bat/hat; etc. 2. Combining sounds to form two and three letter words leg. “tonight from “to” and “might; “into” from “in” and “ to”; etc)	Guides pupils to track familiar sounds: - from words read aloud - when reading own writing, and - in spoken words 2.Provides pupils with appropriate drills and exercises to improve their reading. 3. Reads given words emphasizing the sound in the words. 4. Guides pupils to read given three letter words using sounds.	1. Track sounds in spoken words in text read. 2. Participate in reading drills and activities and self corrects own reading 3. Read assigned books and stories 4. Practice by imitating teacher’s action 5. Read given two and three letter words 6. Clap to the number of syllables in a word	1. Pocket charts 2. Pictures card 3. Letter cards 4. Word charts 5. Flash cards of given three letter words 6. Chart of common three letter words 7. Class text	Pupils to: 1. tract familiar sounds in words; 2. identify sounds when re-reading own writing; and 3. read and self-correct own reading. 4. read given three letter words and correctly using sounds.

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Phonics IV	Pupils should be able to: 1. break words into sounds. 2. break words into smaller words. 3. break words into parts and identify the words parts. 4. use letter – sound correspondence to build and read unfamiliar words and 5. recognize and use vowel diagraphs and recon trolled letter sounds to read unfamiliar words.	1. Decoding strategies. 2. Sounding out words in text. 3. Break words into smaller words. 4. Words parts compound words, diagraphs. 5. Apply long and short vowels.	1. Guides pupils to: - read words placed in a row (e.g. doll – dot – dill and match text to the word). 2. Teaches correct pronunciation of words syllable by syllable while clapping and counting syllables in words. 3. Guides pupils to separate words into consonant and vowel sounds / parts. 4. Builds words by blending words parts to form new words.	1. Match pictures to words read aloud. 2. Listen and clap to syllables in words. 3. Use pronunciation and listening games to: - recognize words from sounds. - identify word parts. - break words into small parts - build and read unfamiliar words 4. Identify, read and build compound words	1. Pocket charts 2. Listening Games 3. Take recorders 4 Audio tapes 5. Flash cards 6. Word walls	Pupils to: 1. sound out words they listen to. 2. identify smaller word in compound words. 4. identify the word parts in speech, words read aloud, etc. 4. build and read compound words and contractions.
9	Fluency I	Pupils should be able to: 1. correctly read letters of the alphabet. 2. read given text with fluency and expression. 3. reflect appropriate pacing, intonation, punctuation when reading orally. 4. sight – read about 100 – 300 easily sounded words. 5. read accurately without hesitations, omissions, repetitions or mispronunciations.	1. Reading aloud with: - pacing, - intonation - punctuations 2. Reading variety of texts (poems, fantasy etc). 3. Independent reading.	1. Prepare pocket charts. 2. Makes sounds of letters of the alphabet for pupils to imitate. 3. Guides pupils to the letters of the alphabet fluently within the correct order. 4. Helps pupils reflect pacing, punctuation and correct intonation while reading given text. 5. Gives class appropriate reading assignments to pupils to build speed and vocabulary.	1. Imitate sounds of letters. 2. Participate in class drills and exercises on reading. 3. Read a variety of texts (story books, newspapers, etc). 4. Identifies and practice correct pronunciation of new words.	1. Pocket chart 2. Picture cards 3. Letter cards 4. Word chart 5. Story books 6. News papers 7. Magazines 8. Charts 9. Content specific texts.	Pupils to: 1. read the alphabets in the correct order without hesitation. 2. pronounce the sounds of the alphabet correctly. 3. recognize and express appropriate pacing, punctuations and intonation in reading. 4. sight – read high frequency words in texts.

**ENGLISH
PRIMARY I
FIRST TERM**

THEME: READING ENGLISH STUDIES CURRICULUM FOR PRIMARY ONE

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
10.	Fluency II	Pupils should be able to: 1. Recognize common words (e.g. my, you, I, are, is, yes, no, etc) by sight. 2. Read class appropriate texts and sentences accurately without hesitation. 3. Use decoding to identify new words in reading messages.	Recognition of common one letter words (e.g. “a”, and “I”); two – letter (e.g. “s”, “my”); and three - Letter words (e.g. “the”, “was”; “can”).	1. Writes common one letter (e.g. “a” and “I”); two – letter (e.g. “is”, “my”) and three – letter (e.g. “the”, “was”) words on the board. 2. Guides the pupils to: - correctly pronounce the words. - identify the words as letters of the alphabet. - use the words in oral context in own speech. 3. Guides and directs oral drill reading exercises.	1. Pronounce given words correctly. 2. Use words in own speech. 3. Participate in drill exercises involving sight reading of simple words and sentences.	1. Pupil textbooks 2. Story books 3. School library	Pupils to: 1. Sight – read common one – letter two – letter and three letter words correctly. 2. Use words in won speech. 3. Sight – read simple sentences accurately without hesitation.
11.	REVISION						
12.	EXAMINATION						

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Comprehension I	Pupils should be able to: 1. identify main characters and setting of a story. 2. correctly answers questions about texts or stories read aloud. 3. explain sequence of events in stories (3-4) and indicate first, second, last. 4. re-tell and dramatizes stories and parts of stories.	1. Listening comprehension. 2. Answering questions from stories. 3. Making connections and responding to story themes, plots and settings.	Reads a story to the class and guides pupils to: 1. identify characters in the story. 2. explain sequence of events. 3. make connections between story themes and characters in the story e.g. problems encountered, how the problems were solved, lessons learnt etc. 4. re-tell and dramatize parts of the story.	1. Listen to story read by the teacher. 2. Identify characters and settings in a story. 3. Answer questions based on story. 4. Re-tell parts of the story. 5. Dramatize the story. 6. Draw pictures to depict parts of the story.	1. Story books 2. School library	Pupils to: 1. answer questions based on stories read to them. 2. describe sequence of events in a story. 3. retell the story. 4. dramatize parts of a story. 5. draw pictures that depict events in the story.
2	Comprehension II	Pupils should be able to: 1. describe information gained from texts in own words. 2. answer written comprehension questions based on materials read. 3. make predictions based on illustrations in stories or portions of stories. 4. justify predictions of events in stories (draw a conclusion).	1. Written comprehension. 2. Making connections and responding to story themes, plots and settings.	Guides pupils to read a text or story: 1. explains in own words the instructions and message in the text or story. 2. answers questions based on what is read. 3. makes connections between story themes characters in the story and life experiences. 4. uses pictures or portions of the story to make predictions and justify such predictions.	1. Read stories or texts from books. 2. Explain in own words instructions in texts or story. 3. Answer questions based on text or story. 4. Dramatize the story and connect information in story to life experiences. 5. Make predictions about event in the text or story.	1. Pupils text books 2. Story books 3. The school library	Pupils to: 1. explain in own words meaning of information in print texts. 2. correctly answer questions based on texts or stories read. 3. predict events based on illustrations in texts or stories. 4. justify predictions with information from the text or stories.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
3	Comprehension iii	Pupils should be able to: 1. explain simple written instructions. 2. recognize main ideas drawn from looking at pictures, illustrations, tables, charts, graphs etc. 3. make prediction based on information contained in texts. 4. justify predictions of event in stories (draw a conclusion).	Reading informational text: - pictures - illustrations - tables - charts - graphs etc.	Guides pupils to read and 1. Explains in own words message in the text. 2. Answers questions based on what is read. 3. Interprets to the class appropriate charts, graphs, tables etc. 4. Makes prediction based on information contained in tables, graphs, charts etc and 5. Justify such predictions.	1. Read and interpret given pictures, graphs, tables, charts, etc. 2. Explain given instructions in own words. 3. Answer questions based on materials read. 4. Make and justify predictions about events based on contents of given table, charts, graphs, etc.	1. Pupils text books 2. Charts 3. Graphs 4. Tables	Pupils to: 1. carryout simple instructions correctly. 2. interpret information contained in pictures tables, charts graphs, etc. 3. predict events based on illustrations in texts and other given materials. 4. justify predictions with information from the text.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Vocabulary acquisition I	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1. name some basic words categories correctly . 2. sort pictures and words into basic word categories e.g. foods, colours, shapes etc. 3. recognize and use abbreviations in simple sentences. 4. recognize and explain common abbreviations. 5. use abbreviations appropriately in sentences. 6. correctly add endings to base word. 	<ol style="list-style-type: none"> 1. Reading vocabulary acquisition <ul style="list-style-type: none"> - Word categories - Colours - Shapes - Foods - Animals - Toys, etc. 2. Abbreviation and word endings e.g. Mr. Mrs. Dr. Rev. etc –s, -ed, -es, -ing, etc. <ul style="list-style-type: none"> - Symbols e.g. N; k; -; +, =; -: , x, %, 8, #; *, etc. 	<p>Uses Pictures to lead pupils to:</p> <ol style="list-style-type: none"> 1. identifies word categories, and groups words into the different categories 2. reads stories to pupils and check their understanding by making them use key words in the story in a new sentence. 3. explains the meaning of abbreviations, like mr. mrs. dr. rev. etc. 4. guides pupils to: <ul style="list-style-type: none"> - identifies common word endings like –s; -es; -ed; and –ing; and –add endings to base word. 	<ol style="list-style-type: none"> 1. match pictures to words read aloud 2. Participate in picture – word matching game 3. Identify word families and sort words into categories/families 4. Construct sentences using key words in the stories read 5. Listens to teacher’s explanations construct words using abbreviations 6. Participate in drills and exercises involving abbreviations and adding endings to common words 	<ol style="list-style-type: none"> 1. Story books 2. Text books 3. Picture books. 4. word cards 5. Poems 6. Dictionaries 	<p>Pupils to:</p> <ol style="list-style-type: none"> 1. identify word categories. 2. group words based on word categories correctly. 3. use simple titles and abbreviation (mr. mrs. dr.) etc in sentences. 4. identify and use abbreviations of common words. 5. correctly add endings to words to build new words.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Vocabulary acquisition II	Pupils should be able to: 1. explain the concept of synonyms and antonyms. 2. identify antonyms and synonyms correctly in own speech and in written texts and stories. 3. identify homonyms.	3. Synonyms, Antonyms, Homonyms	Guides pupils to: 1. identifies words with (a) similar meaning; and (b) opposite meanings. 2. Gives the synonyms and antonyms of common word. 3. Identifies synonyms, antonyms and homonyms in stories.	1. Listen to the teacher's explanations. 2. Take turns to give the synonyms and antonyms of common words. 3. Participate in drill exercises.	1. Story books 2. Text books 3. Picture books 4. Word cards 5. Poems 6. dictionaries	Pupils to: 1. explain the concept of synonyms and antonyms. 2. identify antonyms and synonyms correctly in own speech and in written texts and stories.
		Pupils should be able to: 1. explain meaning of new words in content – specific texts correctly. 2. use of new vocabulary and grammatical constructions in own speech. 3. recognize and understand the meaning of 100-300 new words. 4. manipulate word families.	1. Content specific vocabulary. 2. Numeracy, science, health, etc.	Guides pupils to: 1. identifies new and unfamiliar words in texts and stories read 2. finds the meaning of the new words. 3. correctly use the new words in own speech.	1. Find out the meaning of words in a dictionary. 2. Participate in discussing new words and their meanings 3. Use words in new sentences.	1. Story books 2. Text books 3. Picture books 4. Word cards 5. Poems 6. Dictionaries	Pupils to: 1. explain the meaning of words. 2. correctly use new words in own speech. 3. demonstrate correct use of 100-300 words in own speech.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6	Concepts of print I	Pupils should be able to: 1. identify the front cover, back cover, title, author of a book, etc. 2. identify upper and lowercase letters in printed words and sentences. 3. identify letters of the alphabet in printed words and sentences.	1. Parts of a book: - front cover - back cover - title, pages - author, etc. 2. The alphabets A-Z	1. Reads a story to pupils. 2. Guides them to identify front cover, back cover, title and author of the story book read. 3. Writes words on the boards and call on pupils to name letters in the word. 4. Writes sentences on the board and lets pupils name letters in the sentence. 5. Frames a word in a sentence and guides pupils to name letters in the word.	1. Listen attentively to the story. 2. Take turns to identify parts of the book i.e. front cover, title, title page, back cover, author etc. 3. Points to and name letters in a word. 4. Take turns to frame printed words and name letters in the word. 5. Trace and letters in sand trays. 6. Trace letters in writing books.	1. Simple story books. 2. pupils text books 3. School library: - frames - word charts - writing books - sand trays	Pupils to: 1. name the parts of a book. 2. identify contents of the different parts. 3. name the letters in given prints. 4. match letters printed on cards to names of the alphabet.
7	Concepts of print II	Pupils should be able to: 1. name upper and lowercase letters in printed words and sentences. 2. recognize and name upper and lower case letters in words and sentences.	3. Identification of upper and lower case letters	Guides pupils to identify and name: - all upper case letters. - lower case letters.	1. Trace and letters in sand trays. 2. Trace letters in writing books. 3. Identify upper and lower case letters correctly.	1. Simple story books. 2. Pupils text books. 3. School library.	Pupils to: 1. identify uppercase and lower case letters in words and sentences. 2. match letters printed on cards to names of the upper case and lowercase letters.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
		Pupils should be able to: 1. recognize that groups of words make sentences. 2. identify common punctuation marks in books and other printed materials.	4. Punctuation marks - Comma, “, “; - - Full – stop “.”:- - Question mark (?)	1. Writes common punctuation signs on the board and explains the meanings of the signs. 2. Guides pupils to locate common punctuations in printed texts.	1. Listen to the teacher’s explanations. 2. Identify punctuations in textbooks and other printed materials.	1. Simple story books 2. Pupil’s text books 3. School library	Pupils to: 1. identify sentences in printed materials. 2. recognize and name punctuation marks in books and other printed materials.
8.	Concepts of print III	Pupils should be able to: 1. identify the beginning and end of written words and sentences. 2. recognize that sentences are read from the top to the bottom of the page. 3. recognize that books are read from the front (beginning to the back (end).	5. Eye movement: - reading from left to right. - top to bottom etc.	1. Guides pupils to identify: - first and last word on a page: and where to begin reading of printed words on a page. 2. writes some familiar words on the board and guides the pupils to read and point at the words as they read from left to right.	1. Make correct eye movement and hold their reading materials correctly. 2. Listen to story read and identify words that start the story, end the story, etc. 3. Read and point to words.	1. Word charts 2. Flash cards 3. Books and reading materials.	Pupils to: 1. read printed words correctly from left to right and from top to bottom. 2. read and point to the words.
		Pupils should be able to: identify word that begin and end sentences.	6. Matching oral words to print.	1. Reads a story to the class and lets the pupils identify where he story start and ends in the book. 2. Display words chart on the wall and call on pupils to match words printed on flash cards to the words on the wall.	1. Listen to words being read and identify words on word charts. 3. Read words written on flash cards, fund and match them to printed words in a book.	1. Word charts 2. Flash cards 3. Books and reading materials.	Pupils to: read words that begin and end sentences in books; flash and end sentences in books; flash cards, wall charts.

**ENGLISH
PRIMARY I
SECOND TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Sounds and letters	Pupils should be able to: 1. produce and identify basic sound correctly. 2. pronounce letters of the alphabet correctly.	1. Production of basic sounds in given words correctly e.g. /a/, /b/, /d/. 2. Correct pronunciation of letters of the alphabet e.g. A,B,C.	1. Presents and pronounces basic sounds correctly. 2. Guides pupils to pronounce and identify basic sounds correctly. 3. Presents and pronounces letters of the alphabet correctly. 4. Guides pupils to pronounce the letters of the alphabet correctly.	1. Produce sounds and pronounce letter correctly. 2. Identify sounds of given words. 3. Listen to the teacher's pronunciation of letters of the alphabet.	1. Flash cards/alphabet charts 2. Toys 3. Pictures/drawing 4. Real objects 5. Take recording/sound charts	Pupils to: 1. pronounce sounds of the letters of the alphabet correctly. 2. identify letters and sounds in given words.
10	Songs and rhymes	Pupils should be able to: 1. listen to songs and rhymes attentively. 2. sing songs taught. 3. recite rhymes.	1. Clare recitation of various rhymes of depicting nature, care, kindness and love. 2. Short songs which appeal to children's sentiments.	1. Presents a rhyme reads it aloud, pronouncing the words clearly. 2. Writes the rhyme on the chalk board and encourages pupils to recite the rhyme clearly, introduces song by singing it clearly and encourages pupils to sing the song.	1. Listen while teacher recites rhymes. 2. Recite rhymes after the teacher. 3. Recite rhymes alone sounding the words clearly.	1. Charts 2. Picture books with rhymes and songs 3. Flash card 4. Tape recorder	Pupils to: 1. listen to rhymes attentively. 2. recite rhymes and sing songs with demonstration where appropriate.
11	REVISION						
12	EXAMINATION						

**ENGLISH
PRIMARY I
THIRD TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1.	Simple greetings and commands	Pupils should be able to: 1. greet and respond to simple greetings with appropriate tones. 2. give and carry out simple commands. 3. differentiate between tones in greetings and commands.	1. Greetings at home and appropriate time for particular greetings e.g.: Pupil: "Good morning dad, how do you do? Dad: "Good morning Ade, how do you do? 2. Greetings at school e.g. Pupil: "Good morning Madam/Sir/Mr. Obi. Teacher: "Good morning Olu, how are you?" Pupil: "I am very well thank you sir". 3. Greetings in the community, neighbours, elders/clan heads, nurse, doctor e.g. "Good afternoon Doctor/Sir/Madam etc. 4. Simple commands at home: e.g. 'wake up!', 'go to bed', 'greet your daddy'.	1. Creates home and school atmosphere through role play characters e.g. father, mother, elder, teacher, etc. 2. Demonstrates appropriate greeting for each character. 3. Encourages pupils to greet one another with appropriate gestures. 4. Gives commands and demands appropriate responses from pupils.	1. Role – Play members of the family, home, school and class community. 2. Demonstrate appropriate greetings for different people. 3. Greet and respond to greetings from colleagues. 4. Obey the teacher's commands. 5. Model giving and obeying commands in pairs.	1. Pictures depicting modes of greeting among various groups 2. Charts	Pupils to: 1. Greet and respond to simple greetings. 2. Give and respond to commands using the appropriate tone. 3. Differentiate between tones in greetings and commands.

**ENGLISH
PRIMARY I
THIRD TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
2.	Identification of persons and objects	Pupils should be able to: 1. identify self, family members e.g. father, mother, brother and sister etc. 2. identify named objects at home, on the way to and from school, and in the school compound.	1. Introductions such as “What is your name?” “May name is Tinu”. What is your father’s/mother’s/brother’s/sister’s name?” 2. Identification of objects at home e.g. bed, mat, radio “What is this?” “ Show me a cup” etc.	1. Introduces himself to the class “ My name is Abu”. 2. Asks different pupils their names, names of family members. 3. Guides different pairs of children to introduce themselves to one another. 4. Presents different household, classroom, and school objects, and guides pupils to identify them by name e.g. a bag, a table.	1. Say their names and those of family and class members clearly. 2. Participate in self introduction. 3. Identify given objects by names.	1. Pictures 2. Charts 3. Real objects	Pupils to: 1. introduce themselves. 2. identify persons by names.
3.	Identification of colours and animals	Pupils should be able to: 1. identify primary colours associating them with objects appropriately; 2. identify named animals; and 3. clearly pronounce names of colours and animals	1. Identification of major colours: white, red, blue, yellow, black. 2. Description of things according to their colours e.g. ‘yellow bag’, ‘red bucket’, “Give me the green book” etc. 3. Identification of animals: - domestic animals e.g. “Cat, dogs and goats”. - wild animals e.g. Lions, Elephants and Hyenas.	1. Associates colours with objects in the classroom. 2. Guides pupils to identify objects of named colours.	1. Identify major colour e.g white, red, yellow etc. 2. Explain what domestic and non-domestic animals are with examples.	1. Brightly coloured picture books. 2. Charts containing different animals.	Pupils to: 1. identify major colours. 2. name some domestic and wild animals.

