

**MATHEMATICS
PRIMARY II
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 numbers 1-200	Pupils should be able to: 1. count numbers correctly from 1-200. 2. identify and read numbers from 1-200 3. identify order and write numbers up to 200.	i. Counting of numbers from 1-200. ii. Identification and reading of numbers from 1-200. iii. Introduction of place value of a number. iv. Ordering of numbers up to 200. v. Writing numbers up to 200.	1. Guides pupils to: - revise counting of numbers from 1-99 using counters and -100 square charts, - add one counter to 99 counters, and recap that 100 is equal to 99 plus one i.e. $100 = 99 + 1$, count numbers 1 to 200. 2. Guides pupils to identify and read numbers from 1-200.	1. Revise counting from 1-99. 2. Layout bottle tops in rows and columns of ten up to 100. 3. Count from one to two hundred (1-200). 4. Identify and read numbers from 1-200. 5. Build up piles to correspond with the number given. 6. Build up piles in tens and units 7. Writes number in expanded form and use some to find place value.	1. Concrete objects such as bottle tops, sticks, seeds, small water proof bags for bundles of seeds/bottle tops, ropes, straws and two hundred squares charts etc. 2. Flash cards, sticks, charts of numbers 1-200 etc.	Pupils to: 1. arrange and count correctly using bottle tops in tens up to two hundreds 2. counts bundles of straws in tens and hundreds up to two hundreds. 3. build piles corresponding to given numbers 4. say the number representing a pile.
2	Whole numbers 1-200	Pupils should be able to: 1. count numbers correctly from 1-200. 2. identify and read numbers from 1-200 3. identify order and write numbers up to 200.	1. Introduction of place value of a number. 2. Ordering of numbers up to 200. 3. Writing numbers up to 200.	3. Builds up piles in tens and units and demonstrates that brining three piles of tens and eight sticks representing 38, etc. 4. Builds up piles in tens and units. 5. Guides pupils to use bundles or piles to demonstrate place values. 6. Guides pupils to order given of numbers. 7. Writes numbers up to 200.	8. Order given piles of numbers. 9. Write numbers up to 200.		5. build piles corresponding to a given number. 6. identify and read given number on flash cards. 7. write given numbers in expanded form. 8. order given piles of numbers. 9. write numbers up to 200.

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3	Fractions I	Pupils should be able to: divide a collection of concrete objects into two equal parts and four equal parts.	i. $\frac{1}{2}$ and $\frac{1}{4}$ of any given collection. ii. $\frac{3}{4}$ of any given collection.	1. Guides pupils to divide the objects into two equal parts and four equal parts i.e. ($\frac{1}{2}$ of 10=5) ($\frac{1}{4}$ of 20 = 5).	1. Divide the objects into two equal parts and four equal parts i.e. ($\frac{1}{2}$ of 10=5) ($\frac{1}{4}$ of 20 =5).	1. Oranges 2. Cardboard Paper etc.	Pupils to: 1. find $\frac{1}{2}$ and $\frac{1}{4}$ of given collections of objects.
4	Fractions II	2. obtain $\frac{3}{4}$ of a concrete object.	iii. $\frac{3}{4}$ of any given collection.	2. Guides pupils to divide the object into four equal parts to obtain three quarter. 3. Guides pupils to fold cardboard papers once and fold again to get four parts and shade the three parts or cut an orange into four equal parts and remove one parts.	2. Divide the objects into four equal parts to obtain three-quarters. 3. Fold cardboard papers once and fold again to get four parts and shade the three parts, and cut an orange into four equal parts and remove one parts.	1. Oranges 2. Cardboard Paper etc.	2. find $\frac{3}{4}$ of given collection of objects.

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5	Addition I	Pupils should be able to: 1. add 2-digit numbers without exchanging or renaming. 2. add 3-digit numbers without exchanging or renaming. 3. add 2 digit numbers with exchanging or renaming. 4. add 3 numbers taking two at a time.	i. Revision of addition of 2-digit numbers without exchanging or renaming. ii. Addition of 3-digit numbers without exchanging or renaming. iii. Addition of 2-digit numbers with exchanging or renaming. iv. Addition of 3 numbers taking two at a time.	1. Revises addition of 2- digit numbers without exchanging or renaming e.g. $15+14= 15$ $\begin{array}{r} +14 \\ \hline \end{array}$ 2. Guides pupils to solve addition problems of 3-digit numbers $141 +125= \square$ $\begin{array}{r} 141 \\ + 125 \\ \hline \end{array}$ 3. Leads pupils to arrange counters in bundles or tens and write e.g. 35 sticks = 3bundles of Sticks and 5 pieces.	1. Revise addition of 2-digit numbers without exchanging or renaming 2. Solves addition of 3-digit numbers such as $141+125= 266$ And $\begin{array}{r} 141 \\ + 125 \\ \hline 266 \\ \hline \end{array}$ 3. Provides answers to the given problems. 4. Arrange counters in bundles of tens and units. 5. Count and say the numbers in the expanded form and write the numerals as $96= 9\text{tens} +6\text{units.}$ $75= 7\text{tens}+5\text{unit.}$ $58= 5\text{tens}+8\text{units.}$	1. Number beads. 2. Bean seed 3. Card etc. 4. Charts on addition of 3-digit numbers without renaming etc. 5. Counters such as sticks bottle tops. 6. Addition cards.	Pupils to: 1. add given 2 digit numbers without exchanging of renaming. 2. add 3 digit numbers vertically without exchanging or renaming. 3. add 2 digit numbers with exchanging and renaming.

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6	Addition II	5. add 3-digit numbers with exchanging or renaming. 6. add 3 numbers taking two at a time.	1. Addition of 2-digits with exchanging or renaming. 2. Addition of 3 numbers taking two at a time.	4. Leads pupils to count and say the number in the expanded form and be able to write the numerals in that form e.g. $96 = 9 \text{ tens} + 6 \text{ units}$. 5. Guides pupils to solve some addition problems on the board e.g. $76 + 19 =$	6. Add given 2 digit numbers on the board. 7. Mention the number of tens and units in each of the board. 8. Solve the verbal addition contained in addition cards.		4. add 3 given numbers taking at a time.
7	Subtraction I	Pupils should be able to: 1. subtract 2 digit numbers without exchanging or renaming. 2. subtract 2 digit numbers with exchanging and renaming. 3. apply addition and subtraction in everyday activities.	1. Subtraction of 2-digits numbers without exchanging or renaming. 2. Subtraction of 2-digit numbers without exchanging and renaming.	1. Revises subtraction of 1digit numbers. 2. Leads pupils to identify numbers of tens and write in 2 digit numbers i.e. place value. 3. Guides pupils in the uses of counters to demonstrate subtraction as taking away in 2digit number e.g. $44 - 12 =$ $\begin{array}{r} 44 \\ - 12 \\ \hline \end{array}$	1. Solve quick problem on subtraction of 1-digit numbers. 2. Practice expressing place value e.g. $36 = 3 \text{ tens}, 6 \text{ units}$. $28 = 2 \text{ tens}, 8 \text{ units}$. 3. Gives the answer to given problems using counters e.g. count 44 and take away 12. $44 - 12 = 32$ $\begin{array}{r} 44 \\ - 12 \\ \hline 32 \end{array}$ 4. Mention the digit in the expanded form.	1. Number cards. 2. Cardboard strips with numerals and number line etc. 3. Number beads. 4. Sticks. 5. Counters such as oranges, beans seed bottles tops.	Pupils to: 1. subtract 2digit numbers without exchanging or renaming. 2. subtract 2digit numbers with exchanging and renaming. 3. mention four everyday activities accuracy is needed.

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8	Subtraction I	1. subtraction of 2-digit numbers with exchanging and renaming. 2. apply addition and subtraction in everyday activities.	1. Subtraction of 2-digits numbers without exchanging or renaming. 2. Subtraction of 2-digit numbers without exchanging and renaming.	4. Guides pupils to identify the digit that are in tens and units e.g. 48=4tens and 8units. 57= 5tens and 7units. 83= 8tens and 3units. 5. Leads pupils to give examples of everyday activities where accuracy of addition and subtraction are required. 6. Guides pupils in solving subtraction problems on the board e.g. 54-47 7. Guides pupils to mention the number of tens and units in a given e.g. subtract 47 from 54 rename 54=40+14, then subtract 40+14 T U -40+7__ 5 4 7__ -4 7 _____ 7	5. Give examples of everyday activities where accuracy of addition and subtraction are required. 6. Subtract given 2-digit numbers. 7. Mention the numbers of tens and units in a given number.	1. Number card 2. Cardboard strips with numerals and number line 3. Number beads. 4. Sticks. 5. Counters such as oranges, beans seed bottle tops.	Pupils to: 1. subtract 2-digit numbers without exchanging or renaming. 2. subtract 2-digit numbers with exchanging and renaming.