**ENGLISH
PRIMARY I
THIRD TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Expressing possession	Pupils should be able to use: 1. singular forms of possession to express ownership. 2. make their own sentence using possessive in clear correct sentences.	Using the possessive my, yours, his, hers, in simple correct sentences e.g. a. This is my pen b. this is your pen c. this is his/her pen	1. Explains possessive forms: Forms that show ownership 2. Lists possessive words 3. Uses possessives in sentences and encourages pupils to repeat his examples 4. Asks pupils to make their own sentences.	1. Listen to teacher's explanation. 2. Repeat teacher's examples. 3. Make their own sentences using possessives in clear correct sentences.	1. Read objects 2. Picture of objects 3. Course book	Pupils to: 1. name some possessives. 2. use singular forms of possessives in simple correct sentences.
5.	Expressing gratitude and farewell	Pupils should be able to: 1. express gratitude correctly. 2. say farewell to people correctly.	1. Expressing gratitude through role play. 2. Expressing farewell in various ways and situations. 3. Expressing farewell.	1. Leads pupils to mention occasions when we should express gratitude e.g. when we receive gifts, when people show us kindness or are polite to us 2. Makes sentences expressing gratitude to children, parents, elders. 3. Asks pupils to repeat the sentences 4. Guides children to role play a situation which allows them to express gratitude 5. Makes sentences expressing farewell in various ways e.g. goodbye, farewell, bye-bye.	1. Listen to teacher and repeat the teacher's expression. 2. Dramatize different situations for using "thank you". Ma/Sir/Daddy etc. e.g. after eating our food, when we receive gifts from people. 3. Role play "farewell".	1. Pictures depicting relevant situations. 2. Wall charts 3. Course books 4. Audio/video tapes.	Pupils to: 1. express gratitude to their peers correctly: 2. make sentences using thank you. 3. say farewell, bye-bye, good bye to people correctly.

**ENGLISH
PRIMARY I
THIRD TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
6.	Asking and answer questions	Pupils should be able to: 1. ask simple questions using 'what'. 2. answer simple questions correctly.	Simple questions and answers, such as: i. 'What is your name?' 'my name is Olu' ii. What is your father's name?' 'my father's name is Ahmed'.	1. Asks simple questions from pupils using 'what'. 2. Leads them to give correct answers to the questions. 3. Pairs pupils and guides them as they take turns to ask one another questions and answer them.	1. Answer teacher's questions e.g. "My name is Akpan". 2. Ask one another simple questions, giving correct answers to the questions.	1. Charts 2. Flannel graph 3. Real objects 4. Audio-visual materials	Pupils to: 1. answer two simple questions correctly. 2. ask two simple questions correctly using 'what'.
7.	Introducing nouns and pronouns	Pupils should be able to: 1. identify nouns and pronouns in phrases and sentences. 2. correctly use nouns and pronouns in sentences.	Nouns: e.g. Lagos, house, Hauwa, etc pronouns e.g. she, they, he, it etc.	1. Explains nouns and pronouns and their uses. 2. Guides pupils to identify and use nouns and pronouns in sentences.	1. Identify nouns and pronouns. 2. Use nouns and pronouns in sentences.	1. Course book 2. Real objects 3. Pictures 4. Flash card	Pupils to: 1. identify nouns and pronouns in phrases/sentences. 2. use nouns and pronouns in phrases and single sentences of the own.
8.	Indicating singular/plural forms	Pupils should be able to identify: 1. singular forms of objects. 2. identify plural forms of object.	Singular forms e.g. ball, boy, girl. Plural forms e.g. balls, boys, girls.	1. Gives examples of singular forms. 2. Gives examples of plural forms.	1. Identify singular forms. 2. Identify plural forms of objects.	1. Real objects 2. Wall charts 3. Pictures 4. Flash card	Pupils to: 1. Identify singular forms. 2. Identify plural forms. 3. Use real objects to show singular and plural forms.

**ENGLISH
PRIMARY I
THIRD TERM**

THEME: READING

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Use of articles “a” and “an”	Pupils should be able to: identify objects that use articles “A” or “An”.	1. Identification of objects using articles “A” e.g. A goat; A dog. 2. Identification of objects using articles “An” e.g. An egg; An umbrella.	1. Gives examples of objects using articles “A”. 2. Gives examples of those using article “An”.	1. Identify objects using article “A”. 2. Identify objects using article “An”.	1. Real objects 2. Pictures 3. Toys	Pupils to: identify objects that are: - article “a” - article “an”
10	Present and past actions	Pupils should be able to identify present and past actions e.g. I eat very every morning. I ate rice yesterday.	Identification of present and past actions	Gives examples of present and past actions.	Identify present and past actions	1. Wall charts 2. Pictures	Pupils to orally express present and past actions
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
PRIMARY I
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Observation and identification of things in and around the class room.	Pupils should be able to: 1. observe and identify things in and around the class room. 2. names some things in the class room.	1. Things in and around the class room 2. Drawing some things found in the class	1. Takes pupils on a study work around the class room. 2. Tell pupils things in the class room.	1. Look closely at their teachers and other pupils in class. 2. Describe what they see. 3. Look carefully around the class room and describe things there.	Objects in and around the class room.	Pupils to: 1. name and identify three things in and around the class room. 2. draw any two things found in the class room.
2.	Observation and identification of things in and around the school.	Pupils should be able to: 1. observe and identify things around the school, playground, school farm and garden. 2. name some of the things found on the play ground, school farm or garden.	Things in the school, playground, school farm or garden.	1. Takes pupils on a study work around and outside the school. 2. Guides pupils to make careful observation and describe the things observed.	1. Observe the things on the play ground, school farm or garden. 2. Collect some of the things found in the school compound. 3. Name the things collected.	1. Things on the playground. 2. Things on the school farm or garden.	Pupils to: 1. identify and name three things found in the playground. 2. identify and name three things in the school farm or garden. 3. draw any two things in the school farm.

**BASIC SCIENCE
PRIMARY I
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
3	Observation and identification of things in and around the home.	Pupils should be able to: 1. observe and identify things around the home. 2. name some things found in the home. 3. sort the things into groups. 4. draw some of the things found in the home.	Observation and identification of things in: a. The sitting room. b. Bedroom c. Kitchen d. Toilet and bathroom e. The compound 2. Sorting things into group. 3. Drawing some of the things in the home. 4. Uses of the things.	1. Prepares chart of pictures of things found in the home. 2. Guides pupils to observe, identify and sort and mention the uses of the things. 3. Guides pupils to draw some of the things in the home. 4. Asks pupils to draw some of the things from home.	1. Look closely at pictures or charts of things found in the home. 2. Identify some of the things found in the picture or chart. 3. Mention things found in a. Bedroom b. The sitting room c. The kitchen d. The toilet and bathroom. 4. Name other things found in their homes. 5. Draw some of the things you have identified on the chart. 6. Mention the use of some of the things.	Pictures/charts of things found in the home.	Pupils to: 1. name at least two things found in: a. the sitting room. b. the kitchen. c. the bathroom and toilet. d. the bedroom. e. the compound. 2. draw one each of the things found in the different sections of the home. 3. state the uses of each of the things they draw in (2) above.
4	Types of roads within the school.	Pupils should be able to: 1. identify types of roads around the school. 2. name types of road within the school.	Types of roads within the school.	Guides pupils to identify types of roads within the school.	Observe and identify types of roads within the school.	Charts and models of roads.	Pupils to: 1. identify types of roads within the school. 2. name types of roads within the school.
5	Types of roads outside the school.	Pupils should be able to: 1. identify types of roads outside the school. 2. name types of roads outside the school.	Types of roads outside the school.	Guides pupils to identify types of roads outside the school.	Observe and identify types of roads outside the school.	Charts and models of roads.	Ask pupils to: 1. Identify types of road outside the school 2. Name types of roads outside the school

**BASIC SCIENCE
PRIMARY I
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6.	Safety along the road.	Pupils should be able to: demonstrate safety along the road.	Walking along the road.	Demonstrates walking safely along the road.	Listen and practice how to walk safely along the road.	Chart of road.	Pupils to: demonstrate how to walk safely along the road.
7.	Safety across the road.	Pupils should be able to: 1. demonstrate safety across the road. 2. state safety rules across the road.	Cross the road.	Demonstrate walking safely across the road.	Practice walking safely across the road.	Charts/pictures of roads.	Pupils to: 1. demonstrate how to walk safely across the road. 2. state safety rules when crossing the road.
8.	Soil as part of our surrounding.	Pupils should be able to: 1. recognize soil as part of our environment. 2. say the meaning of soil.	Meaning of soil	Guides pupils to identify soil as component of the surrounding.	Touch and feel soil in the playground.	Soil	Pupils to: observe and state the meaning of soil.
9.	Types of soil	Pupils should be able to: 1. name the types of soil. 2. describe the different soil types. 3. collect soil samples from a. school garden farm. b. courtyards. 4. observe the sample collected from soil in (3) above.	1. Soil. 2. Collecting, observing and describing the soil samples from a. School garden/farm. b. Courtyard.	1. Guides the pupils to make careful observations of soils samples collected from a. School garden/farm b. Courtyard. 2. Guides pupils to describe the soil samples collected from the sited mentioned above.	1. Collect soil sample from a. School garden/farm b. Courtyard. 2. Look closely feel and touch the soils collected from the sites mentioned above. 3. Describe the differences soil sample collected.	1. School garden/farms 2. Class courtyards. 3. Cutlasses, hoes and spades 4. Bucket/basin, tins (cans).	Ask pupils to: 1. name the difference soil types. 2. observe and describe the soil. 3. discuss the soil as part of our environment.

**BASIC SCIENCE
PRIMARY I
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
10	Importance of soil	Pupils should be able to: 1. list the importance of soil to plant and animals. 2. state the uses of soil.	1. Importance of soil plant. a. Anchor for plants. b. Sources of plant nutrient. c. Pathway for drainage. 2. Importance of soil to man, a. for agriculture purposes. b. For building, molding, pottery, road construction etc. 3. Importance of soil to other animals; a. Source of food. b. Living places (habitat).	1. Grow potted plants three weeks before the lesson. 2. Identifies construction site and potters workshop for class visits. 3. Takes pupils on a field trip. 4. Guides pupils in making careful observation of the potted plant so as to be able to describe the importance of soil to plants and man.	1. Look closely at a potted plant. 2. Pull out the potted plant form the soil and describe how easy the task of pulling is. 3. Describe the role played by the soil to the growth of the plant. 4. Describe the different things soil can be used for. 5. Visit construction sites and potter's workshop. 6. Make models of familiar objects.	1. Soil sample. 2. Potted plant. 3. Chart showing land preparation for agriculture. 4. Chart on production from soil e.g. clay pot, mud house, and food item/crops.	Pupils to: 1. state at least three benefit of soil to plant and animal. 2. describe the various use of soil to human.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
PRIMARY I
SECOND TERM**

THEME: BASIC SCIENCE

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Air I	Pupils should be able to: 1. demonstrate that air exists. 2. state the importance of air. 3. create air current by blowing with the mouth or using paper fan.	1. Existence of air. 2. Importance of air e.g. in breathing, cooling the body, moving things.	1. Demonstrates the existences of air using paper or hand fan. 2. Guides pupils to create air current by blowing with the mouth or using paper fan.	Create air current by blowing with the mouth or using hand or paper fan.	1. Newspaper. 2. Paper fan. 3. Hand fan.	Ask pupils to: 1. show that air exist. 2. mention the importance of air.
2.	Air II	Pupils should be able to: demonstrate that air occupies space using balloons.	Showing the air occupies spaces.	1. Demonstrates that air occupies space by inflating balloons. 2. Put pupils into groups to perform the experiment. 3. Guides the pupils to report findings.	1. Inflate balloons polythene bags etc. 2. Pour water on sandy soil in a cup or can. 3. Report their findings immediately.	1. Sandy soil. 2. Balloons 3. Polythene bags. 4. Water 5. Container.	Pupils to: 1. name two things that contain air. 2. demonstrate that air occupies space.
3.	Water	Pupils should be able to: 1. say the meaning of water. 2. state the common source of water.	1. Meaning of water. 2. Sources of water.	1. Takes pupils on a tour of nearby water sources e.g. tap, well etc. 2. Assists pupils to collect water samples from common sources.	1. Collect water sample from some common water sources around or in their locality. 2. State other sources of water.	1. Water 2. Pictures of sources of water.	Pupils to: 1. what is water? 2. name five common sources of water.
4.	Uses and importance of water.	Pupils should be able to: 1. state the uses of water. 2. enumerate the importance of water.	1. Uses of water. 2. Importance of water.	1. Takes pupils on a tour of nearby river, water work etc. 2. Leads pupils to recite a poem on the usefulness of water.	1. Recite a poem about water. 2. Visit and observe a nearby source of water or public water work.	1. Charts and pictures showing usefulness of water. 2. Water work.	Pupils to: 1. state any three uses of water. 2. enumerate the importance of water.

**BASIC SCIENCE
PRIMARY I
SECOND TERM**

THEME: BASIC SCIENCE

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Contamination of water	Pupils should be able to: 1. states the meaning of water contamination. 2. list various ways by which water can be contaminated. 3. mention substances that contaminate water. 3. state the dangers in using contaminated water.	1. The meaning of water contamination. 2. Identifying substances that can contaminate water. 3. Identifying ways of contaminating water e.g. a. Defecating on water bodies. b. Dumping of refuse and industrial wastes into water bodies. c. Breaking of oil pipes near streams, riversides and farmlands. 4. The dangers of water contamination.	1. Arranges teaching aids before lesson. 2. Uses charts showing persons suffering from cholera, diarrhea etc. to state the dangers of water contamination or show them documentaries on water contamination. 3. Describes their observation.	1. Collect samples of contaminated water and observe them. 2. Demonstrate contamination by allowing water samples to stand undisturbed for 2days. 3. Describe their observation.	1. Charts showing ways of contaminating water. 2. Cans or cups 3. Water from taps, gutter, streams etc.	Pupils to: 1. explain water contamination in simple words. 2. state four substances that can contaminate water. 3. enumerate the various ways water can be contaminated. 4. state three dangers of water contamination.
6.	Ways of preventing contamination of water.	Pupils should be able to: 1. state ways of preventing contamination of water. 2. state the harmful effect of taking contaminated water e.g. cholera, diarrhea body itching and dysentery.	1. Prevention of contaminated water. 2. Effect of contaminated water.	Demonstrates methods of making contaminated water clean e.g. a. Boiling. b. Filtering. c. Sedimentation. d. Chlorination. 2. Shows pupils charts of people suffering from water borne diseases.	Demonstrate method of making contaminated water clean.	Bunsen burner, funnel, filter 2. Alum.	Pupils to: 1. list ways of preventing water contamination. 2. name two harmful effects of drinking contaminated water.

**BASIC SCIENCE
PRIMARY I
SECOND TERM**

THEME: BASIC SCIENCE

SUB THEME: LEARNING ABOUT OUR ENVIRONMENT

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Colour type	Pupils should be able to: 1. identify different colours. 2. collect materials of different colour.	Colours of objects.	1. Uses the colour chart to guide pupils to identify colours. 2. Gives pupils different materials to identify different colours. 3. Separates colours using 'lego' materials with different colours for modeling.	Identify colours of objects provided by teacher.	1. Flower 2. Leaves 3. Colours 4. Containers of various colours.	Ask pupils to: 1. lists five colours. 2. identify five colours.
8.	Road traffic light sign.	Pupils should be able to: 1. observe road traffic light and identify their colours. 2. draw road traffic signs.	Road traffic light sign.	1. Draws road traffic signs for pupils to observe. 2. Takes pupils to observe various road traffic signs in their location.	Observe road traffic signs.	Charts showing road traffic signs.	Pupils to: 1. identify and state the various road traffic lights by their colours. 2. draw road traffic signs.
9.	Function of road traffic light sign.	Pupils should be able to: state the function of each road traffic light signs.	Functions of each road traffic signs.	Takes pupils to observe various road traffic signs to know their functions e.g. Red- Stop, Yellow- Ready Green- Go.	1. Pupils observe the road traffic signs to know each of its functions. 2. Match the colours of road traffic light with the functions.	Lego sets/bricks.	Pupils to: 1. State the functions of each of the following road traffic signs. a. red b. yellow c. green.
10	Road markings and their colours.	Pupils should be able to: identify road markings and their colours.	Road markings.	Supervises pupils in drawing and painting of road traffic signs.	Draws and colour road traffic lights.	Lego sets/bricks.	Ask pupils to: draw and colour road traffic lights.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
PRIMARY I
THIRD TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON LIVING THINGS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Living things.	Pupils should be able to: 1. say the meaning of living things. 2. identify self as a living thing.	1. Meaning of living things. 2. Self as a living thing.	1. Guides pupils to know the meaning of living things. 2. Guides pupils to identify self as a living thing.	Identify self as a living thing.	Textbooks	Pupils to: 1. say the meaning of living things. 2. identify self as living things.
2	Characteristics of living things.	Pupils should be able to: state the characteristics of living things.	Characteristics of living things.	1. Guides pupils to know the characteristics of features of living things e.g. - Movement - Respiration i.e. breathing. - Growth. - Nutrition (Feeding) - Excretion. - Reproduction etc.	Listen to their teacher.	Charts and pictures of plants and animals.	Pupils to: state at least four characteristic of living things.
3	Living things in the classroom.	Pupils should be able to: identify and name living things in the classroom.	Living things in the classroom.	1. Guides pupils to identify classmates as living things and other living things in the classroom.	Identify living things in the classroom.	1. Charts and pictures of plants and animal. 2. People in the classroom.	Pupils to: name at least three living things in the classroom.
4	Living things in the school	Pupils should be able to: identify and name living things in the school.	Living things in the school environment.	Guides pupils to explore the school surroundings, identifying living things (to include themselves).	Identify other living things at school.	1. Plants. 2. Animals.	Pupils to: name five living things found in the school.
5	Living things at home.	Pupils should be able to: identify and name living things at home.	Living things at home.	Uses pictures and charts to guide pupils to identify living things at home.	Identify from pictures and charts living things at home.	Charts and pictures of animals and plants.	Pupils to: identify and name at least five living things in the home.

**BASIC SCIENCE
PRIMARY I
THIRD TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON LIVING THINGS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Non-living things.	Pupils should be able to: 1. say the meaning of non-living things. 2. identify some non-living things.	Meaning of non-living things.	1. Guides pupils to know the meaning of non-living things. 2. Uses pictures and charts to identify non-living things.	Identify from pictures and charts non-living things.	Charts and pictures of non-living things.	Ask pupils to: 1. say the meaning of non living things. 2. identify some non-living things.
7	Characteristics of non-living things.	Pupils should be able to: state the characteristics of non-living things.	Characteristics of non living things.	Guides pupils to know the characteristics or features of non-living things.	Listen to their teacher carefully.	Charts and pictures of non-living things.	Pupils to: state four characteristics of non living things.
8	Non-living things in the classroom.	Pupils should be able to: identify and name non-living things in the class room.	Non-living things in the classroom.	Guides pupils to identify and name non living things in the classroom.	1. Name non-living things in the classroom. 2. Identify non-living things in the classroom.	1. Objects in the classroom. - Chairs, desk, books, bags etc.	Pupils to: name three non-living things in the classroom.
9	Non-living things in the school.	Pupils should be able to: identify and name non-living things in the school.	Non- living things in the school.	Guides them to identify non-living things in the school.	1. Identify non-living things in the school. 2. Name the non-living things in the school.	1. water 2. Soil 3. Paper.	Pupils to: 1. identify five non-living things around the school. 2. name five non-living things around the school.
10	Non-living things at home.	Pupils should be able to: identify and name non-living things at home.	Non living things at home.	Guides pupils to identify non-living things at home e.g. - Television. - Table. - Ceiling fan. - Cooking pot - Stove - Water etc.	Identify television, table, ceiling fan, cooking pot, water, soil as non-living things.	1. Television. 2. Table. 3. Ceiling fan. 4. Cooking pot 5. Stove 6. Water etc.	Pupils to: identify and name five non-living things at home.
11	REVISION.						
12	EXAMINATION.						

**BASIC TECHNOLOGY
PRIMARY I
FIRST TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Simple Machines.	Pupils should be able to: 1. explains the meaning of simple machine. 2. identify simple machines.	Meaning of simple machine. (a device that makes work easy e.g. broom, spoon, see-saw/swing, hoe, cutlass etc).	1. Guides pupils to define machine a device for making work easier. 2. Provides sample of simple machines (broom, spoons, pair of scissors etc).	1. Identify simple machines. 2. Collect and use some simple machine e.g. broom, hoe can opens, spoon, etc.	1. Broom 2. Sea-saw 3. Hoe. 4. Cutlass 5. Can open 6. Spoon.	Pupils to: 1. define machine. 2. name two examples of simple machine.
2.	Simple Machine in the School	Pupils should be able to: identify simple machines in the school.	Simple machine in school - Broom. - See-saw. - Swing. - Spoon.	Leads pupils to identify simple machine in the school.	Identify simple machines in the school	1. Broom 2. Spoon. 3. See-saw.	Pupils to: name at least three simple machines in the school.
3	Simple Machines in the Home.	Pupils should be able to: identify and name simple machines in the home.	Simple machines in the home. - Blender - Mortar and pestle - Iron etc.	Leads pupils to identify simple machine in the home.	Identify simple machines in the home (pair of scissors iron etc).	1. Blender. 2. Iron. 3. Mortar and pestle. 4. Scissors.	Pupils to: lists three simple machines in the home.
4	Simple Machine on the Farm.	Pupils should be able to: identify and name simple machines in the farm.	Simple machine in the farm. a. Cutlass. b. Hoe c. Wheelbarrow. d. Basket. e. Head pan.	1. Takes pupils to visits and observe workers on the farm. 2. Leads them to identify simple machines used by workers on the farm.	1. Observe workers as they use simple machines on the farm.	1. Cutlass. 2. Wheelbarrow. 3. Hoe 4. Basket. 5. Head pan.	Pupils to: 1. Name four simple machines used on the farm.
5	Uses of Broom.	Pupils should be able to: 1. states the uses of broom. 2. Draw and colour a broom.	Uses of broom. - Sweep house. - Remove cobwebs etc.	Initiates and guides class discussion that will help pupils to know the uses of broom both at home and in the school.	Identify the uses of broom in the school and at home.	Broom.	Pupils to: 1. state two uses of broom. 2. draws and colour a broom.

**BASIC TECHNOLOGY
PRIMARY I
FIRST TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Uses of Spoon.	Pupils should be able to: 1. state the uses of spoon. 2. draw a spoon.	Uses of spoon for eating (i.e. easy carrying of food into the mouth).	1. Leads pupils to know the uses of spoon. 2. Leads them to use a spoon.	1. Say the use of spoon. 2. Uses of spoon to eat.	Spoon.	Pupils to: 1. state two uses of spoon. 2. draw a spoon.
7	Uses of See-Saw/Swing	Pupils should be able to: state the uses of a see-saw/swing.	Uses of see-saw/swing.	1. Leads pupils to know the uses of see-saw/swing 2. Leads them to use.	1. Say the uses of see-saw/swing 2. Play on a see-saw.	1. See-saw 2. Swing.	Pupils to: state the uses of a see-saw/swing.
8	Uses of Can/Bottle Openers	Pupils should be able to: 1. identify a can/bottle opener. 2. state the uses of a can/bottle opener.	Uses of can/bottle opener.	1. Leads the pupils to identify can/bottle opener. 2. Guides them to open the bottle top of a soft drink using an opener.	1. Identify a can/bottle opener. 2. Uses a can/bottle opener to open a bottle drink.	1. Real object of can/bottle opener 2. Soft drinks.	Pupils to: states the uses of the following a. a can opener b. bottle opener.
9	Uses of Cutlass	Pupils should be able to: 1. identify a cutlass. 2. state the uses of a cutlass.	1. Uses of cutlass. 2. Cut grasses.	1. Leads pupils to identify a cutlass by showing their pictures of a cutlass. 2. Tells them the uses of a cutlass.	1. Identify a cutlass. 2. Say the use of a cutlass.	Pictures of a cutlass.	Pupils to: state the use of a cutlass.
10	Storage of Simple Machines.	Pupils should be able to: 1. label simple machines. 2. store collection of simple machines in the sciences corner.	Storage of simple machine.	Assists pupils to label and store their collections of simple machines in the science corner.	Collect and store simple machine in the science corner.	Textbook.	Pupils to: collect and store simple machines
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
PRIMARY I
SECOND TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Uses of simple machine (blender)	Pupils should be able to: 1. identify a blender. 2. state the uses of a blender.	Use of a blender.	1. Guides pupils to identify a blender by showing picture of a blender. 2. Leads them to know its uses by demonstration.	Identify a blender and state the uses of blender.	Pictures of a blender.	Pupils to: state what a blender is used for.
2.	Uses of wheelbarrow.	Pupils should be able to: 1. identify a wheelbarrow. 2. state the uses of a wheelbarrow.	Uses of wheelbarrow. a. To carry farm product. b. To carry heavy loads.	1. Guides pupils to identify a wheelbarrow. 2. Leads them to know what it is used for.	1. Identify a wheelbarrow. 2. Say the uses of wheelbarrow on the farm.	Charts showing a wheelbarrow.	Pupils to: state the uses of wheelbarrow.
3.	Uses of head pan.	Pupils should be able to: 1. identify a head pan. 2. state the uses of a head pan.	Uses of head pan.	1. Guides pupils to identify a head pan. 2. Leads them to know its uses on the farm.	1. Identify a head pan. 2. Say the uses of head pan.	Pictures of a head pan.	Pupils to: state the uses of head pan.
4.	Uses of basket.	Pupils should be able to: 1. Identify a basket. 2. state the uses of a basket. 3. draw and colour a basket.	Uses of basket. a. To store farm product. b. To carry items bought from the market etc.	1. Guides pupils to identify a basket. 2. Leads them on a class discussion to know its use.	1. Identify a basket. 2. List the uses of basket.	1. Chart showing a basket. 2. Real objects of a basket.	Pupils to: 1. state two uses of a basket. 2. draws and colour a basket.
5.	Uses of hoe	Pupils should be able to: 1. identify a hoe. 2. state the uses of hoe on the farm.	1. Uses of hoe. 2. For digging the soil b. For making ridges etc.	1. Guides pupils to identify a hoe. 2. Leads them to know the use of hoe by demonstrating how it is used.	1. Identify a hoe as a simple machine. 2. Say how hoe is used.	1. Hoe 2. Farmland.	Pupils to: state two uses of hoe.

**BASIC TECHNOLOGY
PRIMARY I
SECOND TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	The uses of mortar and pestle.	Pupils should be able to: 1. identify a mortar and pestle. 2. state the use of mortar and pestle 3. colour pictures of mortar and pestle.	1. Uses of mortar and pestle a. For pounding yam. b. for pounding palm-nut etc.	1. Guides pupils to identify mortar and pestle. 2. Leads them to know the uses of mortar and pestle.	1. Identify mortar and pestle. 2. Say what mortar and pestle is used for.	Charts showing mortar and pestle.	Pupils to: 1. list two use of mortar and pestle. 2. colour pictures of mortar and pestle.
7	Uses of scissors.	Pupils should be able to: 1. identify a pair of scissors. 2. mention the uses of scissors.	Uses of scissors. a. For cutting piece of clothe etc.	1. Guides them to identify a pair of scissors. 2. Demonstrates how scissors is used by cutting a piece of cloth with a pair of scissors.	1. Identify a pair of scissors. 2. Cut a piece of cloth with bare hands and then with a pair hands and then with a pair of scissors and describe their experience.	1. Real object of a pair of scissors. 2. cloth 3. Paper.	Pupils to: state the uses of a pair scissor.
8	The uses of pressing iron.	Pupils should be able to: 1. identify a pressing iron. 2. state what it is used for.	Use of pressing iron (to make cloth smooth).	1. Guides pupils to identify pressing iron. 2. Leads them to know what it is used for.	1. Identify a pressing iron. 2. Say what it is used for.	Chart showing a pressing iron.	Pupils to: say what iron is used for.
9	The safe use of simple machine in the school.	Pupils should be able to: use simple machines in a safe way in school.	The safe use of simple machines in school.	Demonstrates how to safely use simple machines in school.	Identify dangers in the use of simple machines in the school.	Textbook.	Pupils to: demonstrate how to use some simple machine in the school safely.
10	The safe use of simple machine in the home.	Pupils should be able to: use simple machines in a safe way at home.	The safe use of simple machines in the home.	Demonstrates how to safely use simple machines in the home.	Identify dangers in the use of simple machines in the home.	Textbook.	Pupils to: demonstrate how to use simple machines in at home safely.
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
PRIMARY I
THIRD TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Energy	Pupils should be able to: 1. explain the meaning of energy. 2. lists the different forms of energy.	1. Meaning of energy. 2. Forms of energy a. Light energy b. Sound energy. c. Electrical energy etc.	1. Leads pupils to know the meaning of energy. 2. Leads them to know the different forms of energy.	1. Defines energy as the ability to do work. 2. List the forms of energy.	Textbooks.	Pupils to: 1. state the meaning of energy. 2. list two forms of energy.
2.	Things that Use Energy	Pupils should be able to: 1. state three things that use energy. 2. perform activities involving the use of energy.	Examples of things that use energy.	1. Guides pupils to identify themselves using energy to move, write, jump, run, lift objects. 2. Guides pupils using posters to identify objects around them where energy is used e.g. grinding with mortar, pounding with pestle, riding a bicycle etc.	1. Perform simple activities showing the use of energy such as walking, running jumping, etc. 2. Identify from charts and posters objects that show the use of energy.	1. Pupils in the classroom. 2. Desk and chairs. 3. Posters and chart.	Pupils to: 1. perform an action to show the use of energy. 2. list any three things that use energy to work.
3.	Light Energy.	Pupils should be able to: explains the meaning of light energy.	Meaning of light energy.	Guides pupils to know the meaning of light energy.	Listen to their teacher attentively.	1. Sun 2. Electric bulb	Pupils to: explains the meaning of light energy using examples.
4.	Source Of Light Energy	Pupils should be able to: state five sources of light energy.	Sources of light energy. a. Candle b. Torch c. Electric bulb d. Kerosene lamp e. Sun etc.	Tells pupils the sources of light energy.	States the sources of light energy.	1. Electric bulb. 2. Candle 3. Torch. 4. Matches. 5. Kerosene lamp.	Pupils to: state five sources of light energy.

**BASIC TECHNOLOGY
PRIMARY I
THIRD TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Uses of Light Energy	Pupils should be able to: list three uses of light energy.	1. Uses of light energy. - To see objects - For traffic control - For photography. - To see images clearly on the television.	Leads pupils to know the uses of light as a form of energy.	Identify the uses of light energy as a form of energy.	Textbooks.	Pupils to: List three uses of light energy.
6.	Sound Energy	Pupils should be able to: explains the meaning of sound energy.	Sound energy.	Leads them to know the meaning of sound energy.	Say what sound energy means.	Textbooks.	Pupils to: explains the meaning of sound energy.
7..	Things Which Make Sound	Pupils should able to: name four things which make sound.	Things which make sound. a. Cat b. Dog. c. Train etc.	Tells them things which make sound.	Identify things which make sound.	Charts showing things which make sound.	Pupils to: name four things which make sound.
8.	Things that Produce Sound	Pupils should be able to: name four things that produce sound.	Things that produce sound e.g. drum, violin, piano, guitar etc.	Leads pupils to identify things that produce sound.	Identify things that produce sound.	Pictures of drum, violin, piano, whistle etc.	Pupils to: name four things that produce sound.
9.	Local Instrument that Produce Sound.	Pupils should be able to: state three local instruments that produce sound.	1. Local instrument that produce sound e.g. talking drum, flutes bamboo stem, agogo, gong etc.	Leads pupils to identify local instruments that produce sound using a chart.	Identify local instruments that produce sounds from a chart.	1. Bamboo stem 2. Flute 3. Chart showing other local instrument that produce sound.	Pupils to: state three local instrument that produce sound.
10.	Generating Energy	Pupils should be able to: explains how energy can be generated.	How to generate energy.	1. Leads pupils to strike two stones together. 2. Leads them to rub their palms to generate heat energy.	1. Strike two stones together to generate light energy. 2. Rub their palm together.	1. Stones. 2. Palm. 3. Textbook.	Pupils to: states two ways you can generate energy.
11.	REVISION						
12.	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
FIRST TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: BASIC MOVEMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Moving our body part.	Pupils should be able to: demonstrates correct movement patterns of leaping, walking, stepping, hopping and running etc.	Leaping, walking steeping, hopping and running etc.	1. Demonstrates the techniques in locomotor movement. 2. Supervises the pupils and offers assistance.	1. Practice the techniques of leaping, walking and running.	Playground balls etc.	Pupils to: demonstrates basic movement skills correctly.
2	Basic manipulative movement.	Pupils should be able to: perform basic manipulative movement.	Throwing of objects, catching of objects, kicking of objects, striking of objects.	1. Demonstrates that basic manipulative movements, supervises the children and offers assistance. 2. Demonstrates the non-locomotoer movement, supervises the children and offer assistance.	1. Practice manipulative patterns of throwing, catching in pairs, 2. Practice non-locomotor movement.	Playground balls etc.	Pupils to: perform basic manipulative movement correctly.
3	Safety rules in basic movement.	Pupils should be able to: identify safety rules in walking, running, pushing and kicking etc.	1. Safety rules.	1. List safety rules in basic movement.		1. Playground	Pupils to: state safety rules on the playground.
4	Practical exercise	Pupils should be able to: practice basic manipulative movements.	1. Exercise on basic manipulative movements.	1. Demonstrates and supervises pupils.	1. Practice and perform basic manipulative movement.		
5	Dangers in basic movement	Pupils should be able to: state the dangers in basic movement.	1. Dangers in basic movement.	1. List dangers in basic movements.		Text.	Pupils to: state the dangers in basic movement.

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
FIRST TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: BASIC MOVEMENT**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Athletics I	Pupils should be able to: perform simple athletic activities.	1. Short distances race e.g. 50 meters.	1. Demonstrates the events e.g. 50 meters (start from and finish) jumping (run-up take off, flight and landing).	1. Observes the teachers demonstration in running (start from and finish jumping, running (run-up, take off, flight and landing).	1. Playground 2. Cross-bar.	Pupils to: 1. perform simple athletic activities such as running, jumping etc. 2. perform 50 meters dash showing start from and finish.
7	Athletics II	Pupils should be able to: perform simple jumps.	1. Simple jump.	Supervises and corrects practice by pupils.	1. Practice the event.	1. Cross-bar 2. Up right poles. 3. Landing pit	Pupils to: demonstrate basic high jump skills. - Run-up - Take off - Flight - Landing.
8	Health benefits of simple jumps.	Pupils should be able to: state the health benefits of simple jumps.	Benefits of simple jumps.	Explains the health benefits of simple jumps.	Mention the health benefits of simple jumps.		Pupils to: state the health benefit of simple jumps.
9	Safety rules of simple jumps.	Pupils should be able to: state safety rules in running, jumping and the throwing etc.	1. Safety rules in athletics.	Explains safety rules.	Mention safety rules.	Playground.	Pupils to: state safety rules on short distances race (50meters dash and simple jump).
10	PRACTICAL EXERCISE		1. Short distance race. 2. Simple jumps.	Teacher guides pupils on short distance race.		Playground	Pupils to: practice the event of: 1. simple jumps. 2. short distances race e.g. 50 meter.
11	REVISION						
12	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
SECOND TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: SPORTS AND GAMES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Local games I	Pupils should be able to: demonstrates the skills of some local games.	Local games: rats and rabbits, cat and rat; fire on the mountain etc.	Explains the local games to the pupils	1. Observe the teacher's demonstration. 2. Practice the skill of the local games.	Playground, balls etc.	Pupils to: demonstrate the skills involved in the local games.
2.	Local games II	Pupils should be able to: perform some local game.	Local games.	1. Observes the pupils and offers assistance. 2. Demonstrates the various local games.	Play the local games.	Playground.	Pupils to: perform the local games correctly.
3.	Skills in ball games.	Pupils should be able to: perform the basic skills in ball games.	Kicking and stopping etc.	Explains the skills in kicking and stopping.	Practice the skills of kicking and stopping.	Playground, balls etc.	Pupils to: perform the skills of ball games e.g. kicking and stopping etc correctly.
4.	Safety rules in games.	Pupils should be able to: state safety rules in games.	Safety rules.	Lists safety rules.	Mention safety rules.	Playground.	Pupils to: list some safety rules in game.
5.	Swimming I	Pupils should be able to: mention the preliminary skill of swimming.	Skills for beginners; coming into and out of water, adjusting to the water, breathing turtle float face float.	Explains the preliminary skills.	Listen to the teacher.	1. Swimming pool 2. Whistle. 3. Swimming trunk.	Pupils to: mention the preliminary skill of swimming.