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9	Multiplication I	Pupils should be able to: 1. multiply numbers using repeated additions. 2. apply corrections in multiplication as important in everyday activities.	Multiplication as repeated addition and the use of symbol "x".	Use counters to demonstrate the idea of multiplication as repeated addition e.g. $2+2+2=6$ and $4+4=8$ i.e. three sets of two and two sets of four.	1. Uses counters to carryout multiplication as repeated addition. 2. Use the symbol "x" in multiplication. 3. Apply the value of multiplications in everyday activities.	1. Number cards. 2. Cardboards strips with numerals and number line etc. 3. Number beads. 4. Sticks	Pupils to: 1. multiply the given numbers using repeated addition. 2. mention some everyday activities that require accurate multiplications.
10	Multiplication II	apply correctness in multiplication as important in everyday activities.	Multiplication as repeated addition and the use of symbol "x".	2. Guides pupils to use the symbol "x" to mean multiplication i.e. $2+2+2=2 \times 3=6$ and $4+4=4 \times 2=8$. 3. Emphasizes correct multiplication as an important exercise in everyday activities. 4. Guides pupil to give examples of everyday activities where multiplication is necessary e.g. trading 1 dozen of books = 12books 3dozen of books= $3 \times 12=36$ books.	4. Give examples in daily activities where multiplication is necessary	5. Counters such as oranges, beans seed, bottle tops.	
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Open Sentence I	Pupils should be able to: 1. find missing numbers in an open sentence.	Open sentences.	1. Guides pupils to find missing numbers such as $2 + \square = 5$ $6 - \square = 3$	1. Solves series of problems involving open sentences 2. Solve simple related	1. Bottle tops 2. Number cards. 3. Dot cards	Pupils to: 1. solve given problems on open sentences.
2	Open Sentences II	2. solve simple related quantitative aptitude problems.	Open sentences.	2. Guides pupils to solve simple related quantitative aptitude problems.	Quantitative aptitude problems.	4. Pupils themselves.	2. find missing numbers in a simple related quantitative aptitude problems
3	Money I	Pupils should be able to: 1. enumerate the uses of money. 2. recognizes all types of Nigerian coins and bank notes.	1. Uses of money. 2. Nigerian coins and bank notes. 3. Changing unit of money e.g. 10k coins =10k piece, two 5k piece= 10k, N5=5x1.00.	1. Guides pupils to list the various uses of money. 2. Guides pupils to recognizes and identify the nigerian coins and bank notes.	1. Mention the uses of money. 2. Recognizes and identify the Nigerian coins and bank notes. 3. Change money up to N20 into small units and shop with money not greater than N20.	1. Nigerian coins and bank notes. 2. Charts of coins and bank notes. 3. Various articles with price tag less than N5.	Pupils to: 1. list various uses of money. 2. recognizes and identify given Nigerian coins and bank notes.
4	Money II	3. change money up to N20 into small units and shop with money not greater than N20.		3. Brings various articles to the class with price tags not more than N20 modesl of coins are also brought to the class by the teacher. 4. Guides pupils to shop in the class.			3. Collect correct change from buying an article from the class shop.

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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5	Length I	Pupils should be able to: 1. compare their natural units with another e.g. arm's length. 2. identify the differences in arm's length and other parts of the body used for measurement.	1. Comparing natural units of groups of length. 2. Measurement in meters and centimeters.	1. Guides pupils to measure the length of the classroom with their foot and arm's length and record their result. 2. Leads pupils to find out the difference in arm's length and other parts of the body used for measurement.	1. Measure the length of their classroom with their foot and arm's length and compare their result with one another. 2. Identify the differences in arm's length and other parts of the body used for measurement.	1. The classroom 2. Pupils themselves etc. 3. Meter rule 30cm rule	Pupils to: 1. measure the width of their classroom with their foot and arm's length. 2. measure the width of their classroom with rule.
6	Length II	3. uses meters and centimeters as standard measuring units. 4. identify the need for lengths and measurement using standardized units.		3. Guides pupils to use meter rule to measure some objects in the class. 4. Emphasies on the importance of standard unit as opposed to natureal units of measurement. 5. Leads pupils to identify the need for standard unit of measure within the society.	3. Use meter rule to measure some objects in the class. 4. Note the importance of standard unit as opposed to natural units of measurement 5. Identify the need for standard units in measurement.		3. explain the value of standardized unit of measure.

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7	Time I	Pupils should be able to: 1. give time to the hour and half. 2. name and arrange days of the weeks.	i. Reading clocks to the hour and half hour. ii. Naming days of the week and arranging them in order.	1. Explains the long and short hands of the clock 2. Leads pupils to relate half hour to half of the clock face and Emphasizes the convention of say “half past”	1. Say the time as shown on clocks (real or cardboard). 2. Write given time in their exercises books. 3. Name the days of the week.	1. Real clocks 2. Cardboard clock 3. Dummy clock. 4. Calendars 5. Table of days of the week.	Pupils to: say the time on a given cardboard clock or time on the clock drawn on the cardboard.
8	Time II	Pupils should be able to: name and arrange days of the week.		3. Writes a given time on the board. 4. Guides pupils to name the days of the week. 5. Leads pupils to arrange and learn the days of the week in order from Sunday to Saturday.	4. Arrange and learn the days of the week in order from Sunday to Saturday.		2. write the time of a given diagram or cardboard on the board/exercises book. 3. name the days of the week. 4. name the days before and after a given day.

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9	Weight I	Pupils should be able to: order objects according to their weight.	Comparison and ordering of objects by weight	Guides the pupils to comparing the weights of objects taking two at a time by using hand balancing improvised scale bathroom scale.	Compare weights of objects and their weights using hand balancing improvised scale and bathroom scale and see-saw	1. Stones, 2. Oranges 3. Coconut 4. Improvised scale 5. Bathroom scale. 6. Strings length of sticks. 7. See-saw etc.	Pupils to: compare the weights of two given objects and pupils and determine which or who is "heavier than the other"
10	Weight II	Pupils should be able to: order objects according to their weight.	Comparison and ordering of objects by weight	2. Obtains the weights of different pupils using see-saw and bathroom scale. 3. Arranges the objects/pupils weights 4. Obtained to determine which object/pupils weight is "heavier than the other".	2. Arrange the objects/pupils weights, obtained to determine which object/pupils weight is "heavier than the other"	1. Stones 2. Oranges 3. Improvised scale.	
11	REVISION						
12	EXAMINATION						