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
SECOND TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: SPORTS AND GAMES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6.	SWIMMING II	Pupils should be able to: perform the preliminary skill of swimming.	Demonstration of preliminary skills.	Demonstrates the preliminary skills of swimming.	Perform the preliminary skills.	1. Swimming pool. 2. Swimming trunk. 3. Swimming clothe.	Pupils to: demonstrates the preliminary skills of swimming.
7.	Benefits of swimming.	Pupils should be able to: list some benefit of swimming.	Benefit of swimming.	Lists benefits of swimming.	Mention benefits of swimming.	Swimming trunk/clothe.	Pupils to: list some benefits of swimming.
8.-9	Safety rules of swimming.	Pupils should be able to: state safety rules of swimming.	Safety rules.	Explains safety rules in swimming.	Observe safety rules.	Swimming clothe/life jacket etc.	Pupils to: list some safety rules of swimming.
10.	PRACTICAL EXERCISES						
11.	REVISION						
12.	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
THIRD TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: SPORTS AND GAMES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Health and hygiene (care of the hands)	Pupils should be able to: explain how to wash hands.	General body cleanliness in washing hands.	Guides the pupils to demonstrate how to wash hands.	Participates and demonstrates how to wash hands.	1. Charts. 2. Posters 3. Bowl 4. Water etc.	Pupils to: describe how to wash hands.
2.	Care of the skin	Pupils should be able to: 1. explain how to bath and care for the skin. 2. state items used in bathing the skin.	Bathing and care of the skin.	Guides the pupils to bathe.	Demonstrate how to bathe.	1. Sponge 2. Soap. 3. Water 4. Dettol. 5. Towel 6. Pomade. 7. Bucket.	Pupils to: 1. describe how to bath and care for the skin. 2. state three materials used in bathing the skin.
3.	Care of brush and teeth.	Pupils should be able to: 1. demonstrate how to brush the teeth. 2. state materials used in caring for the teeth.	Teeth brushing - Chewing stick - Tooth brush and paste.	Guides the pupils to demonstrate how to brush the teeth.	Participates and demonstrate how to brush the teeth.	1. Chewing stick. 2. Tooth brush. 3. Paste.	Pupils to: 1. demonstrate how to brush the teeth. 2. state materials for care of the teeth.
4.	Care of nails	Pupils should be able to: 1. describe how to cut nails. 2. state materials for cutting nails.	Cutting of nails.	Guides the pupils through discussion on care of nails.	Participates in discussion on the care of the nails.	1. Razor blades. 2. Nails cutter.	Pupils to: 1. describe how to cut the nails. 2. name materials for cutting nails.
5.	Ways of maintaining foot wears and clothes.	Pupils should be able to: 1. state ways of maintaining foot wears. 2. state ways of maintaining clothes.	Maintenance of foot wears and clothes.	Guides the pupils through discussion on maintenance of foot wears and clothes.	Participates in discussion on the care of the following. - Foot wears - Clothes.	1. Slipper/shoe 2. Stocking 3. Blouses 4. Skirts 5. Shorts.	Pupils to: state some ways of maintaining foot wears and clothes.

**PHYSICAL AND HEALTH EDUCATION
PRIMARY I
THIRD TERM**

**THEME: PHYSICAL AND HEALTH EDUCATION
SUB- THEME: SPORTS AND GAMES**

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6.	Ways of maintaining the hair.	Pupils should be able to: 1. state ways of maintaining the hair. 2. list some materials for caring for the hair.	Hair maintenance	Guides the pupils through discussion on care of hairs.	Participates in discussion on the care of the hair.	1. Scissors/clippers. 2. Hair cream etc.	Pupils to: 1. states some ways of maintaining the hair. 2. list two materials used in caring for the hair.
7.	Benefits of cleanliness.	Pupils should be able to: state the benefit of cleanliness.	Benefits of cleanliness.	List the benefit of cleanliness.	Mention some benefits of cleanliness.	Text.	Pupils to: list some benefits of cleanliness.
8.	First aid	Pupils should be able to: explains the meaning of first aid.	Meaning of first aid.	State the meaning of first Aid.	State the meaning of first Aid.	1. Text. 2. Charts. 3. Postures 4. Pictures	Pupils to: state what first Aid is.
9.	Objectives of first aid	Pupils should be able to: state the objectives of first Aid.	Objectives of first Aid. - Arrest bleeding. - To save life - Prevent injury from becoming worse.	Guides pupils to list and explain some objectives of first aid.	List objectives of first Aid.	1. Charts. 2. Posters 3. Pictures. 4. Textbooks.	Pupils to: state at least three objective of first Aid.
10.	Contents of first aid box.	Pupils should be able to: list some contents of first Aid box.	Content of first aid box.	Present a first aid box with its contents and guides pupils to identify the content.	Identify content of first aid box.	First Aid Box.	Pupils to: list at least, three contents of a First Aid Box.
11.	REVISION						
12.	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY I
FIRST TERM**

**THEME: INFORMATION TECHNOLOGY
SUB- THEME: BASIC COMPUTER OPERATIONS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Description of a Computer	Pupils should be able to: 1. describe a computer. 2. draw a computer.	Description of computer.	Leads pupils to identify a computer.	Identify a computer.	Charts/pictures of computer.	Pupils to: 1. describe a computer. 2. draw a computer.
2	Parts of a Computer.	Pupils should be able to: 1. name parts of a computer. 2. identify computer parts.	Parts of a computer: i. monitor. ii. keyboard. iii. system unit. iv. mouse v. printer. vi. speakers.	1. Arranges computer parts on a table. 2. Provide the pictures of computer parts and guides pupils to match the pictures with the real objects.	Touch and identify the mouse, monitor, printer and speaker.	1. Flash. 2. Mouse. 3. Printer. 4. Speakers. 5. Plain paper. 6. Colour pencil 7. Keyboard. 8. Monitor. 9. System unit.	Pupils to: name five parts of a computer.
3	The Monitor.	Pupils should be able to: 1. identify a monitor. 2. describe the features of a monitor. 3. name the types of monitor.	1. The monitor. 2. Description of a monitor	Displays the pictures of the monitor and guides pupils to match the pictures with the real objects.	Identify and match pictures of the monitor with real object.	Charts showing the monitor.	Pupils to: 1. what is a monitor. 2. describe the features of a monitor. 3. name the two types of monitor.
4	Functions of the Monitor.	Pupils should be able to: 1. state the function of the monitor. 2. state the difference between a monitor and a television.	Functions of the monitor.	1. Guides pupils to know the functions of the monitor. 2. Guides them to distinguish between a monitor and a television.	Look and tell the difference between a monitor and a television.	1. Pictures of a monitor. 2. Pictures of a television.	Pupils to: 1. state any two function of the monitor. 2. state the difference between a monitor and a television set.
5	The Keyboard.	Pupils should be able to: 1. describe a keyboard. 2. identify parts of a keyboard.	1. Description of a keyboard. 2. Parts of a keyboard.	1. Guides pupils to know the keyboard. 2. Guides pupils to identify parts of a keyboard.	1. Identify parts of a keyboard from a computer.	1. Computer. 2. Pictures of a keyboard.	Pupils to: 1. describe a keyboard. 2. name parts of a keyboard.

**INFORMATION TECHNOLOGY
PRIMARY I
FIRST TERM**

THEME: INFORMATION TECHNOLOGY

SUB- THEME: BASIC COMPUTER OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Functions of the Alphabetic and Numeric Keys.	Pupils should be able to: 1. list the function of alphabetic keys. 2. name the numeric keys on a keyboard. 3. list the function of the numeric keys.	1. Function of alphabetic keys (Aa-Zz). 2. Function of numeric keys (0-9).	1. Guides pupils to know, identify and state the functions of alphabetic keys. 3. Guides pupils to know, identify and state the functions of the numeric keys.	1. Identify the alphabetic keys and its function. 2. Identify the numeric keys and its function.	1. Keyboard.	Ask pupils to: 1. list the functions of alphabetic keys. 2. give five examples of the upper and lower case letters. 3. state the functions of the numeric keys.
7	System Unit.	Pupils should be able to: describe a system unit.	1. The system unit. 2. Description of the system unit.	Describes the system unit with the aid of pictures.	Observe pictures of a system unit and listen to the description.	Pictures of a system unit.	Pupils to: describe a system unit.
8	Components Of System Unit.	Pupils should be able to: 1. state the component of system unit. 2. state the functions of each of the components of the system unit. 3. state the full meaning of the following. (i) CPU (ii) RAM.	1. C.P.U 2. RAM 3. DISK DRIVE	1. Leads pupils to know the components of the system unit. 2. Leads them to know their functions and their full meaning.	Listen attentively to their teacher.	Pictures of a system unit.	Ask pupils to: 1. name two components of the system unit. 2. give the full meaning of: (a) CPU (b) RAM. 3. state the function of the CPU.
9	The Mouse.	Pupils should be able to: 1. describe a mouse. 2. identify the features of computer mouse.	1. The mouse. 2. Features of a computer mouse.	1. Guides pupils to know the description of a mouse 2. Leads pupils to identify the features of a computer mouse.	1. Identify the features of a computer mouse.	1. Pictures of a computer mouse.	Pupils to: 1. Describe a mouse. 2. State three features of a computer mouse.
10	The Printer	Pupils should be able to: 1. describe a printer. 2. identify different types of printers.	1. Description of a printer. 2. Types of printers.	1. Describes a printer with the aid of a chart or real objects. 2. Leads pupils to know the types of printer.	1. Identify a printer. 2. Name types of printer.	Pictures of the printer.	Pupils to: 1. describes a printer. 2. name two types of printer.
11	REVISION						
12	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY I
SECOND TERM**

THEME: INFORMATION TECHNOLOGY

SUB- THEME: BASIC COMPUTER OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Speakers.	Pupils should be able to: 1. describe a speaker. 2. identify features of a speaker.	1. Description of a speaker. 2. Features of a speaker.	1. Guides them to identify a speaker as part of a computer. 2. Leads them to identify parts of a speaker.	Identify a speaker and the features.	1. Textbooks 2. Pictures of a speaker.	Pupils to: 1. describe a speaker. 2. identify features of a speaker.
2	Drawing of Computer Parts.	Pupils should be able to: 1. draw/sketch part of a computer. 2. name and colour the pictures of computer parts.	1. Drawing of computer parts. 2. Colouring and naming of computers parts.	1. Provides the pictures of the mouse, printer, keyboard and speakers and guides pupils to draw them. 2. Leads them to colour the picture of computer parts.	1. Draw parts of a computer. 2. Colour pictures of a computer parts.	1. Pencil 2. Crayon 3. Paper.	Pupils to: 1. draws parts of a computer e.g. speaker. 2. name and colour the picture of computer parts.
3	Differences Between a Computer and a Television.	Pupils should be able to: state the difference between a computer and a television.	1. The computer 2. The Television.	1. Takes pupils to see a computer and a television. 2. Guides them to note the differences between them.	1. Look at the real computer and a television. 2. Identify what makes them different.	1. Computer. 2. Television.	Pupils to: state the differences between a computer and a television.
4	Uses of Computer in School	Pupils should be able to: state the uses of computer in school.	1. Uses of computer: i. typing of text. ii. for learning iii. storing information. iv. comparing two values in order to rearrange them etc.	Leads pupils to know uses of computer in school	List the uses of computer in schools.	1. Computer. 2. Printer.	Pupils to: mention two uses of computer in school.
5	Uses Of Computer At Home.	Pupils should be able to: state three uses of computer at home.	Uses of computer at home. a. Playing games b. Watching educational films. c. Storing and retrieving information etc.	Leads pupils to know the uses of computer at home.	States the uses of computer at home.	1. Computer. 2. Learning software 3. Paper 4. Printer.	Pupils to: lists at least three uses of computer at home.

**INFORMATION TECHNOLOGY
PRIMARY I
SECOND TERM**

**THEME: INFORMATION TECHNOLOGY
SUB- THEME: BASIC COMPUTER OPERATIONS**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6.	Uses Of Computer In The Bank.	Pupils should be able to: mention the uses of computer in the bank.	Uses of computer in the bank: a. to transfer money. b. store information.	Leads pupils to know the uses of computer in the bank.	Listen attentively to their teacher.	Computer.	Pupils to: list at least two uses of computer in the bank.
7.	Uses Of Computer In Hospitals.	Pupils should be able to: list the uses of computer in the hospital.	Uses of computer in hospitals: a. storing names of patients. b. diagnose the health of patient. c. save hospital bills date of patients.	Leads pupils to know the uses of computer in the hospital.	State the uses of computer in the hospital.	Computer.	Pupils to: lists two uses of computer in the hospital
8.	Things Computer Cannot Do.	Pupils should be able to: state what computer cannot do.	What computer cannot do: a. cannot think and reason like human. b. cannot run, eat, or drink water etc.	Leads pupils to know things computers cannot do.	Say what computers cannot do.	Textbooks.	Pupils to: State three things computers cannot do.
9.	Things Produced With a Computer.	Pupils should be able to: state things produced with a computer	Things produced with a computer: a. drawings. b. paintings. c. print-out. d. books etc.	Shows pupils things produce with a computer.	Come out in groups of two to examine what the teacher has produce with computer.	1. Print-outs. 2. Books etc.	Pupils to: name four things produced with a computer.
10	People Who Use Computer	Pupils should be able to: name the people who use computer.	people who uses computers: a. pupils. b. teachers. c. bankers. d. health personnel e.g. doctors. e. architects	Leads them to know the people who uses computer.	Listen attentively to their teacher.	Textbooks.	Pupils to: name any four persons who uses computer.
11	REVISION						
12	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY I
THIRD TERM**

THEME: INFORMATION TECHNOLOGY

SUB- THEME: BASIC COMPUTER OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Common IT devices.	Pupils should be able to: 1. say the meaning of IT devices. 2. identify and name common IT devices.	1. Meaning of IT devices. 2. Common IT devices, GSM Phone, calculator, Digitals wristwatch etc.	1. Leads pupils to know the meaning of IT devices. 2. Leads them to know and identify common IT devices.	Identify and name common IT devices.	1 Toy GSM Phones, 2. Smart phones 3. Toy calculator.	Pupils to: 1. say the meaning of IT devices. 2. lists three IT devices.
2	Common/devices (G.S.M phones)	Pupils should be able to: 1. identify GSM phone. 2. give the full meaning of GSM. 3. name types of GSM phone. 4. state the uses of GSM phone.	1. Meaning of GSM 2. Types of GSM phones. 3. Uses of GSM phones. - Call making. - Receiving calls. - Sending and receiving messages etc.	1. Guides pupils to identify GSM phones and the full meaning of GSM. 2. Leads them to know the types and uses of GSM Phones.	1. Identify GSM phone. 2. Say the full meaning of GSM. 3. Name the types and uses of GSM phone.	1. GSM Phones. 2. Pictures of different types of GSM Phone.	Pupils to: 1. give the full meaning of GSM. 2. state any three types of GSM phones. 3. list what GSM Phone are used for.
3	Common IT devices (calculator)	Pupils should be able to: 1. identify and describe a calculator. 2. name types of calculator. 3. state the uses of calculators.	1. Description of calculator. 2. Types of calculator. 3. Uses of calculator.	1. Describes a calculator. 2. Leads them to know the types and use of a calculator (scientific and standard calculator).	1. Identify and describe a calculator. 2. Name types of calculator. 3. Say the uses of a calculator.	1. Textbooks 2. Pictures of a calculator.	Pupils to: 1. describe a calculator. 2. lists two types of calculator. 3. state what calculator is used for.
4	Common IT devices (wristwatches)	Pupils should be able to: 1. identify and describe digital and analogue wristwatches. 2. state the difference between a digital and analogue wristwatch. 3. say the use of a wristwatch.	1. Description of digital and analogue wristwatches. 2. Difference between digital and analogue wristwatch. 3. Uses of wristwatches (to tell us the time).	1. Describes the types of wristwatches (digital and analogues wristwatches). 2. Leads pupils to know the use of wristwatches.	1. Describe digital and analogue wristwatches. 2. Distinguish between a digital and analogue wristwatches. 3. Say the uses of a wristwatch.	1. Toy wristwatches. 2. Pictures of wristwatches	Pupils to: 1. state the two types of wristwatches you know. 2. state the differences between the two types. 3. say what wristwatches are used for.

**INFORMATION TECHNOLOGY
PRIMARY I
THIRD TERM**

THEME: INFORMATION TECHNOLOGY

SUB- THEME: BASIC COMPUTER OPERATIONS

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Common IT devices (organizer).	Pupils should be able to: 1. describe an organizer. 2. state the uses of an organizer.	1. Descriptions of an organizer. 2. Uses of an organizer: - to show date, time and perform calculations. - store address.	1. Describes an organizer. 2. Leads them to know the uses of an organizer.	Describes an organizer and say the uses of an organizer.	Pictures of an organizer.	Pupils to: 1. describe an organizer. 2. state the uses of an organizer.
6	Common IT device (pager)	Pupils should be able to: 1. describe pager. 2. state the uses of a pager.	1. Description of a pager. 2. Uses of pager: - to report disasters such as fire disasters, accident etc.	1. Guides pupils to describe a pager. 2. Leads them to know the uses of pager.	Describe and say the uses of pager.	1. Textbook. 2. Pictures of pager.	Pupils to: 1. describe a pager. 2. state two uses of a pager.
7	Fax machine	Pupils should be able to: 1. describe a fax machine. 2. state the uses of fax machine.	1. Description fax machine. 2. Uses of fax machine.	1. Guides pupils to describe a fax machine. 2. Leads them to know the uses of fax machine.	1. Describe a fax machine. 2. Say the uses of fax machine.	Chart showing a fax machine.	Pupils to: 1. describe a fax machine. 2. state the uses of a fax machine.
8	Radio	Pupils should be able to: 1. describe a radio. 2. state the uses of radio.	1. Description of a radio. 2. Uses of radio.	1. Describes a radio. 2. Leads pupils to know the uses of a radio.	1. Describe a radio. 2. Say the uses of a radio.	1. Toy radio. 2. Pictures of radio.	Pupils to: 1. describe a radio. 2. list the uses of a radio.
9	Television.	Pupils should be able to: 1. describe a television. 2. state the uses of a television.	1. Description of a television. 2. Uses of television.	1. Describes a television with pictures of it. 2. Leads them to know its uses.	1. Describes a television. 2. Say its uses.	1. Pictures of television. 2. Real television. 3. Workbook. 4. Colour pencil.	Pupils to: 1. describe and state uses of a television. 2. colour a television.
10	Liquid dispensers.	Pupils should be able to: 1. describe a liquid dispenser. 2. state the uses of liquid dispensers.	1. Description of liquid dispensers e.g. fuel dispensers. 2. Uses of liquid dispenser.	Describes liquid dispensers and tells them its uses.	Describe liquid dispenser and say what it is used for.	Pictures of liquid dispenser.	Pupils to: 1. describe a fuel dispenser. 2. state two uses of fuel dispenser.
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Who is God?	Pupils should be able to: 1. explain who god is. 2. explain unlimited power of god.	Who is God? God is spirit invisible, all powerful, a person who hear, talk, feel, love, understand etc. "Jn. 4:24"	1. Explains who God is. 2. Guides pupils to appreciate who God is to us as our heavenly father.	1. Listen to the teacher's explanation 2. Learn and sing song of praise of God	The holy Bible	Pupils to: 1. explain who God is 2. mention ways to show respect for God and parents. 3. sing songs of praise to God.
2	The Story of God's Creation	Pupils should be able to: 1. explain the term creation. 2. mention/list what God created. 3. explain why God created things and man.	1. Creator (who made all kings). 2. Things God created (Gen. 1:1-27) e.g. The sun, moon, plants, animals, stars etc.	1. Guides pupils to appreciate what God created by singing praises to him. 2. Identifies the things God created e.g. sun, moon, plants, animals stars, human beings.	1. Move outside to identify the sun, sky, plant, animals etc. 2. Participate in mentioning and touching some of God's creations. 3. Recite Gen. 1:1.	1. Pictures of people, rocks, trees, rivers, animals, children themselves and other things in the bible passage. 2. Clay to mold objects that God create.	Pupils to: 1. explain the meaning of creator. 2. mention source of the things God created. 3. draw two creature's of God e.g. plants and animals.
3	Why we Should Fear and Respect God	Pupils should be able to: 1. explain why people should fear and respect God. 2. develop love and care for fellow class mate and others. 3. recognize God as their creator.	1. God made all things (Gen. 1:1-2). 2. Fear and respect God. 3. Love and respect our parents.	1. Explains the need to reverence and honour God; (avoid swearing, cursing and using fowl languages). 2. Emphasizes love, obedience and respect of parents and elders	1. Love and appreciate parents and others 2. Learn and sing songs of praise to God	Picture of those praising God.	Pupils to: 1. mention ways to show respect for God and parents. 2. sing songs of praise and thanks to God.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	Why God Created All Things	Pupils should be able to: 1. state why God created all things 2. explain why God created all things	1. God created all things (Gen. 1:28). 2. His glory and honour 3. That we might serve Him and worship Him 4. To reproduce (Rev. 4:11).	1. Explains why God created all things. 2. Lists the things God created.	1. Listen to teacher's explanation. 2. Sing songs of praise.	1. Pictures of sun giving light, moon and stars for the night. 2. Clay to mold objects. 3. Cardboard papers to draw pictures.	Pupils to: 1. give two reason' why God created the sun and moon. 2. mention two reasons why God created them.
5	Why God Created Man	Pupils should be able to: 1. Explain why God created man (Gen. 1:28). 2. Take care of the things God created by man..	Why God created man (Gen. 1:28-30) - For His glory and honour - To know Him - To love Him - To worship Him - To serve Him - To maintain his creatures - To reproduce	1. Explains why God created man. 2. Explains the importance of each child God created.	1. Listen to the teacher's explanation. 2. Sing song of worship to God.	1. Picture of the people God created. 2. The picture of man working in the garden. 3. Picture of a man taking care of the flock.	Pupils to: give two reason why God created them.
6	Care of Things God Created	Pupils should be able to: 1. take care of the things God created. 2. how to take care of everything God has made. 3. know why we should take care.	1. Take care of the things God created. 2. Duties of the parents to children, duties of farmers and duties of shepherd 3. Why we should take care?	1. Takes care of the things around them. 2. Guides pupils to take care of the thing around them God created.	1. To take care of the things God created. 2. The duties of the children at home and in the school. 3. Duties of the pupils in the communities.	Pictures of people, rock, tree, rivers, animals, children etc.	Pupils to 1. give reasons why we should take care of those things God created. 2. why and how we should take care of those things God created.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
7	God, the giver of family	Pupils should be able to: 1. describe the family. 2. identify the first family created by God (Adam and Eve).	1. Description of family (Gen. 1:26-28) (father, mother and children). 2. The story of Adam and Eve.	1. Asks pupils about their family and the creator. 2. Tell story about God, forming the first family (Adam and Eve).	1. Respond to the teacher's questions. 2. Participate in drawing members of the family.	Pictures of different types of families.	Pupils to 1. mention the first family God created. 2. mention the first man God created. 3. mention the first woman God created.
8	Things Created by Human Beings	Pupils should be able to: list things made by human beings.	Things made by man: - car - table - aeroplane - train etc.	Guides pupils to identify things made by man.	Mentions things made by man.	Classroom table chairs etc.	Pupils to: mention three things made by man.
9	Angel, Visit to Mary	Pupils should be able to: narrate the visit of angel Gabriel to Mary.	How angel Gabriel visited Mary (Lk. 1:26-38).	1. Tells story on how angel Gabriel visited Mary. 2. Leads class to enroll playing as an angel.	1. Participation in the roll playing. 2. Answer question from the topic.	Picture of Mary and Angel Gabriel.	Pupils to 1. mention the Angle that visited Mary. 2. what was the Angel's message to Mary? 3. what was Mary's response to the Angel?
10	Mary, Visit to Elizabeth	Pupils should be able to: narrate why Mary visited Elizabeth to Mary.	The visit of Mary to Elizabeth.	Explains to pupils why Mary visited Elizabeth.	Listen to the story and ask questions.	The picture of Mary and Elizabeth discussions.	Pupils to 1. who visited Elizabeth. 2. what is the reason for Mary's visit?
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	The Birth of Jesus	Pupils should be able to: 1. narrate the birth of Jesus. 2. tell why Jesus came. 3. explain why we celebrate Christmas.	1. How, where and why Jesus was born (Lk. 2:1-7, matt. 2:1-16, Jn. 3:16). 2. Christmas helps us remember Jesus birth (Matt. 1:8-25, 2:1-23).	1. Reads and explains the bible passages. 2. Leads pupils to dramatize the birth of Jesus. 3. Discusses the purpose of Christmas. 4. Leads the singing of Christmas carols.	1. Participate in class discussion. 2. Asking and answering questions.	1. Picture of the nativity story. 2. Decorated Christmas tree.	Pupils to: 1. explain who Jesus is and why He came. 2. explain why we celebrate Christmas.
2.	The visit of the wise men	Pupils should be able to: narrate the visit of the wise men and the shepherds	1. Visit of the angel to the shepherds 2. The gifts presented to Jesus by the wise men: - gold - myrrh - frankincense	1. Leads class to dramatize the visit of the wise men and the shepherds. 2. Leads them to mention the gifts presented to Jesus.	1. Participate in the dramatization of the visit of the wise men. 2. Participate in naming the gifts given to Jesus.	1. Charts of angel's visit. 2. Wrapped gifts. 3. Picture of the wise men and their gifts.	Pupils to: 1. narrate the story of the visit of the angel. 2. mention the three gifts given to Jesus. 3. mention what led the shepherd to where Jesus was born.
3.	Jesus was protected from Danger	Pupils should be able to: 1. describe how baby Jesus was protected from danger. 2. narrate how their parents are protecting them.	1. Ways in which God protected Jesus. 2. Show ways in which God, our parents, and the government protect us.	1. Discusses ways in which God protected Jesus. 2. Discusses how our parents, the government can protect us.	1. Participate in the class discussion. 2. Asking and answering questions.	Picture of Joseph, running away with Mary to Egypt.	Pupils to: 1. mention who carried Jesus away into hiding. 2. say where they took Him for safety. 3. say who protected Him from danger.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	Jesus our friend	Pupils should be able to: 1. explain who a friend is 2. show how Jesus related kindly with love to people including children. 3. list two things about Jesus life they will like to emulate in relating to God, school mates, brothers and sisters and other children in the community. 4. explain why we are also His friends.	1. Definition of a friend. 2. he calls little children (Matt. 19:13-15). 3. We are also His friends if we: - obey him - love him - do good to others	1. Explains who a friend is. 2. Explains why and how we are friends to Jesus. 2. Leads pupils in singing some chorus e.g. Jesus loves little children.	1. Participate in singing. 2. Mention the names of their friends.	Picture of Jesus holding a child and two friends shaking hands.	Pupils to: 1. say who Jesus called to Himself. 2. say why they are friends of Jesus.
5	Jesus calls His disciples friends	Pupils should be able to: name the disciples whom Jesus called His friend.	1. Calling of the twelve disciples (Matt. 10:1-4). 2. Why Jesus calls His disciples friends.	1. Leads the pupils to learn the names of the twelve disciples of Jesus. 2. Explains why and how the disciples are friends to Jesus.	1. Participate in reciting the names of the disciples. 2. Participate in discussion on how we are Jesus' friend. 3. Mention the names of their friends.	Picture of two friends shaking hands.	Pupils to: 1. name four of Jesus' disciples. 2. say why they are friends of Jesus.
6	Jesus feeds 5000 People	Pupils should be able to: 1. narrate how Jesus feed 5000 people with five loaves of bread and two fishes. 2. say how a little boy shared what he had.	1. Jesus feeds over 5000 people with food from a little child who was willing to share (John 6:1-13). 2. Jesus taught His disciples not to be wasteful. 3. Ways God provides food for us.	Explains why and how we should avoid wasting of food.	Pray for those who have no food to eat.	Pictures of children that are hungry and need food.	Pupils to: 1. mention two ways we can avoid wasting food. 2. say how many people Jesus fed with the bread and fish. 3. say who brought the bread and fish.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Jesus Wants Us To Make Friends	Pupils should be able to: 1. identify people who are friends of Jesus. 2. mention what Jonathan did to show friendship. 3. explain how we should relate to our friends in school and community. 4. state why we should have good friends.	1. People who were friends in the Bible – David and Jonathan (I Sam. 18:1-15, 20-42). - The friends at midnight (Lk. 11:5-8). - Jesus and Lazarus (Jn. 5:11, 35 and 36). 2. Our friends in school and in the community. 3. Reasons why Jesus wants us to have good friends. - To help, advice and protect us.	1. Tells stories of people who were friends in the bible. 2. Ask pupils names of their friends at school and in the community. 3. Leads a discussion on what pupils do with/for/to their friends. 4. Tells pupils reasons why Jesus wants us to have good friends.	1. Participate in discussions on why we should make good friend. 2. Participate in drama showing good friends and bad friends.	1. Picture of school children singing and shaking hands. 2. Pictures showing. - David and Jonathan. - Friend knocking at the door. - Jesus and Lazarus.	Pupils to: 1. indicate whether they are friends to Jesus and why? 2. tell the stories of David and Jonathan, Jesus and Lazarus and friends at midnight. 3. explain why we should have good friends.
8.	Obeying God	Pupils should be able to: 1. explain what obedience is and give reasons why we should obey God. 2. explain how to show obedience to God. 3. Explain how to show obedience to our parents. 4. Explain obedience to the law of the nation.	1. Explanation of obedience and reasons why we must obey God. a. obedience to God brings blessing. Jesus was obedient to God (Phi. 2:9-11, Gen. 6:8). 2. Ways to show obedience to God and our parents. 3. Ways to show obedience to the law of the Nation.	1. Explains what obedience is and leads in discussing why we should obey God. 2. Discusses ways to show obedience to God. 3. Teaches the pupils to obey the laws of the Nation.	1. Participate in discussion on why we should obey God. 2. Demonstrate obedience to law of the land e.g. cleaning of classroom. 3. Play roles on reward for reporting lost items and punishment for stealing.	1. Bible 2. Picture of child. 3. Pictures showing reward for obedience 4. Picture of a prisoner	Pupils to: 1. Give reasons why they should obey God. 2. Explain how to show obedience to God and our parents

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
9.	The Death of Jesus	Pupils should be able to: 1. understand and narrate Jesus sacrificial death. 2. identify 2 or 3 benefits of His death. 3. identify ways to sacrificially serve at home, school, church and the community.	1. Definition of death of Jesus Christ 2. How and why Jesus had to die (Matt. 27:27-50, 28:1-8) - Show God's power over suffering, death and evil people who want to harm us. 3. List various ways of sacrificial service at home, school, church and the community.	1. Leads pupils to dramatize the crucifixion story. 2. Shows how Jesus death benefits us. 3. Explains how we use our strength and ability to serve community and God.	Listen and participate actively in dramatization and songs.	1. A picture, nails, wood, cross etc. 2. Charts and pictures showing some heads of states and governors who have served Nigerians.	Pupils to: 1. tell the story of death of Jesus. 2. mention two benefits of Jesus death. 3. mention two ways they can also sacrificially serve at home, school or community.
10	The Resurrection of Jesus Christ.	Pupils should be able to: 1. understand and narrate the story of Jesus' resurrection. 2. identify 2 or 3 benefits of Christ resurrection.	1. Definition of resurrection from death. 2. the story of Jesus resurrection. 3. The benefit of Jesus resurrection.	1. Narrates the story of the resurrection of Christ. 2. Mentions ways Christ resurrection benefited us.	1. Listen, ask and answer questions. 2. Recall how and when Jesus resurrected from death.	Pictures and charts showing the resurrection of Jesus	Pupils to: 1. tell the story of resurrection of Jesus. 2. mention two benefits of Jesus resurrection. 3. say when Jesus rose from death.
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Who is a Christian	Pupils should be able to: 1. explain in a statement who a Christian is. 2. identify the type of books used by Christians. 3. mention the founder of Christianity.	1. Define the term Christian. 2. List steps to becoming a Christian (Acts 2:37-39).	1. Reads and explain the passages. 2. Discusses some good things people should do, like obeying parents, teachers and laws of Nigeria, giving to the poor etc. 3. Gives pupils the opportunity to accept Jesus as their lord and Saviour.	1. Listen and ask questions 2. Pray to become a Christian if they want	1. Picture of heaven as future home for Christians. 2. Picture of fire as future home for bad Christians. 3. Songs of salvation like; "My heart was dark with sin until the Saviour came in".	Pupils to: 1. explain who a Christian is. 2. steps to become a Christian.
2	Good and Bad Christian	Pupils should be able to: 1. explain who a good Christian is. 2. explain who is a bad Christian. 3. identify a good and a bad Christian.	1. Teach the story of the good Samaritan (Lk. 10:30-36). 2. emphasize on heaven and hell. 3. The fruit of the flesh (Gal. 5:19-21).	1. Reads and explain the bible passage on the good Samaritan. 2. Discusses some good things people should do like obeying parents, teachers, giving to the poor. 3. Shows the pupils the picture of heaven and hell.	1. Listen and ask questions. 2. Mention good things they have done in the past.	Pictures of people in heaven and picture of fire as future home for bad Christians.	Pupils to: 1. say who is the good Samaritan? 2. explain who is a good Christian. 3. explain who is a bad Christian.
3	Benefit of Becoming a Christian	Pupils should be able to: 1. explain the benefit of a good Christian. 2. motivate a desire to be like Jesus in love, grace, goodness, kindness and forgiveness.	1. The fruit of the spirit (Gal. 5:22-23). 2. Explain the benefit of a good Christian.	1. Teaches the fruit of the spirit. 2. Lists the benefits of becoming a Christian.	Mention the fruit of the spirit.	Teachers, pupil's discussion.	Pupils to: 1. mention the fruit of the spirit. 2. say the benefits of becoming a good Christian.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	Jesus Wants us to Love one Another	Pupils should be able to: 1. name the things Jesus ask His disciples to do. 2. demonstrate love. 3. identify the need for loving one another.	1. Define the meaning of love; (I Cor. 13:4-13). 2. Jesus' teaching on love (Matt. 5:43-48, Jn. 15:12). 3. Why Jesus want us to love one another.	1. Discusses the meaning of love. 2. Explains the teaching of Jesus on love. 3. Leads the pupils to discover why they should love one another.	1. Ask and answer questions on love. 2. Participate in class discussion on how to love.	Pictures of people at a wedding or naming ceremony, exchanging gifts etc.	Pupils to: 1. explain what love is. 2. tell what Jesus asked His disciples to do to show love. 3. explain why we should love one another.
5	Obedience to God	Pupils should be able to: 1. explain what obedience means. 2. explain how to show obedience to God. 3. explain how to show obedience to our parents.	1. Explanation of obedience and reason why we should obey God. 2. The story of Abraham and Isaac (Gen. 22:1-14).	1. Explains the meaning of obedience. 2. Teaches the story of Abraham and Isaac.	1. Participate in discussion on why we should obey God. 2. Ask and answer questions. 3. Play roles on reward for reporting lost items and punishment for stealing.	1. Bible 2. Pictures showing people rewarded for obedience.	Pupils to: 1. give reasons why they should obey God. 2. explain how to show obedient to God and our parents.
6	Things a Christian Should not do I	Pupils should be able to: 1. list something a Christian should do. 2. list something a Christian should not do and why?	Teach the ten commandment (Take the first 5 commandments).	1. Teaches the first five commandments in the bible. 2. Counsels pupils to obey the law of God. 3. Explains the bible passage in support of obedience to parents and God.	1. Listen to the teacher. 2. Demonstrate obedience to the law of God.	The Holy Bible	Pupils to: mention two commandments given by God to men.
7	Things a Christian Should not do II	Pupils should be able to: 1. list something a Christian should do. 2. list something a Christian should not do and why?	Teach the ten commandments (Take the next 5 commandments)	1. Teaches the next 5 commands in the bible. 2. Counsels pupils to obey the law of God 3. Explains the bible passage in support of obedience to God and parents.	1. Listen to the teacher. 2. Demonstrate obedience to the law of God.	The Holy Bible	Pupils to: mention two commandments given by God to man.