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WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Capacity I	Pupils should be able to: identify and name objects that could be used for measuring capacity e.g. cup, empty containers buckets etc.	i. Identifying and naming of objects that could be used for measuring capacity e.g. cups, empty containers, bucket etc.	Guides pupils to say the uses of the empty containers and emphasize the use of the containers for measuring capacity.	1. Say the uses of each of these containers. 2. Measures and note the number of times in each case.	1. Cups 2. Buckets. 3. Empty containers 4. Tins etc.	Pupils to: 1. use a small cup to measure water into a container and say how many of the cups of water would fill the container.
2	Capacity II	Pupils should be able to: order containers based on their capacity.	ii. Ordering of containers based on their capacities	2. Guides pupils to measure into different containers of different sizes with a small container and noting how many in each case. 3. Guides pupils to arrange the containers according to the numbers of times the small containers was measure. 4. Explains the arrangements and leads pupils to the idea of ordering of containers based on capacities.	3. Arrange the containers according to the numbers of time the small containers was measured.	1. Cups 2. Buckets 3. Empty containers 4. Tins.	2. order given containers based on capacities.
3	Areas I	Pupils should be able to: 1. compare areas of surfaces.	1. Areas of different objects; rectangle, squares, triangle, circle and other surfaces.	1. Guides pupils to compare different surfaces.	1. Compare areas of different surface.	Plan shape (square and rectangle).	Pupils to: compare areas of given surfaces.

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4	Areas II	2. identify the uses of standard measuring units.	2. The idea of larger than, smaller than largest, smallest and the same.	2. Leads pupils to appreciate standard measuring units.	2. Identify the uses of standard measuring units.	Plan shape (square and rectangle)	Pupils to: compare areas of given surfaces.
5	Three dimensional shapes I	Pupils should be able to: 1. identify and count the flat faces of a cube and cuboids 2. identify and count the corners of a cube and a cuboids 3. identify and count the edges of a cube and cuboids.	1. Properties of a cube and a cuboids: -faces -corners -edges 2. Properties of a cylinder and a sphere: -curved surfaces.	1. Guides the pupils to identify and count the faces corner and edge of a cuboids and a cube. 2. Leads pupils to mention objects at homes that are cuboids and cubes.	1. Identify and count the faces corner and edges of a cuboids and a cube. 2. Copy the board summary. 3. Mention objects at home that are cuboids and cubes. 4. Identify the flat faces and curved surfaces of a cylinder and a sphere.	1. Bores, 2. Tins 3. Ball, 4. Paper cuttings and drawing of cube and cuboids etc. 5. Ball 6. Milk tin 7. Paper cutting and drawings etc.	Pupils to: 1. identify cuboids and cubes from a given collection of three dimensional objects. 2. count the faces corners and edges of a given cube and cuboids.
6	Three dimensional shapes II	4. identify objects at home that are cuboids and cubes. 5. identify the curved surfaces of a cylinder 6. mention three dimensional objects that are cylinders and sphere.	1. Properties of a cube and a cuboids: -faces -corners -edges 2. Properties of a cylinder and a sphere: -curved surfaces.	3. Guides pupils to identify the flat curved surfaces of a cylinder and a sphere. 4. Leads pupils to mention the difference between the flat faces and the curved surfaces of a cylinder and a sphere 5. Leads pupils to mention object at homes that are cylinders and spheres	5. Mention the difference between the flat faces and the curved surface of a cylinder and a sphere.		3. mention three objects each that are cuboids and cube 4. complete a chart to indicate the number of flat faces corners edges and curved surfaces of a cube, a cuboids, a cylinder and a sphere. 5. mention six, three dimensional object each 1 their home that are cylinder and sphere.

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7	Two dimensional shapes III	Pupils should be able to: 1. identify a. square b. rectangle c. circle and a triangle	1. Identification of shapes, i. Square ii. Rectangle iii. Triangle	1. Brings squares, rectangles, circles and triangle materials to class.	1. Identify square and rectangular faces of cubes and cuboids and circular faces of cylinder.	1. Cube match 2. Boxes 3. Tin 4. Paper cutting and drawings of squares, rectangles triangles circles.	Pupils to: 1. identify objects that have square rectangle and circular faces.
8	Two dimensional shapes IV	2. indicate which corner of a dimensional shape is a “square corner”.	2. “Square corners” in shapes.	2. Leads pupils to identify square and rectangular faces of cubs and cuboids and circular faces of cylinder. 3. Leads pupils to draw triangle by joining three non collinear points. 4. Leads pupils to discover that a triangle has three sides and three corners. 5. Guides pupils to discover corners that are “square corners in cubes, cuboids squares rectangle and some triangles. 6. Guides pupils to discover that a square or a rectangle has four square corners. 7. Guides pupils to discover that some triangles have only one “square corner” while other triangle have no square corners.	2. Draw triangles by joining three non-collinear points. 3. Identify that a triangle has three sides and three corners. 4. Discover corners that are “square corners” in cubes, cuboids square	1. Cube match 2. Boxes 3. Tin 4. Paper cutting and drawings of squares, rectangles triangles circles.	2. Draws different types of triangles in their exercise books. 3. Match given shapes with their corresponding names. 4. Identify “square Corner” of a given cube cuboids square rectangles or triangles.