**CHRISTIAN RELIGIOUS KNOWLEDGE
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8.	Jesus Wants Us To Enjoy Playing And Living Together	Pupils should be able to: 1. play together; 2. share with one another. 3. work with others and 4. identify the benefits of working together and sharing things with one another.	1. Importance of working together. 2. Importance of playing together. 3. Importance of sharing together. 4. Story of the early Christians sharing what they had (Act. 4:32, Jn. 6:5- 14).	1. Reads and explains the bible passage. 2. Discusses the benefits and joy of working together and sharing things with one another.	1. Participate in sharing personal experiences of the joy of working together. 2. Carryout group project e.g. sweeping, cleaning, games etc.	Pictures of peoples sharing, working together e.g. a community project like building a bridge.	Pupils to: 1. work as a group and assess their spirit of cooperation. 2. play games (hide and seek, “oga” game).
9.	Children of God Help One Another	Pupils should be able to: 1. enumerate ways we can help our parents, brothers, sisters and other people. 2. narrate the story of the good Samaritan.	1. Ways of helping our parents, brothers, sisters and people in the community. 2. Story of the good Samaritan showing how we can help one another (Lk. 10: 30-36).	1. Discusses various ways of helping our relations and neighbours. 2. Tells the story of the Good Samaritan.	1. Participate by asking and answering questions. 2. Dramatize the Good Samaritan.	Picture of children in the home helping mummy and daddy in the farm, nurses helping the sick in the hospital.	Pupils to: 1. mention two things they can do to help their friends and parents. 2. tell the story of the Good Samaritan.
10	The Joy of Having God As A Father	Pupils should be able to: 1. enumerate the blessing we receive as God’s children. 2. explain how God protect us.	1. God gives all that we need; protection, food, light, love etc. (Matt. 6:25-31). 2. The story of Paul and Silas in prison (Acts 16:25-34).	1. Tells the story of Paul and Silas, bringing out clearly how God protects, cares for and defends His children. 2. Leads pupils in singing songs of praise to the father.	1. Ask and answer questions. 2. Participate in singing songs of praise e.g. Paul and Silas, they prayed, they sang and the Holy Ghost came down.	1. Bible 2. Picture of Paul and Silas singing and praying to God.	Pupils to: 1. list the blessing we receive as God’s children. 2. explain ways by which God protects us.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Arabic alphabet alif-sad	Pupils should be able to: 1. pronounce the arabic alphabets correctly. 2. identify each of the alphabets and write them.	Alif – Sad	i. Writes the alphabets boldly on chalkboard ii. Pronounces the alphabets to the pupils hearing, severally. iii. Guides pupils on how they should or as they write the alphabets.	1. Listen or pay attention to the teacher. 2. They should pronounce or repeat after the teacher in groups 3. They should write the alphabets.	1. Chalkboard on which the alphabet are boldly written. 2. Plash cards 3. Information technology devices.	Pupils to: 1. pronounce the arabic alphabets. 2. identify each of the alphabets.
2.	Arabic alphabets dad-yaw	Pupils should be able to: 1. pronounce the arabic alphabets correctly 2. identify each of the letters and write them.	DAD – YAW	i. Writes the alphabets boldly on chalkboard ii. Pronounces the alphabets to the pupils hearing, severally. iii. Guides pupils on how they should or as they write the alphabets.	1. Listen or pay attention to the teacher. 2. They should pronounce or repeat after the teacher in groups 3. They should write the alphabets.	1. Chalkboard on which the alphabet are boldly written. 2. Plash cards 3. Information technology devices.	Pupils to: 1. pronounce the arabic alphabets correctly 2. identify each of the letters and write them.
3.	Suratul-fatiha	Pupils should be able to: 1. recite suratul-fatiha correctly. 2. say when of the circumstances that one can read the surah.	The Arabic text of suratul-fatiha (i.e. its transliteration).	1. Open at page where you have suratul-fatiha in the glorious Quran and recites slowly word by word. 2. Pinpoints the difficult words and pronounce them verse by verse. 3. Tell pupils when the surah can be recited.	1. Listen to the teacher’s recitation attentively 2. Recite after the teacher individually/collectively 3. Recite the surah several times to give rooms for memorization	1. A copy of the Glorious Quran 2. Recorded cassette of the surah (i.e. by the information technology devices	Pupils to: 1. recite suratul-fatiha correctly. 2. mention the time or when the surah can be read.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4.	Meaning of saratul-fatiha and its lessons	Pupils should be able to: 1. read the meaning of suatul fatiha. 2. state or mention lessons derived from the surah.	Its English Translation	1. Writes the meaning of suratul fatiha on the chalkboard for pupils to see. 2. Reads and explanations to the pupils. understanding 3. Guides pupils to understand and pinpoint the lessons derives from the surah.	i. Pupils should pay attention to the teacher in all the ramification. ii. Pupils should copy the meaning/the lessons derived from the surah.	1. A copy of the glorious quran (tyranslated copy) into English language. 2. Recorded cassette of the translated surah 3. Information technology devices e.g. pen-recite.	Pupils to: 1. read the meaning of the suratul fatiha 2. mention some of the lesson derives from the surah
5.	Articles of faith in islam	Pupils should be able to: 1. mention or list the six articles of faith in Islam, 2. explain the articles of faith.	The recitation and translation of the six articles of faith e.g. 1. Iman billahi- belief in Allah 2. Iman bitusi belief in the prophets 3. Iman bilmalaikat belief in the angels etc.	With the six articles on the chalkboard, 1. Read to the public. understanding 2. Explain the articles of faith one after the other. 3. Guides pupils the importance of articles of faith in Islam.	1. Listen attentively to the teacher. 2. Read the articles collectively after the teacher and individually. 3. Read the articles of faith severally.	1. Cardboard showing the articles of faith. 2. Information technology derives.	Pupils to: 1. enumerate six articles of faith in Islam. 2. mention its importance.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
FIRST TERM**

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				TEACHER	PUPILS		
6	As maullahil – husnah (beautiful names of aiah 1-10	Pupils should be able to: mention the names along with its meaning.	- Allah Ar-Rahman - Av- Rahim Al-Malik Al-QUdus -As-Salaam - Al-Mumin -Al-Muhaimin -Al-Aziz -Al-Jabaar.	1. Tells the pupils the Arabic words of the beautiful name of Allah (As mawllahi-Ihusmah). 2. Pronounces the name of one after the other and pupils to pronounce them. 3. Explain the beautiful names of Allah briefly.	1. Listen attentively to the teachers. 2. Pronounce the beautiful names of Allah after the teacher correctively and individually. 3. Write the names or copy the beautiful names of Allah along with their meaning. Ar-rahaman (the entirely merciful) Ar-Rahim (The specially merciful) Al-Malak (The king of the day of judgment).	Cardboard showing the beautiful name of Allah.	Pupils to: 1. enumerate the beautiful names of Allah. 2. mention the Arabic names of Allah.
7	Prophet Muhammed as the last messenger of allah	Pupils should be able to: 1. state that prophet Muhammed was the seal of all prophets. 2. state that he was sent to the whole world. 3. explain that the glorious Quran was sent to him as the final guidance of Allah to mankind through angel Jaibril.	i. Prophet Muhammed as a messenger of Allah ii. He was sent to the whole worlds iii. The Quran as the final guidance of Allah.	1. Explains to the pupils, who the prophet Muhammed was, let them understand that he was the seal of all the prophets. 2. Tells them the nature of his message (i.e. international, as meant for the whole worlds). 3. Tells them the book which was sent to him as a guidance of Allah to mankind (Al-Quran).	1. Listen to the teacher attentively and follow the discussions step by step. 2. Ask question where necessary. 3. Copy notes	1. Chalkboard 2. A copy of the holy Quran	Pupil to: 1. explain who Muhammed was? 2. explain which prophet was sent to the whole world? 3. explain which book was sent to him as guidance to mankind by Allah?

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8.	Names of the prophet mentioned in the holy Quran	Pupils should be able to: 1. mention the names of the prophets of Allah listed in the holy Quran. 2. they should be able to state the contents of their messages.	1. Names of the prophets mentioned in the Quran 2. Their basic messages. i. Commanding what is good ii. Forbidding what is evil, reference to Quranic verses.	1. Writes the names of the prophets on the chalk board and pronounce them. 2. Asks pupils to pronounce them as well. 3. Explains to them that the messages of those prophets contains two things namely: -commanding what is good and forbidding what is evil.	1. Listen to the teacher and pronounce the name the way he does. 2. Pay special or proper attention as the teacher explains any point. 3. List some good and evils deeds	Cardboard with the names of the prophets.	Pupil to: 1. mention the names of the first five Prophet to: prophets of Allah mentioned in the Quran. 2. state the content of their messages.
9.	Lessons from the life of some prophets of Allah as mentioned in the Quran	Pupils should be able to: 1. mention some lessons from the life of some prophets of Allah. 2. to tells brief story of some of the prophets of Allah.	1. Prophet Muhammad (S.A.W). 2. Prophet Adam (A.S). 3. Prophet Ibrahim (A.S). 4. Prophet Musa etc.	1. Tells their brief stories to pupils understanding. 2. Guides pupils to point out lessons derive from their life story.	1. Listen attentively. 2. Ask question as teacher tells the stories to ensure their understanding of the lessons. 3. Point out and list some of the lesson learnt from the life story of the prophets.	Chalkboard	Pupil to: 1. state the brief stay of prophet Adam, Ibrahim etc. 2. mention any lessons you learnt from the life story of prophet Muhammed (S.A.W) etc.
10	Respect to parents	Pupils should be able to 1. give reasons why they should respect their parents. 2. state ways of respecting their parents.	1. Respects to parents. 2. Reasons or needs for it and the ways it can be shown Q17:23.	1. Explains roles played by the parents in their children up-bringing justifying the need to respect them. 2. Ways which respect can be shown to them e.g. be kind, greetings, love etc.	1. Practicing change of greeting in the class. 2. Dramatize ways in which one can show disrespect to his parents etc.	1. Holy Quran 2. Information technology device	Pupil to: 1. Explain why we should respect our parents. 2. Explain ways we can respect our parents.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Arabic alphabets introduction of Fatiha & Kesro vowels on Alif-sad	Pupils should be able to: 1. read each letter with vowel sign of fatiha & kesro. 2. to identify fatiha sign and kesro sign	Alif – Sad with fatiha sign & kesro sign e.g.	1. Writes the letters on the chalk-board Alif-Sad with fatiha sign and kesro sign e.g. 2. Reads and pronounce the letters with the signs to the pupils understanding. 3. Asks pupils to read or repeat after you.	1. Listen to the teacher attentively. 2. Repeat after the teacher many time 3. Identification of each letter with fatiha sign and kesro sign. 4. Read collectively and individually.	1. Bagdadi 2. Chalk-board 3. Information Technology device	1. read Alif to Sad with fatiha sign. 2. recite Alif to Sad with kesro sign.
2	Recitation of Suratun-Nas	Pupils should be able to: 1. recite the Suratun-Nas 2. read surah and identify verses by verse	Arabic text of the surah (Transliteration).	1. Write the text on the chalk-board or hang the card-board that contain the Arabic text of the surah 2. Read to the pupils hearing 3. Repetition of surah many time 3. Say the important of the surah	1. Listen to the teacher 2. Read and pronounce the surah after the teacher in group 3. They should read many time to ensure memorization of the surahs	A copy of the holy Quran and information technology devices	Pupils to: 1. read the Nas from first verse to the third verses. 2. one importance of the surah and when do we say or read the surah?
3	Translation of Suratun-Nas	Pupils should be able to: read the meaning of the surah an-nas correctly.	1. The English translation. 2. Explanation of each verse.	1. Writes the meaning of the surah on the chalk-board. 2. Reads the meaning to the pupils hearing. 3. Asks pupils to read after the teacher.	1. Listen to the teacher 2. Repeat after the teacher 3. Copy the meaning of the surah 4. Ask questions if any	1. Chalk-board 2. A copy of holy Quran 3. Information technology	Pupils to: 1. read the first verse, the meaning of Suratun-Nas. 2. read the Arabic of some of the verses while other to read its English meaning.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	What is Islam	pupils should be able to: state or define the word Islam	1. Islam as five letters words comes from or rooted from the word Salam which means peace 2. Religiously and Quranic definition. Q3:19.	1. Tells pupils that Islam is a religion God chosen for mankind. 2. Explains the word Salam/Islam. 3. Its definition proper as contain in Q3:19.	1. Pupils should listen to the explanation of teacher 2. Repeat the definition many time 3. Copy the definition of Islam	1. Chalk-board 2. A copy of the holy Quran	Pupils to: 1. explain what is Islam. 2. explain the world Salam means _____. 3. explain the word Salam comes from the word _____.
5	Cleanliness in Islam	Pupils should be able to: 1. explain the need for cleanliness in their daily life. 2. demonstrate the ways cleanliness can be practiced. 3. state the advantages of cleanliness.	1. Cleanliness as part of Islamic ethics in Islam. 2. How cleanliness is practiced. 3. Advantages of cleanliness iv. Istinja and Istigmar.	1. Leads pupils through discussion to realize the need for cleanliness. 2. Uses relevant Hadith and Quranic verse. 3. Tells pupils that ablution, toilet habits are part of cleanliness taught in Islam etc.	1. Listen carefully to teacher's discussions. 2. Practice the various forms of cleanliness in Islam. 3. Describe some of the things we use for cleanliness etc.	Pictures showing forms of cleanliness, water, soap, morb/broom, kettle, bucket etc.	Pupils to: 1.list the need for cleanliness in our daily life? 2. demonstrate one way by which we can practice cleanliness.
6	How to perform ablution	Pupils should be able to: 1. state what is meant by ablution. 2. how to perform it. 3. mention the materials used for it.	1. How to perform ablution. 2. Definition of ablution. 3. Materials used of it.	1. Defines what ablution is. 2. The need for ablution in our daily worship. 3. Materials used for it.	1. Listen very well. 2. Practicalized how to perform ablution. 3. Mention items used for ablution.	Water (in a kettle).	Pupils to: 1. explain what is ablution. 2. explain what is used for ablution or mention the materials used for ablution etc.
7	Practical demonstration of how ablution is done	Pupils should be able to: demonstrate accurately how to do ablution.	1. Practical demonstration of how to performed ablution. 2. Group the pupils for the practical demonstration.	Demonstrates and state the intention for ablution.	1. Watch as the teacher show or demonstrate. 2. Demonstrate correctly of how ablution is done.	Water in container like, kettle, tin etc	Pupils to: explain what do you say when you want to do or start ablution.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Obedience to Allah	Pupils should be able to: say the reason for obedience to Allah.	1. Who is Allah? 2. Ways of obeying Allah.	1. Discusses Allah i.e. described Allah to the understanding of pupils. 2. Explains to the pupils how to obey Allah. 3. Relevants hadith and Qurant to as evidence.	1. Listen attentively to the teacher. 2. Mention ways of obedience to Allah etc.	A pictures showing group of people or individual worshipping Allah.	Pupils to: 1. explain who is Allah? know does one practicalized obedience to Allah.
9	Recitation of Suratul-Falaq	Pupils should be able to: read suratul falaq.	The Arabic text of the sarah (Transliteration).	1. Reads the surah verse by verse. 2. Repeats the hand once for pupils to pick. 3. Writes the surah one the chalk board.	1. Listen to the teacher. 2. Recite after the teacher. 3. Write or copy the surah from the board.	A copy of the holy Quran chalk-board.	Pupils to: recite the first 3 verses of suratul falaq.
10	Translation of Suratul Falaq in English	Pupils should be able to: read the suratul falaq and its English meaning.	English translation of suratul falaq.	1. Writes the English meaning on the chalk-board. 2. Reads to the pupils understanding. 3. Explains some of the verses.	1. Listen to the teacher. 2. Recite the verse. 3. Copy the translation from the chalk-board.	A copy of the Quran chalk-board	Pupils to: 1. read the meaning of the first 3 verses of suratul falaq. 2. how many verses does suratul falaq contain?
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Arabic alphabets identification of Alif-sad with Daw-man signs	Pupils should be able to: read Arabic letters Alit-sad with daw-mah signs.	Alif-Sad with daw-mah (z).	1. Writes the letter on the chalk board with. 2. Pronounces each letter with dawmah. 3. Asks pupils to read after you.	1. Listen to the teacher as he pronounces. 2. Read after the teacher. 3. Copy the alphabets from the chalk board correctly.	Chalk-board information technology devices	Pupils to: 1. Read the alphabets with dawmah sign from alif to sad. 2. Ask pupils to come out to identify a particular letter and pronounce it with dawmah signs.
2.	“ “ “ Dad – yawn wit Daw-Mah signs	Letter dad-yawn with Daw-Mah signs	Dad – yawn with Daw Mah signs	“ “ “	“ “ “	“ “ “	“ “ “
3.	Suratul Ikhlas and its translation	Pupils should be able to: read suratul Ikwas and its translation	1. The Arabic text (Transliteration). 2. Its English meaning.	Writes the surah on the board (The Transliteration) Read to the pupils, repeat the default verses. Writes the English meaning on the board and read verse by verse along with its meaning.	1. Listen to the teacher’s. 2. Read after the teacher’s. 3. Read the English meaning of the surah. 4. Identify each verse with its English meaning.	Chalk-board Information technology device	
4.	Things that spoil ablution (alwudu)	Pupils should be able to: list things that can spoil ablution.	What is ablution, how to do ablution; things that spoils it e.g. stool, passing wind, sleeping etc.	1. Repeats the definition of ablution. 2. How to perform the ablution. 3. Writes on the board things that can spoil ablution.	1. Recall what ablution is and how to perform it. 2. Write or copy from the board things that can spoil ablution.	Chalk-board	Pupils to: state things that can spoils ablution or mention things that spoils ablution.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	The five daily Salat (prayer) with their no of Rakaats	Pupils should be able to: 1. mention names of the daily prayers. 2. state the number of their rakaats.	1. Names of the daily prayers. 2. Numbers of their rakaats.	1. Writes the name of the daily prayers on the chalkboard with their numbers of Rakaat. 2. Calls them to the pupils. 3. Explains the numbers of its rakaat.	1. Listen pronounces the names after the teacher. 2. Participate in the discussion. 3. Copy the names of the prayer and their numbers of Rakaats.	Chalk-board	Pupils to: mention the names of the daily prayers How many rakaats does subhi prayer has? Etc.
6.	Time of Salat	Pupils should be able to: state the time for daily prayers.	1. Name of the daily prayers. 2. Times of the salat.	1. Writes the names of the daily prayers and their respective time on the board. 2. Explains to the pupils understanding. 3. Explains to the pupil's significance of keeping its time.	1. Listen to the teacher reading the names of the prayer along with their times. 2. Copy the prayers names with their respective time.	Chalk-board	Pupils to: 1. What is the time for subhi prayer. 2. What is the time for Ast prayer etc.
7.	Al. Adhan (call to prayer)	Pupils should be able to: 1. define al-Adhan. 2. call the adhan, its text. 3. translate the adhan.	1. Definition of Adhan. 2. The person in charge of Adhan. 3. Its Translation.	1. Reads the wordings of Adhah to the study's hearing. 2. Asks students to read after and correct their pronunciation.	1. Listen to the teacher. 2. Read after the teacher word by word the wordings of a-l-Adhan.	Picture of a man calling Adhan.	Pupils to: 1. Al-a-han 2. Make the call to Adhan. 3. Say the meaning of Adhan.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8.	Memorization of the arabic text of adhan (call to prayer_ and its translation in English	Pupils should be able to: memorize the Arabic text of Adhan and its English meaning.	1. Arabic Text (Transliteration) English Translation. 2. The reason for Adhan. 3. The Significance of it.	1. Writes the text of the Adhan on the chalkboard. 2. Reads the Adhan to the pupils.	1. Pupils listen to teacher reading of the Adhan. 2. Read the Adhan in group and individually.	Wordings of Adhan on a cardboard.	Pupils to: 1. recite the Al-Adhan. 2. memorize the Adhan.
9.	Islamic rules of conduct	Pupils should be able to: know the ways of conducts and their rules Islamically.	1. The meaning or explanation of Islamic rulers of conduct. 2. Table manner, sneezing, greetings, visitation of toilet etc.	1. Leads class on discussion on the Islamic rules of conduct. 2. Shows picture of obeying rules.	1. Participate in class discussion on rules of conduct. 2. Interpret the pictures shown.	1. Pupils textbook. 2. Pictures of good children. 3. Pictures of bad children suffering.	Pupil to: mention the rules of conduct.
10.	Islamic rules of conduct (what to say during eating, sneezing, visitation of toilet)	Pupils should be able to: say or state what to say while eating, sneezing and visiting the toilet.	1. What do us say table manner: Bismilahi Walla barak. 2. What to say at entrance of toilet: Allahumah huni Awoozu bika minal khubth etc.	Leads class to say or state what to say during eating, sneezing, visitation to toilet.	1. Listen to teacher's discussion. 2. Recite what to say when eating, sneezing and visitation to the toilet.	Charts of children eating or visiting toilet.	Pupils to: recite what they are expected to say when eating, sneezing or visiting the toilet.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1.	Respect	Pupils should be able to: define respect.	Meaning of respect a. Feeling of administration for something or somebody because of their good qualities or achievement. b. Polite behaviour towards or care for somebody/thing/place we think is important	Tells pupils stories why we should respect people	1. Listen to the stories and participate in class discussion. 2. Listen and ask questions.	Charts of children greetings their elders in their localities.	Pupils to: define the concept of respect.
2.	People to respect	Pupils should be able to: 1. say what people means. 2. identify people to respect.	People to respect; - Traditional rulers - Parents, leaders, e.g. prefects, principals, ministers, commissioners, politicians, religious leaders etc.	Leads the pupils to identify who to respect.	Participate in the identification of whom to respect.	Charts and pictures of church, mosque and palace etc.	Pupils to: identify people to respect.
3.	Place and things to respect	Pupils should be able to: 1. say the meaning of places and things. 2. identify important places and things to respect.	Places/things to respect; - Time, public properties - Constitution, mace, - Public building, national flags, palaces and utilities.	Leads the pupils to identify places and things to respect.	Participate in the identification of things and places to respect.	1. Pictures of Government properties 2. Visit to important places e.g. a kings palaces, mosques, church, museum and National Assembly.	Pupils to: mention place or objects that should be respected.
4.	Ways of respecting people.	Pupils should be able to: demonstrate ways of respecting people.	Respecting people e.g. greetings, running errands, standing when an important person enters e.g. commissioner, president, traditional leaders etc.	Demonstrates how they can show respect in their localities.	Demonstrate how to respect people.	1. Charts of children greeting elders in their localities. 2. Cartoons, textbook posters, video clips.	Pupils to: demonstrate how to show respect to people.

**CIVIC EDUCATION
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
5.	Ways of respecting places and things.	Pupils should be able to: demonstrate ways of respecting places and things.	Respecting things or places; e.g. - Standing for the national anthem. - Respecting the nation and federal territory, state capitals.	Demonstrates how they can show respect in their localities.	Participate in the demonstration to show how to respect things and places	Pictures of people standing for national anthem	Pupils to: demonstrate how to show respect to place and things.
6.	How to respect government properties.	Pupils should be able to: 1. mention those properties that belong to the government. 2. identify the chairs in their classes, school library, playing gadgets, books, flag as government properties.	1. How to respect government properties. 2. Maintaining government properties e.g. - Building - Library - Road - Pope born water etc.	1. Leads pupils to identify government properties 2. Teaches them how to maintain government properties.	1. Participate in identifying government property. 2. Listen and discover how to maintain government properties.	1. Pictures and charts showing government properties 2. Charts showing how to maintain such properties.	Pupils to; 1. mention those things that belong to the government. 2. mention two ways we can maintain these properties mentions.
7.	Reasons for respecting elders I	Pupils should be able to: 1. mention the group of elders 2. mention reason why we should respect elders.	Why should we respect elders - Parents - Teachers - Staff etc.	1. Leads the pupils to identify the elder 2. Teaches the pupils why they should respect them.	1. Identify the elders 2. They learn why they should respect elders.	1. The class textbook 2. Pictures and charts showing elders of a community.	Pupils to: 1. mention two reasons why we should respect elders. 2. mention two groups of elders to be respected.
8.	Reasons for respecting elders II	Pupils should be able to: 1. mention the religious leaders and political leaders 2. mention reasons for respecting elders.	The reason for respecting elders - Religions leaders - Political leaders etc.	1. Leads the pupils to identify the religious and political leaders 2. mentions the reason for respecting them.	1. Participate in identifying the religions and political leaders 2. Mention the reasons for respecting them	1. Pictures of religion leaders e.g Pastor 2. Pictures of political leaders e.g president	Pupils to: mention two reasons for respecting elders.

**CIVIC EDUCATION
PRIMARY I
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
9.	Different ways of greetings	Pupils should be able to: 1. name different ethnic groups in Nigeria. e.g. Yorub, Hausa, Igbo, Ijaw etc. 2. demonstrate their ways of greetings.	1. Name different ethnic groups in Nigeria e.g. - Yoruba - Hausa - Igbo - Ijaw etc. 2. Demonstration of their greetings to show respect.	1. Leads the pupils to identify different ethnic groups in Nigeria 2. guides the pupils to demonstrate the greetings in different ethnic groups.	1. Participate in identifying different ethnic groups in Nigeria. 2. Demonstrate the greetings from different ethnic groups in Nigeria.	Pictures and posters showing people greeting their different ways	Pupils to: 1. name two ethnic group in Nigeria. 2. demonstrate the ways they greet in their locality.
10.	How to respect god and why	Pupils should be able to: 1. identify who god is 2. say why we should respect God.	1. Who is God? - He is a supreme being - He is a spirit 2. Why must we respect Him?	1. Leads pupils to identify who God is 2. Guides them to mention why they should respect God 3. Directs pupils to worship/honour God with praises	1. Identify who God is 2. Mention why they should respect God 3. Participate in singing praise to God.	1. Posters of people praising God 2. Picture of people praying to God.	Pupils to: 1. identify who god is 2. say why we should respect God.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1.	Rules and regulations	Pupils should be able to: explain the meaning of rules and regulations	Meaning of rules and regulations - Do's and don'ts that guides social behaviour	Leads class discussion on rules and regulations	Participate in class discussion on rules and regulations	Pupils textbook	Pupils to: say what they are expected to do and not to do in their community.
2.	Do's and don'ts that guide the social behaviour	Pupils should be able to: mention some do's and don'ts of the community where they belong	Do's and don'ts that guide the social behaviour of an individual	Leads the pupils to mention the do's and don't of their locality	Participate in the discussion to mention the do's and don'ts	Charts of flash cards containing the do's and don'ts of the locality	Pupils to: mention two do's and two don'ts of their locality
3.	The gain of obeying rules and regulations	Pupils should be able to: mention some of the gains of obeying rules and regulations	Gains of obeying rules and regulations e.g. love by elders, gifts from elders and friends, praise etc.	Shows pictures, video clips of children receiving gifts and guides discussion on the various gains for obeying rules	Interpret the pictures, children receiving gifts and participate in discussions	1. Pictures of children receiving gifts 2. Video clips	Pupils to: mention gains of obeying rules and regulation
4.	Results of disobeying rules and regulations	Pupils should be able to: mention the result of disobeying rules and regulations	Results of disobeying rules and regulations e.g. unhappiness, punishment, denial of privileges such as food, playing with the mates etc. rejection by loved ones	1. Presents pictures of children suffering from the results of disobeying rules and regulations 2. Leads class discussion on the pictures	Describe pictures of children suffering from the result of disobeying the laws	Pictures of children suffering from the consequences of disobedience	Pupils to: mention results of disobeying rules and regulations
5.	Rules and regulations for food and drug, administration	Pupils should be able to: mention the rules and regulations for food and drug administration.	NAFDAC laws on food and drugs control e.g. - Quality control laws: - Laws on sale and use of foods, medicine and cosmetics	Discusses the NAFDAC rules and regulations on food and drug control	Participate in class discussion on NAFDAC rules and regulations	1. Food and drug packs and instructional leaflet. 2. Pictures and diagrams of different foods and drugs.	Pupils to: mention three rules and regulations of NAFDAC on food and drugs control.

**CIVIC EDUCATION
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
6.	Other laws.	Pupils should be able to: mention other laws that regulate registration, importation and laboratory etc.	Laboratory laws - Product registration laws - Importation laws etc.	Discusses the laws that regulate laboratory product registration and importation	Participate in class discussion on the topic	Pictures and diagrams of different foods and drugs	Pupils to: mention the rules and regulations controlling registration of product.
7.	The rules and regulations of the school	Pupils should be able to: Mention the rules and regulations guiding the school.	1. The school's rules and regulations - The do's and don'ts of the school e.g. - All must put on sandals to school - Respect the national anthem. - Punctual to school. The don'ts are: - Don't steal - Don't fight - Don't join cult etc.	Leads the pupils to mention the do's and don'ts of the school	Reproduce the do's and don'ts of the school at the command of the teacher	Charts showing the rules and regulations of the school	Pupils to: mention two do's and three don'ts of the school.
8.	Reward and punishment of the school	Pupils should be able to: name the rewards and punishments awaiting offenders who disobey the school's rules and regulations	1. Meaning of reward 2. Meaning of punishment 3. Rewards and punishments of the school. Reward; gifts, award, praise. Punishment e.g. flogging cutting, grass, expulsion, denial etc.	1. Discusses the meaning of rewards and punishments 2. Leads them to mention some rewards and some punishment of the school	1. Say what reward and punishments means. 2. Mention some rewards and punishments as directed by the teacher	Charts showing rewards and punishments	Pupils to: 1. mention two rewards and two punishments 2. mention when rewards and punishments comes in.

**CIVIC EDUCATION
PRIMARY I
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
9.	The rules and regulations of parents	Pupils should be able to: 1. tell the rules and regulations of their parents 2. mention their do's and don'ts	The rules and regulations of parents e.g. - Do's and don'ts of our parents - Their likes and dislikes etc.	Leads the pupils to mention the do's and don'ts of their parents	Mention the do's and don'ts of their parents	Charts showing the do's and don'ts of our parents	Pupils to: mention the rules and regulations of the parents.
10	Reward and punishments from parents	Pupils should be able to: 1. demonstrate the reward and punishments of their parents 2. mention when their parents use rewards and punishment on them.	Parents rewards and punishment e.g. Rewards - Praises, buying of gifts, promises etc. - Punishment: flogging deprivation, subjection to tedious work etc.	1. Leads the pupils to mention some rewards their parents can present to them 2. Guides the pupils to mention some punishment their parents can give to them	1. Mention the reward and punishments their parents can give to them 2. Demonstrate when they can use rewards and punishments 3. Dramatize rewards and punishments	1. Charts and pictures of those being rewarded 2. Pictures of those being punished 3. Regalia	Pupils to: 1. demonstrate the rewards and punishments from parents 2. mention when they can use rewards and punishments for them.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1.	Why study civic education	Pupils should be able to: 1. Discuss the need for civic education in Nigeria.	1. Why study civic education? - Understand democracy and civic rights and responsibilities - Nurture and sustain democracy etc.	1. Guides discussion on the need for civic education	1. Listen to teacher's explanations	1. Textbooks	Pupils to: say why it is important to learn civic education in Nigeria
2.	Democratic rights	Pupils should be able to: 1. Understand what democracy means 2. Say what are democratic rights	1. What is democracy - Government of the people, by the people and for the people 2. What is democratic rights? - Exercising leadership from grass root to presidency e.g. councilors, chairman, house of assembly, governor etc.	1. Illustrate what democracy is 2. Leads the pupils to understand the democratic rights of the government.	1. Participate in discussion of what democracy is 2. Mention how the government exercises their rights from grass root.	1. Textbook 2. Pictures of democratic leaders on democratic activities	Pupils to: 1. say the meaning of democracy 2. mention the people that rule in the local government.
3.	Civic rights	Pupils should be able to: 1. mention what civic is 2. mention what civic right is	1. What is civic? 2. What is civic rights? Those things we need as citizens: - Shelter - Education - Health - Roads - Social amenities	1. Guides pupils on what civic is 2. Leads the pupils to mention the things governments do for them.	Participate in class discussion on the topic	Pictures of things needed	Pupils to: mention the civic rights of the people.

**CIVIC EDUCATION
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
4.	Civic responsibilities	Pupils should be able to: mention the duties of the government o the people	What are the civic responsibilities of the government to the people? - Education - Health - Roads - Shelter etc.	1. Demonstrates the duties of the government to the pupils 2. Leads them to name what the government should provide for the people.	Participate in class discussion on civic responsibilities	1. Textbook 2. Pictures of a democratic activity and citizens performing some civic responsibilities in a democracy e.g senate in session and people voting	Pupils to: mention two responsibilities of government to her people
5.	How to nurture and sustain democracy	Pupils should be able to: 1. mention how democracy can be nurtured and sustained 2. mention the agency in charge 3. mention the duties of the agency	To nature and sustain democracy through; - National Orientation Agency (NOA) department by educating and sensitizing the people on how to vote and bring people in through election	Teaches the pupils how to nurture and sustain democracy through the National Orientation Agency.	1. Mention the agency in charge of the sensitization 2. Mention the duties of the National orientation Agency	Charts showing the agency teaching the people how to vote.	Pupils to: 1. mention two ways they can sustain democracy 2. mention the agency in charge.
6.	Ruling party in Nigeria	Pupils should be able to: 1. mention different parties in Nigeria 2. name the ruling party in Nigeria	1. Ruling party in Nigeria e.g. People's Democratic Party (PDP) - Other parties	1. Guides pupils to name some political parties in Nigeria 2. Leads pupils to mention the ruling party in Nigeria	1. Mention the Political parties in Nigeria 2. mention the ruling party in Nigeria	Picture of the president and the members of people's democratic party	Pupils to: 1. mention two political parties in Nigeria 2. mention the ruling party as (PDP)

**CIVIC EDUCATION
PRIMARY I
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
7.	Importance of civic education I	Pupils should be able to: mention the topics learnt in civic education and their importance	topics and importance of civic education - learn about systems and institution of government, democratic processes, etc. - Acquired skills such as active citizenship, inquiring cooperation etc.	Head pupils to mention the topics and specific benefits of learning civic education	1. Listen to teacher's explanations 2. Contribute to discussions.	Video clips on democratic activities	Pupils to: enumerate one topic and benefits derivable from studying civic education.
8.	Importance of civic education II	Pupils should be able to: mention the topics learnt in civic education and their importance	Topics and importance of civic education - Stimulation of civic engagement in the political, social and economic processes - Citizens are educated on their multiple roles, in society, e.g. as producers and consumers, of goods and services etc.	Leads pupils to mention the topics and specific benefits of learning civic education	1. Listen to teacher's explanations 2. Contribute to discussions	Video clips on democratic activities	Pupils to: enumerate two topics and two benefits of studying civic education.
9.	Public health enlightenment	Pupils should be able to: identify some public health enlightenment campaigns as part of civic education	Public health enlightenment campaigns on - HIV/AIDS Education - Drug Abuse Education etc	Guides the class to identify some ways of public health enlightenment campaign as part of civic education	Identify ways of public health enlightenment campaigns as part of civic education	1. Radio jingles 2. Video clips, posters and pictures of public health enlightenment campaigns	Pupils to: mention any two public health awareness campaigns.
10	HIV/AIDS	Pupils should be able to: explain the meaning of HIV/AIDS	1. HIV/AIDS Education - Meaning of HIV - Meaning of AIDS 2. Dangers of HIV/AIDS	1. Explains the meaning of HIV 2. Explains the meaning of AIDS 3. Explains the dangers of HIV/AIDS	1. Explain the meaning of HIV/AIDS 2. Mention the dangers of HIV/AIDS	1. Radio jingles 2. Video clips and posters of public health enlightenment campaigns	Pupils to: 1. explain the meaning of HIV/AIDS 2. mention one danger of HIV/AIDS
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY I
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Meaning of social studies	Pupils should be able to: Explain the meaning of social studies.	Meaning of social studies.	1. Introduces the word social studies. 2. Explains the meaning of social studies. 3. Guides pupils to explain the meaning of social studies.	Listen and respond to questions in class on the meaning of social studies.	Textbook and workbook.	Pupils to: explain the meaning of social studies.
2	Study of man and his environment	Pupils should be able to: 1. say who a man is. 2. explain environment. 3. tell how many lives within his environment. 4. how man solve his problems in the environment.	1. The study of man. 2. How his problems are solved in the environment.	1. Explains who a man is. 2. Explains the word environment. 3. Tells how many lives within his environment. 4. Explains how man solves his problems in the environment.	1. Listens and answer questions. 3. Explain how man can solve his problems within the environment.	Textbook and workbook.	Pupils to: 1. say who a man is. 2. explains how many lives and solve his problem in the environment.
3	Concept of family	Pupils should be able to: 1. explain the meaning of family. 2. say people who are found in the family.	Meaning of a family (Father, mother and children).	1. Leads pupils to find out the meaning of the word family. 2. Directs pupils to say the people found in the family.	Find out from home the meaning of the word family and report back to class.	1. Textbook 2. Family photo graph, cartoons, videos CDs etc.	Pupils to: 1. explain the meaning of the word family. 2. say people who are found in the family.

**SOCIAL STUDIES
PRIMARY I
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
4	Types of family	Pupils should be able to: 1. identify types of family. 2. explain types of family.	1. Types of family - The Nuclear family: father, mother, children - Extended Family: father, mother, children grandfather, grandmother, aunts, cousins and nephews.	1. Through guided questions, explains the type of family. 2. Leads pupils to identify types of family.	1. Listen and respond to question in class. 2. Explain types of family.	1. Textbook. 2. Family photographs, cartons etc.	Pupils to: 1. mention 2 types of family. 2. explain types off family.
5	The role of family members	Pupils should be able to: 1. identify the members of the family. 2. mention the role of members of the family.	1. Members of the family (Father, Mother, Children) 2. Role of the family members.	1. Leads the pupils to identify members of the family. 2. Mention the role of family members, e.g. father, mother and children.	1. Listen and respond to questions in class. 2. Mention what father, mother and children do at home.	1. Pupils textbook 2. Pictures of mother cooking 3. Picture of child fetching water	Pupils to: 1. identify the members of the family. 2. mention the role of members of the family.
6 & 7	Qualities of good family I	Pupils should be able to: state the qualities of a good family.	Qualities of a good family - Honesty - Contentment - Interest of others - Love - Caring	1. Guides pupils to identify the qualities of a good family 2. Guides pupils to explain the qualities of a good family	Role plays the family showing the quality of a good family e.g. discipline, obedience not selfish etc.	Pictures and charts showing moral values as obedience, discipline etc.	Pupils to: 1. Mention 3 qualities of a good family

**SOCIAL STUDIES
PRIMARY I
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8.	Meaning of culture	Pupils should be able to: explain the meaning of culture.	Meaning of culture e.g. peoples' way of life that includes dressing, dancing, eating etc.	Through guided questions and role play, leads pupils to understand the meaning of the word "culture".	Listen and respond to questions in class and participate in role play.	Pictures of people wearing traditional dresses.	Pupils to: state the meaning of culture.
9	Types of culture	Pupils should be able to: 1. list types of culture. 2. give examples of material and non material culture.	Types of culture e.g. material and non material.	1. Leads pupils to outline types of culture. 2. Leads pupils to identify materials and non materials cultures.	Outline and write types of culture.	Picture showing material and non material culture.	Pupils to: 1. explain types of culture. 2. name 2 material culture. 3. name 2 non material culture.
10	Good and bad culture	Pupils should be able to: 1. mention good culture in their locality. 2. mention the bad cultures in their locality.	Good and bad culture e.g. greeting respects for elders, human sacrifice, idolatry, burial right in some locality, punishment of widows etc.	1. Directs pupils to identify good culture in their locality. 2. Leads pupils to identify the bad cultures in their locality.	1. Listen and respond to questions in class. 2. Explain the good in their locality.	Pictures of people prostrating, greeting their elders.	Pupils to: 1. mention the good culture in their locality. 2. mention bad culture in their locality.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY I
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Values that shows good morals	Pupils should be able to: explain values which show good morals e.g. what is right .	Examples of morals to show what is right i.e. greeting, respect, loyalty, kindness, honesty, tolerance, contentment etc.	Leads pupils to identify values which show good morals in the society.	Demonstrate different types of values that show good morals.	1. Cartoons, posters, room film and video clip. 2. Regalia, photographs etc.	Pupils to: explain values which show good morals.
2	Values that show what is wrong	Pupils should be able to: explain those values which show bad morals e.g. what is wrong	Examples of morals to show what is wrong i.e. stealing, bullying fighting, lying etc.	Leads pupils to identify values which show bad morals and attitudes that are wrong.	Demonstrate different types of bad values and attitudes.	1. Cartoons, posters films. 2. Photographs and exhibit etc.	Pupils to: Explain values which are considered wrong.
3	Rewards and punishment for good and bad morals	Pupils should be able to: 1. explain the meaning of rewards and punishment. 2. say the rewards of good attitude. 3. explain the punishment for bad attitude.	1. Meaning of reward and punishment. Rewards for good morals. 2. Punishment for bad or wrong attitude.	1. Leads the pupils to understand the meaning of reward and punishment. 2. Explains that good morals attract reward while bad morals attract punishment. 3. Mentions some rewards and punishments.	1. Explains the meaning of reward and punishment. 2. Mention the reward for good works and punishment for bad works.	1. Pupils text book 2. Picture of someone being rewarded.	Pupils to: 1. explain the meaning of reward and punishment. 2. mention some rewards for good works. 3. mention some punishment for bad works.
4	Substance taken into the body	Pupils should be able to: 1. explain the meaning of substance. 2. mention the types of substance.	1. What is a substance i.e. drug. 2. types of drugs or substances: - hard and soft drugs.	1. Explains what a substance is. 2. Leads the pupils to mention the two types of drugs. 3. Gives examples of hard and soft drugs (substance).	1. Explain what a substance is. 2. Mention the two types of drugs. 3. Gives examples of hard and soft substances.	1. Pupils textbook 2. Flash card 3. Charts and pictures showing hard and soft drugs.	Pupils to: 1. explain the meaning of substance. 2. mention types of drugs. 3. gives examples of such substances.