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9	Data Collection I	Pupils should be able to: 1. collect data and arrange them in arrays.	1. Collecting data and arranging them in array.	1. Guides pupils to collect data and arrange them in arrays.	1. Collect data and arrange them in arrays.	1. Pupils themselves. 2. Cards written ages 3. Wall rule etc.	Pupils to: 1. arrange the number in order.
10	Data Collection II	2. collecting data and arranging them in groups such as group of boys and groups of girls.	2. Collecting data and arranging them in groups.	2. Arranges them in groups such as group of boys and groups of girls.	2. Collect data and arrange them in groups.	1. Cards written ages 2. Wall rule etc.	2. groups the number in order.
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**ENGLISH STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
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1	Phonemic Awareness I	Pupils should be able to: 1. learn sounds through songs. 2. repeat sounds they hear.	1. Using songs and rhymes to identify sounds.	Teaches relevant songs to the pupils involving particular sounds.	1. Listen attentively to the teacher. 2. Sing the song with emphasis on the sounds taught.	1. Wall chart showing the rhyme. 2. Flash card showing the key words in the songs. 3. Approved course book.	Pupils to sing songs to emphasize some given sounds.
2	Phonemic Awareness II	Pupils should be able to: 1. produce the vowel sounds correctly. 2. pronounce words correctly. 3. use combination of sounds to produce words.	2. Using sounds and combinations of sounds to decode unknown words. - Production of sounds /a/ as in bat; /s/ as in sat. 3. Pronunciation of given words correctly	1. Writes the sounds /a/, /a:/ in isolation on the board. 2. Produces the sound in the words as in fat/sat/rat/hat. 3. Asks the pupils to pronounce after him. 4. Guides pupils to identify the sound in given words.	1. Listen to the teacher as he pronounces sounds. 2. Say them after the teacher. 3. Identify each of the sounds on the chalkboard.	1. Sound charts and flash cards. 2. Wall chart containing words with /a/ and /s/. 3. Course book	Pupils to: 1. pronounce the sounds in isolation. 2. pronounce words that contain the sounds. 3. make simple sentences with given words containing sounds.
3	Phonics I	Pupils should be able to: 1. pronounce consonant sounds in isolation, in words and in sentences correctly. 2. differentiate between words in each pair in isolation and in sentence context. 3. produce consonant clusters correctly.	1. Pronunciation of consonants and consonant clusters. - production of consonant sounds in isolation, words and in context e.g. /b/, /d/ in words e.g. bed, dog. - pronunciation practice on consonant clusters e.g. bl – blade, /br/ - bread, /dr/ - dry /fr/ - frog, /f/ - flood e.g. a. This blade is very sharp. b. I ate bread this morning. c. Frogs live in water.	1. Writes the words and the sounds on the board. 2. Demonstrates correct articulation of the sound. 3. Asks pupils to repeat the sounds after him. 4. Corrects identified pupils problems with the sounds.	1. Copy the articulation of the sounds into their books. 2. Pronounce the words after the teacher. 3. Have more practice in pronouncing such words for the teacher to assess.	1. objects 2. Pictures of objects 3. Flash cards 4. Flannel board 5. Wall charts 6. Course books	Pupils to: 1. pronounce consonant sounds in isolation, in words and in sentences correctly. 2. differentiate between sounds in pairs of words correctly.

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WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
4	Phonics II	Pupils should be able to: 1. identify mono and bi-syllabic word. 2. read multi-syllabic words using prefixes, suffixes and unknown words parts. 3. apply basic syllabication rules. 4. use structural analysis to decode words.	2. Identification of mono, bi-syllabic and multi syllabic words: - identification of mono and bi-syllabic words e.g. go/sit, teacher/under. - reading of multi-syllabic words such as umbrella, diamond etc. - basic syllabication rules. - basic decoding skills.	1. Provides simple words for pupils to read. 2. Guides pupils pronounce the words. 3. Makes sentences with the words. 4. Guides pupils to apply basic syllabication rules. 5. Guides pupils to use structural analysis to decode words.	1. Pronounce the words correctly. 2. Read the sentences individually and in parts. 3. Apply basic syllabication rules 4. Use structural analysis to decode words.	1. Teacher made words and sentences. 2. Words in flash cards.	Pupils to: 1. pronounce the correct words. 2. read the sentences correctly. 3. decode words using structural analysis.
5	Fluency	Pupils should be able to read different kinds of texts with fluency and confidence.	Reading different kinds of texts: - fiction - non fiction - informational etc.	1. Explains the meaning of the different texts. 2. Asks pupils to read the texts.	1. Read the texts after teacher's sample reading. 2. Recall information in the texts.	1. Texts with illustration on charts 2. Chalkboard 3. Cardboard 4. Children's text 5. Pictures and drawings.	Pupils to read given texts and recall information in them.
6		Pupils should be able to read class appropriate passages - accurately - with expression - with appropriate speed.	2. Repeated reading and fluency building strategies: - reading class appropriate passages - answering factual questions on the passages	1. Provides simple passages on HIV/AIDS and abuse. 2. Reads the passage in class. 3. Guides pupils to read the passages. 4. Asks questions based on the passages.	1. Read the passages in class fluently. 2. Identify keywords related to the topic of the passages and find out meanings. 3. Answer questions based on the passages.	1. Selected reading passages on HIV/AIDS and drug abuse. 2. Charts and pictures to the passages	Pupils to: 1. read the passages fluently. 2. identify key words. 3. say the meanings of key words. 4. answer questions on the passages.

**ENGLISH STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Comprehension	Pupils should be able to: 1. listen to passages/rhymes/stories . 2. answer questions involving the identification of facts and meaning off what they listened to.	Answering factual questions from class appropriate passages, stories/rhymes e.g. simple passages from the course book a short poem or rhyme on food safety etc.	1. Reads the passages to pupils on the need to wash hands before and after eating. 2. Emphasizes the pronunciation of the key words. 3. Demonstrates stories/rhymes to pupils on the need to wash hands before and after eating. 4. Asks pupils questions on what they have listened to in the passage/stories and rhymes.	1. Listen to the teacher. 2. Pronounce the key words. 3. Retell the story in the passage. 4. Answer questions on what they have heard.	1. Supplementary readers. 2. Pupils' course book. 3. Wall chart showing poems or rhymes. 4. Flash cards showing the key words.	Pupils to answer the factual questions from what the teacher reads out to them.
8.		Pupils should be able to: 1. identify main ideas and supporting facts in stories. 2. state the title of their story. 3. identify the characters in the story.	2. Listening to and retelling stories e.g. - Talk about facts leaned in information text (e.g. danger of food contamination/poisoning). - Identifying the characters and events in the story. - Explaining the beginning contents and closing of a story.	1. Asks pupils to narrate stories in turns on the dangers of food 2. Guides them in the narration. 3. Explaining the characters of the story and their actions to them. 4. Asks them questions based on the story.	1. Narrate a story with the teacher's guide. 2. Mention the characters in the story. 3. Answer question on a given story.	1. Picture showing a story teller and his audience. 2. Different pictures to illustrate the story.	Pupil to: 1. narrate a story correctly. 2. state the title of their story. 3. identify character in the story. 4. state the morals of the story.

**ENGLISH STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9.	Comprehension	Pupils should be able to: 1. listen to class appropriate passages read to them. 2. retell the story in the passages and 3. answer simple comprehension questions.	3. Oral comprehension/ Games. - reading passages that will interest the pupils. - reading class appropriate stories to the pupils.	1. Reads interesting passages to the pupils, emphasizing important words. 2. Tells the story in the passage to the pupils. 3. Selects some pupils to retell the story. 4. Asks the pupils simple questions based on the story.	1. Listen carefully to the passage read by the teacher. 2. Retell the story in the passage. 3. Answer simple questions based on the story.	1. Pictures of objects and persons 2. Charts 3. Course book	Pupils to: 1. say what the passage is talking about. 2. retell the story in the passage. 3. answer the given questions from the story.
10		Pupils should be able to read simple sentences and answer factual questions on them	4. Reading class appropriate texts: - reading simple sentences on series of informational texts (e.g. dangers of wrong use of pesticides). - answering factual questions on the sentences.	1. Provides simple sentences for pupils to read. 2. Guides pupils to read the sentences. 3. Asks factual questions based on the sentences and guides pupils to answer them.	1. Read the sentences silently and aloud. 2. Find answers to factual questions individually, in pairs or in groups.	1. Selected sentences from various sources based on health or other issues of interest to the children. 2. Flip charts and cardboards. 3. Supplementary reading materials.	Pupils to: 1. Read out the sentences correctly. 2. Answer questions correctly.
11	REVISION						
12	EXAMINATION						

**ENGLISH STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Comprehension I	Pupils should be able to: 1. read the passages correctly. 2. identify facts and other kinds of information in the passages.	5. Reading class appropriate passages and identifying facts and other kinds of information in them e.g. The use of herbal medicines, occupations, customs and traditions of the people.	1. Provides relevant passages. 2. Guides pupils to read the passages fluently. 3. Explains to pupils how to find facts and other kinds of information.	1. Read silently and aloud. 2. Identify facts and other information in passages individually in pairs or in groups.	1. Selected passages from supplementary readers and course book. 2. Flip charts and cardboards. 3. Chalk/white board.	Pupils to read passages and identify facts and other kinds of information.
2.	Comprehension II	Pupils should be able to: 1. read the given narrative and expository passages fluently. 2. answer questions on the passages. 3. dramatize the story in the given passages. 4. make predictions 5. recall sequence of events. 6. draw conclusions. 7. recognize cause and effect.	6. Application of comprehensive passages to both narrative and expository passages reading simple passages based on narrative and expository texts.	1. Provides relevant passages. 2. Reads the passages for pupils. 3. Guides pupils to read the passages fluently. 4. Asks questions from the passages. 5. Guides pupils to dramatize the stories in the passages. 6. Guides pupils to recognize cause and effect in a passage.	1. Read orally and aloud the given passages. 2. Answer questions on the passages. 3. Dramatize the stories on the passages. 4. Recognize cause and effect in a passage.	1. Selected narrative and expository passages by the teacher. 2. Supplementary readers.	Pupils to: 1. read the given passages fluently. 2. answer questions from the passages. 3. dramatize the stories from the passages.