**SOCIAL STUDIES
PRIMARY I
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
5	Reasons for taking substance	Pupils should be able to: give reasons for taking substances into the body.	Reasons for taking substances into the body. - Stay alive - Hunger - Thirst - Enjoyment - Imitation - Curiosity - Availability etc.	1. Calls on the pupils to demonstrate each of the reasons. 2. Dramas showing the reasons for taking substances into the body.	1. Demonstrate and dramatize the reasons. 2. Listen to the teacher's stories and make comments.	Posters, charts and pictures of the reasons.	Pupils to: Give reasons for taking substances into the body.
6	Effect of taking substance I	Pupils should be able to: mention the effect of taking substances into the body.	Effects of taking substances into the body e.g. stomach pain, vomiting, stooling sleeplessness etc.	1. Uses stories to highlight effects of taking substances into the body 2. Asks pupils to narrate their experience of taking substances into the body.	1. Listen to the teacher's stories and make comments. 2. Narrate their own experiences of taking substances into the body.	Charts, pictures posters showing the effects of substances on the body.	Pupils to: mention 4 effects of taking substances into the body.
7	Effect of taking substance ii	Pupils should be able to: mention the effect of taking substances into the body	Effects of taking substances into the body e.g. - Restlessness - Dullness - Dizziness - Nausea fainting - Death etc.	1. Uses stories to highlight effects of taking substances into the body. 2. Asks pupils to narrate their experiences of taking substances into the body.	1. Listen to the teacher's stories and make comments. 2. Narrate their own experiences of taking substances into the body.	1. Pupils textbook 2. Charts, pictures, posters showing the effect of substance on the body.	Pupil to: mention 4 effects of taking substances into the body.

**SOCIAL STUDIES
PRIMARY I
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
8	Causes and symptoms of overdose	Pupils should be able to: demonstrate the looks and behaviours of people who take too much food, drink or smoke.	Causes and observable signs/symptoms of over dose e.g. - Coughing - Incessantly - Fainting - Stooding	Presents drawings and paintings of sad faces, protruding stomach to emphasize the effects of drinking too much.	1. Study pictures shown by the teacher. 2. Narrate own experience. 3. Copy drawing and painting.	Charts, pictures posters and drawing materials.	Pupils to: 1. mention the symptoms of overdose. 2. demonstrate the behaviour and looks of people who eat, drink and smoke too much.
9	Effects of overdose	Pupils should be able to: 1. mention the effects of drinking too much. 2. mention the effects of inhaling too much.	Effects of too much eating and drinking - Frequent urinating, bed wetting, intoxication etc. - Watery eyes, coughing, choking, fainting, dizziness - Loss of memory.	1. Asks pupils to narrate their own experiences. 2. Shows drawing and painting of sad faces. 3. Shows pictures of people exhibiting these symptoms or signs.	1. Demonstrate the behaviours and looks shown in the pictures. 2. Suggest what should be done. 3. Dramatize the suggestions.	1. Pupils textbook 2. Pictures and charts 3. Posters of children helping sufferers.	Pupils to: 1. mention 3 effects of inhaling too much. 2. demonstrate the behaviours of people who eat, drink or smoke too much.
10	Solution to over eating or drinking	Pupils should be able to: Say what to do to help somebody who is suffering from too much eating, drinking or inhaling.	1. How to help people suffering from food or drug overdose. 2. Once observed, report to parents, teacher or any adult around.	1. Asks pupils to say what they will do to help and summarize their suggestions. 2. Guides a play or drama on the topic.	Say what to do to help those who eat, drink and smoke too much.	Posture of children helping sufferers.	Pupils to: 1. Say what to do to help those suffering from overdose. 2. Dramatize the topic.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY I
THIRD TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Food	Pupils should be able to: 1. define food. 2. identify food items.	Meaning of food “Food is anything we eat, drink or take into our body to give us energy and help us to grow.	1. Asks pupils to bring samples of these food items from home. 2. Asks them to identify the food they brought from home.	1. Brings food items from houses. 2. Participate in discussion on meaning of food.	1. Real food items 2. Pictures of food 3. Video clips on food.	Pupils to: 1. define food 2. identify food items.
2.	Some food eaten in the locality	Pupils should be able to: mention some of the foods eaten in their locality.	Foods eaten in the locality (bread, eggs, yam, garri, fish, meat, tuwo etc.)	Asks them to identify the food they brought from home.	Participate in identifying the food item.	1. Read food items. 2. Pictures of food. 3. Video clip on food.	Pupils to: mention 5 food eaten in the locality.
3.	Sources of food in the locality	Pupils should be able to: mention the sources of food in the community.	Sources of food in the locality - Farms - Markets - Rivers etc.	1. Asks pupils to find out from home the sources of food they eat. 2. Asks pupils to paint any of the food items mentioned.	1. Find out from home sources of food in their locality. 2. Paint any of the food items mentioned.	Pictures of farms and markets where food items are produced, sold and bought	Pupils to: mention the sources of food in the community.
4.	Food safety	Pupils should be able to: define food safety.	1. Meaning of food safely. 2. How to ensure that what we eat, drink or take into our body is not harmful to health.	Leads pupils to define food safety.	Define food safety.	Text book	Pupils to: define food safety.
5.	Guide to food safety	Pupils should be able to: 1. mention ways of ensuring food safety, avoiding food spoilage and causative organism. 2. washing hands before and after food preparation etc.	Guide to food safety: - reading food label. - observe a sign of food is safe.	Asks questions to lead pupils to identify way of making sure that.	Participate in mentioning ways of ensuring food safety.	Pictures showing different ways of making food safe.	Pupils to: mention ways of ensuring food safety.

**SOCIAL STUDIES
PRIMARY I
THIRD TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Risk factor in food	Pupils should be able to: 1. explain risk factors. 2. state risk factors in food.	1. Meaning of risk factor: “Those factors that drive the occurrence of a hazard 2. Examples of risk factors in food - Adulteration - Agro-chemical induced death etc.	1. Leads pupils to identify and explain risk factors. 2. Helps to state risk factors in food.	1. Explain risk factors. 2. List and explain risk factors in food.	1. Textbook 2. Video clips on risk factors in food.	Pupil to: 1. explain risk factors. 2. state risk factors in food.
7	Risk factor in food distribution	Pupils should be able to identify risk factors in food preparation and distribution.	Risk factors in food preparation and distribution: - poor storage condition. - poor handling - poor hygiene. - other unknown risks.	Presents pictures/photographs of risk factors associated with food preparation and distribution.	1. Participate in class discussion on risk factors associated with food preparation and distributions. 2. Ask and answer questions.	Pictures/photographs of risk factors in food distribution and preparation.	Pupils to: identify risk factors associated with food distribution and preparation.
8	Source of water supply	Pupils should be able to mention sources of water supply in the locality.	Sources of water supply - Stream - Spring - Bore-hole - Rainfall - Well etc.	1. Leads pupils to discuss sources of water supply. 2. Guides pupils in enumerating sources of water in homes.	Participate in discussion. 2. Interpret the pictures. 3. Enumerate the sources of water.	Pictures, depicting sources of water supply.	Pupils to: mention 4 sources of water supply in the locality.
9	Qualities of good water	Pupil should be able to: 1. explain what is meant by qualities. 2. mention uncommon things they notice in some drinking water.	1. meaning of qualities 2. Qualities of good water - No taste - No smell - No colour etc.	1. Explains meaning of quality. 2. Leads pupils to discover the qualities of good water.	1. Ask and answer questions about qualities. 2. Participate in discovering qualities of good water.	1. Pupils textbook 2. Water from different sources.	Pupils to: 1. explain meaning of quality. 2. mention the qualities of good water.
10	Uses of water	Pupils should be able to enumerate the uses of water in homes.	Uses of water - Washing - Cooking etc.	Guides pupils to enumerate the uses of water in homes.	Enumerate the uses of water in homes.	Pictures showing domestic uses of water.	Pupils to: enumerate 3 uses of water in homes.
11	REVISION						
12	EXAMINATION						

**CULTURAL AND CREATIVE ARTS
PRIMARY I
FIRST TERM**

THEME: ART AND CRAFT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Introduction of arts	Pupils should be able to: explain what arts is	Meaning of Arts - the use of the imagination to express ideas of feelings particularly in painting drawing etc.	1. Explain what arts is with visual aids 2. Guide the pupils	Mention the meaning of arts	Picture, real arts, pencils, crayons, drawing books	Pupils to: explain the meaning of arts
2 & 3	Functional arts	Pupils should be able to: 1. identify types of functional art works in the home. 2. draw diagrams of functional art works in the home	1. The meaning of functional arts. - Functional art works are art works produced for a purpose e.g. chair is made for sitting, hand fan for fanning oneself etc.	1. Explain what functional art is 2. Show illustrations of functional art works. 3. Lead pupils to draw diagrams of functional art works in the home.	1. Identify different types of functional art works 2. Draw diagrams of functional art works in the home	Picture, real arts, pencils, crayons, drawing books	Pupils to: 1. identify functional art work used in the home 2. illustrate a functional art work. 3. apply one colour to the object drawn.
4 & 5	Meaning of craft	Pupils should be able to 1. define craft 2. identify craft works	Definition of craft. - Craft can be defined as an occupation which involves the use of hands	1. Define craft 2. Lead the pupils to identify craft works	1. Listen attentively to teacher's explanation	Charts, real objects, drawing books, pencil, crayon	Pupils to: explain what craft is.

**CULTURAL AND CREATIVE ARTS
PRIMARY I
FIRST TERM**

THEME: ART AND CRAFT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
6-8	Types of craft	Pupils should be able to: 1. name different craft works 2. identify different crafts in the home 3. produce a coloured diagram of a craft item	Types of craft 1. Embroidering i. Table cloth ii. Hand kerchief iii. Small purse 2. Craft in the home i. Wall hanging ii. Simple objects 3. Drawing of crafts items	1. Explain types of craft 2. Show real and illustrate craft work 2. Group pupils to produce a coloured drawing	1. Identify different crafts 2. Mention crafts used in the home 3. Draw and colour a craft work	Pictures, real craft items, pencil, crayon, drawing books	Pupils to: 1. name two types of crafts 2. identify three different crafts in the home 3. draw and paint a craft work.
9 & 10	Drawing of different craft items	Pupils should be able to: 1. identify different craft items 2. draw different craft items	1. Examples of craft items i. Beads ii. Local mats iii. Local clay pots iv. Woven cloths e.g - “Aso-oke” - “Akwete cloth” - “Saki cloth” - “Parmala cloth” - “Otogwu cloth”	1. Shows illustration of craft items 2. Groups pupils to draw different craft items	1. Identify different craft items 2. Draw different craft items 3. Apply colour to their drawings	Pictures and read craft items, pencil, crayons, drawing book and ruler	Pupils to: 1. identify two craft items in the home 2. illustrate one craft item 3. apply colours to their drawing.
11 & 12	REVISION AND EXAMINATIONS						

**CULTURAL AND CREATIVE ARTS
PRIMARY I
SECOND TERM**

THEME: PERFORMING ARTS & ENTERTAINMENT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1 & 2	Children's rhymes	Pupils should be able to: 1. recite some traditional rhymes; 2. identify the lyrics of a given rhyme.	Children's rhymes	1. Explain what rhymes are: 2. Find out from the pupils the rhymes they are familiar with 3. Plays recorded rhyme recitation 4. Displays written rhymes on cardboard sheets 5. Encourages individual and group recitation of rhymes.	1. Recite the traditional rhymes they already known 2. Listen to the recorded traditional rhymes; 3. Identify rhymes in their language 4. Copy the written rhymes in their notebook 5. Practice reciting the rhymes 6. Recite rhymes in groups	Tape recorded and player. C.D players, phones for recording, cardboard, papers, notebooks, pencils and cleaners	Pupils to: 1. recite one children's rhymes 2. identify the lyrics of a given rhyme
3	Introduction to story telling	Pupils should be able to: tell story	Introduction to the art of story telling	Explain what story telling is	Listen to teacher explanation	Stories in a book	Pupils to: tell the stories they created
4		Pupils should be able to: identify a story line in a story or folktale .	Making up a story line with this theme: -tolerance	1. Develops a story line idea 2. Makes up short story around the idea.	Follow story line idea in teacher's story.	Stories in a book. Illustrations of characters in the story television.	Pupils to: tell the stories they created individually using any of the outlined themes.
5 & 6	Introduction to story telling	Pupils should able to: 1. identify a story line in a story or folktale. 2. create or make up a short story.	Making up a story line with any or two of the following themes. Service to the nation truthfulness.	1. Makes up short story around the idea. 2. Leads pupils to tell stories based on their environment, events or things they watch on television.	1. Listen to teacher's explanation 2. make up story led by the teacher	Stories in a book. Illustration of characters in the story television, video, tapes and C.Ds	Pupils to: tell the stories they created individually using any one of the outlined themes.

**CULTURAL AND CREATIVE ARTS
PRIMARY I
SECOND TERM**

THEME: PERFORMING ARTS & ENTERTAINMENT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
7 & 8	Introduction to story telling	Pupils should be able to: 1. identify a story line in a story or folktale 2. create or make up a short story	Making up a story line with any of the following themes. Respect obedience etc.	1. Develops a story line idea 2. Makes up short story around the idea 3. Leads pupils to tell stories based on their environment events or things they watch on television	1. Listen to teacher's explanation 2. Follow story line idea in teacher story 3. Make up story led by the teacher	Stories in a book. Illustrations of characters in the story, television, video tapes and C.Ds	
9 & 10	Role Play	Pupils should be able to: 1. identify characters in a story or folktale 2. describe one character in the teacher's story or in a story told in a book	1. Introduction to role play. 2. Encourages pupils to try out roles of characters in different stories based on their observation of real life characters or animals they watched on television	1. Explains what role play is 2. Demonstrates to pupils a character in a particular story	1. Listen attentively to teacher's explanation 2. Observe teacher's demonstration	Illustrations of characters in a story using charts, pictures etc.	Pupils to: 1. identify characters in a story 2. play out the role of characters in a story
11 & 12	REVISION AND EXAMINATION						

**CULTURAL AND CREATIVE ARTS
PRIMARY I
THIRD TERM**

THEME: PERFORMING ARTS & ENTERTAINMENT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1 & 2	Ceremonies	Pupils should be able to: identify the different types of ceremonies.	1. Types of ceremonies. Traditional, religious, carnivals and national	Explains the different types of ceremonies	Suggest types of ceremonies	Pictures of ceremonial events ceremonial food types, clothing and costumes musical instrument, picture of animals etc.	Pupils to: 1. list the major types of ceremonies 2. list two ceremonies in their locality
3 & 4	Ceremonies	Pupils should be able to: 1. give examples of traditional ceremonies 2. give examples of religious ceremonies.	1. Example of ceremonies i. Traditional naming, marriage, fishing durbar etc. ii. Religious – Christians Esther, Id-El-kabir, Id-El-Fitri, Id-El-Maulud	Lead pupils to mention the examples of ceremonies	Give examples of ceremonies	Pictures of ceremonial event, ceremonial food types, clothing and costumes musical instrument, picture of animals book, video films etc.	Pupils to: 1. list two examples of traditional ceremonies 2. list two examples of religious ceremonies
5 & 6	Ceremonies	Pupils should be able to: 1. give examples of national ceremonies 2. give examples of place of carnivals.	Examples of ceremonies i. National – National arts and culture, festival, national independence day, national children's day, democracy day, armed forces remembrance day. Carnivals, e.g Abuja, Calabar etc.	1. Lead the pupils to mention the examples of national ceremonies 2. Guide the pupils to mention carnivals	Give example of ceremonies, national and carnivals	Picture of ceremonial events ceremonial food types, clothing and costumes. Musical instrument, picture of animals, books, video films	Pupils to: 1. list two examples of national ceremonies 2. say place of carnival
7	Ceremonies	Pupils should be able to: mention important values derived from some of the ceremonies	Important values derived from ceremonies	Explains the important values like loyalty, honesty, unity derived from the ceremonies	Suggest benefits derived from ceremonies	Picture of ceremonial events, video films	Pupils to: list two important values derived from some of the ceremonies

**CULTURAL AND CREATIVE ARTS
PRIMARY I
THIRD TERM**

THEME: PERFORMING ARTS & ENTERTAINMENT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
8	Ceremonies	Pupils should be able to: 1. mention materials associated with ceremonies 2. identify materials associated with ceremonies	Materials associated with ceremonies e.g Animals, food, clothing, musical instrument	Guide the pupils to mention things associated with ceremonies	Mention materials associated with specific ceremonies	- Pictures of ceremonial event, ceremonial food types, clothing and costumes, Musical instrument like school band, picture of animals, book video films	Pupils to: mention two items associated with specific ceremonies
9	Body make-up	Pupils should be able to: mention parts of the body	Part of the body to be beautified	1. mention parts of the body to be beautified	Listen to teacher's explanation on part of the body to be beautified	Pictures of persons wearing traditional make-up materials e.g tiro, tangele canwood, ndon or Nzu(white chalk) etc.	Pupils to: identify three parts of the body where make-up is applied.
10	Body make-up	Pupils should be able to: 1. identify make-up used on different parts of the body, e.g. face, hand and legs 2. apply a local make-up to any part of the body.	1. Body make-up 2. Local make-up materials for beautifying different parts of the body	1. Displays materials for making up 2. Guide pupils into beautifying different parts of the body	1. Listen to teacher's explanation on traditional local make-up materials 2. Describe familiar local make-up materials 3. Apply make up to different parts of the body.	Picture of persons wearing traditional make-up materials e.g. "Tiro", "tangele" Canwood, Ndonor Nzu (white chalk) Kaya and Kwaliya" "Gazar"	Pupils to: 1. apply to local make-up to any part of the body 2. identify two materials for body make-up
11 & 12	REVISION AND EXAMINATION						