**ENGLISH STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
3.	Vocabulary I	Pupils should be able to: 1. increase their vocabulary through the knowledge of antonyms and synonyms. 2. use antonym and synonym words in sentences.	1. Antonyms and synonyms: - simple passages containing antonyms and synonyms. - simple sentences of antonyms and synonyms.	1. Provides simple passages containing antonyms and synonyms. 2. Guides pupils to read the passages. 3. Identifies antonyms and synonyms words. 4. Guides pupils to read simple sentences on synonyms and antonyms. 5. Guides pupils to make their own sentences with antonyms and synonyms.	1. Read simple passages on antonyms and synonyms. 2. Read simple sentences given by the teacher. 3. Make their own sentences.	1. Teacher-prepared passages on antonyms and synonyms. 2. Teacher's examples of antonyms and synonyms on charts.	Pupils to: 1. read passages on antonyms and synonyms. 2. read sentences on antonyms and synonyms. 3. make their own sentences orally on antonyms and synonyms.
4.	Vocabulary II	Pupils should be able to: 1. read passages on registers based on different subjects. 2. identify new words from such passages. 3. explain the meaning of new words 4. recognize and understand between 250 to 100 new vocabulary words. 5. understand multiple meaning words.	2. Registers in different subjects: - reading passages based on registers of medicine, law, computer, etc. - Multiple meaning words (e.g. bank account, river bank).	1. Provides reading passages on various registers. 2. Guides pupils to read the passages. 3. Guides them to identify new words in the passages. 4. Explains the meaning of new words. 5. Guides pupils to understand multiple meaning words.	1. Pupils read the passages on various registers. 2. Identify new words. 3. Explain the meaning of new word. 4. Give examples of multiple meaning words.	1. Passages on different registers. 2. New words from the passages. 3. Readers on various registers.	Pupils to: 1. read passages on various registers correctly. 2. identify new words in the given passages. 3. explain correctly the meaning of new words. 4. give at least 3 examples of multiple meaning words.

**ENGLISH STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Concept of print	Pupils should be able to: 1. recognize different print resources. 2. interpret information from diagrams, charts and graph. 3. recognize parts of a book-title, author, and illustration. 4. recognize that a group of sentences make up a paragraph and paragraph make a story.	1. Basic concepts of print e.g. - Picture reading, identification of signs e.g. road signs. - Interpretation of diagrams charts and graphs to give information. - Parts of a book title, author, illustrations etc. - Meaning of paragraph and passage.	1. Explains the basic concept of print. 2. Guides pupils to recognize signs, diagrams, charts and graphs. 3. Guides pupils to interpret the signs, charts diagrams. 4. Guides pupils to recognize parts of a book. 5. Guides pupils to recognize what makes a paragraph and a passage.	1. Listen to the teacher's explanations on concepts of print. 2. Identify signs, diagrams, charts, and graphs. 3. Interpret the signs, charts and diagrams 4. Recognize parts of a book. 5. Identify a paragraph and a passage.	1. Charts 2. Graphs 3. Diagrams 4. Road signs 5. Newspapers 6. Books	Pupils to: 1. explain the concept of print. 2. identify signs, diagrams, charts, and graphs. 3. interpret signs, charts and diagrams. 4. mention the different parts of a book. 5. define a paragraph.
6.	Concepts of print	Pupils should be able to: 1. identify colour of things. 2. observe objects and describe them. 3. list names of the principal colour. 4. describe objects with reference to their colours e.g. a red cap, a white shirt etc.	2. Description of objects according to their colours	1. Provides many objects with different colours. 2. Describes objects according to their colours. 3. Guides pupils to name the colours of these objects. 4. Asks pupils the colour of the different objects.	1. Pupils observe and listen to the teacher presenting and describing real objects in terms of colours. 2. Repeat after the teacher. 3. Describe objects or pictures with regard to their colours. 4. Write sentences to describe objects by colour.	1. Real objects of different colours. 2. Pictures/charts of different objects in their different colours.	Pupils to: 1. Identify colour. 2. Observe objects and describe them. 3. List names of principals colour. 4. Write the description of objects with reference to their colours.

**ENGLISH STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Review of year one's work	Pupils should be able to use the structures learns in year one appropriately	Review of work in the first term.	Give oral test to fine out areas where pupils need more support.	1. Listen to the teacher. 2. Practice the exercise given by the teacher.	Relevant instructional materials for teaching the structure pronunciation an speech patterns identified by the teacher.	Pupils to answer oral questions correctly.
8.	Using sounds and combinations of sounds to spell and pronounce words	Pupils should be able to: 1. pronounce the vowel sounds correctly. 2. pronounce words correctly 3. use combination of sounds to produce words.	Production of sound /a/ as in bag; /a:/ as in bark. Spelling and pronunciation of given words correctly.	1. Writes the sounds /a/, /a:/ in isolation on the board. 2. Produces the sound in the words as in fat /farm, pack/ park. 3. Asks the pupils to pronounce after him. 4. Guides the pupils to identify the sound in given words.	1. Listen to the teacher as he pronounces the sounds. 2. Say it after the teacher. 3. Identify each of the sounds on the board.	1. Sound charts and flash cards. 2. Wall chart containing /a/ and words and /a: / and words. 3. Course book.	Pupils to: 1. pronounce the sound in isolation. 2. pronounce words that contain the sounds. 3. make simple sentences with given words containing the sounds.

**ENGLISH STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9.	Answering factual questions from simple passages stories/rhymes read	Pupils should be able to: 1. listen to passage/rhymes/stories 2. answer questions involving the identification of facts and meaning of what they listened to.	A simple passage from the course book. A short poem or rhymes.	1. Reads the passages to pupils. 2. Emphasize the pronunciation of the key words. 3. Demonstrate stories/rhymes to pupils. 4. Asks pupils questions on what they have listened to in the passage/stories and rhymes.	1. Listen to the teacher. 2. Pronounce the key words. 3. Retell the story in the passage. 4. Answer questions on what they have heard.	1. Supplementary reader. 2. Pupils course book. 3. Wall chart showing poems rhymes. 4. Flash cards showing the key words.	Pupils to answer the factual questions from what the teacher read to them.
10.	Asking and answer questions on present, past and future actions	Pupils should be able to: 1. answer questions on present actions. 2. answer questions on past actions. 3. answer questions on future actions. 4. respond to 'what' questions on the above actions.	Q – What are you doing now? A – I am wiring Q – What did you eat last neigh. A – I ate rice last night. Q – What will you eat tomorrow morning? A – I will eat bread tomorrow morning.	1. Provides "what" questions to the pupils. 2. Guides pupils to answer the questions. 3. Correct the pupil's oral works.	1. Listen to the teacher's questions about present, past and future actions. 2. Answer questions on present, past and future actions. 3. Ask and answer question in groups and in pairs.	1. Sentence strips 2. Pictures showing various actions.	Pupils to answer questions on various actions their present, past and future.
11	REVISION						
12	EXAMINATION						

**ENGLISH STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
1	Expressing ownership	Pupils should be able to: 1. use possessive pronounce correctly. 2. use the structure in meaningful situations to indicate possession.	1. Using possessive pronouns as (singular) e.g. my, his, hers, mine. 2. Using possessive pronouns as (plurals) as ours, theirs, yours.	1. Makes some sentences using the structure. "This is my book" etc. 2. Uses simple drills to provide practicing exercises for pupils. 3. Guides pupils activities.	1. Repeat the sentences after the teacher. 2. Answer questions individually and in pairs. 3. Express possessive words in sentences. 4. Identify possessive words in given sentences.	1. Pictures 2. Real objects showing possessive pronouns. 3. Flash cards. 4. Approved course book.	Pupils to: 1. participate in oral questions and answer session. 2. use possessive word correctly. 3. express possessions correctly in meaningful situation.
2	Songs and rhymes	Pupils should be able to: 1. read simple rhymes fluently. 2. memorize the rhyme after discussing the content. 3. learn sounds through songs. 4. recite rhymes using the appropriate intonations.	1. Rhymes based on some virtues e.g. nature, love. 2. Songs that can help the pupils to learn sounds in words.	1. Reads the rhyme(s) slowly (several times) to the pupils. 2. Demonstrate the action involved in the rhymes. 3. Explains the message in the rhyme to the pupils. 4. Teach relevant song to the pupils involving particular sounds.	1. Listen attentively to the teacher. 2. Read the rhymes aloud together, in groups and individually. 3. Listen to the teacher's explanation. 4. Sing the song with emphasis on the sounds taught. 5. Memorize the rhyme.	1. Wall chart showing the rhyme. 2. Flash card showing the key words in the rhymes. 3. Approved course book.	Pupils to: 1. read simple rhymes correctly. 2. sing song to emphasize some given sounds.
3	Listening to and telling stories	Pupils should be able to: 1. tell a story. 2. state the title of their story. 3. identify the characters in the story. 4. state the moral lesson of the story.	1. Telling story using an appropriate style of narration. 2. Identifying the characters and events in the story. 3. Explaining the beginning content and closing of a story.	1. Asks pupils to narrate stories in turns. 2. Guides them in the narration. 3. Explains the characters of the story and their actions to them. 4. Asks them questions based on a given story.	1. Narrate a story with the teacher's guide. 2. Mention the characters in a story. 3. Answer questions on a given story. 4. Explain the moral lessons in the story.	1. Picture showing a story teller and his audience. 2. Different pictures to illustrate the story.	Pupils to: 1. narrate a story correctly. 2. state the title of their story. 3. identify characters in the story. 4. state the moral lesson of the story.

**ENGLISH STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
4.	Simple oral comprehension/games	Pupils should be able to: 1. listen to a short passage read to them. 2. retell the story as it was read to them. 3. answer simple comprehension questions.	Reading passages that will interest the pupils. Reading short stories to the pupils.	1. Reads interesting passages to the pupils, emphasizing important words. 2. Tells a story to the pupils selects some pupils to re-tell the story. 3. Asks pupils simple questions based on the story.	1. Listen carefully to the passage read by the teacher. 2. Retell the story to teacher and other pupils. 3. Answer simple questions based on the story.	1. Pictures of objects and persons 2. Charts 3. Course book	Pupils to: 1. listen attentively to a given passage story. 2. retell the story directly. 3. answer given question from the story.
5.	Introducing individuals	Pupils should be able to: 1. introduce themselves individually. 2. introduce themselves in pairs by using appropriate words.	Guiding pupils to introduce themselves using words like, "My name is Mary" "This is my friend" to introduce themselves.	1. Introduces him/herself to the pupils. 2. Emphasizes on the words that make introduction e.g. "I am, you are, we are, my name is." 3. Asks pupils to introduce themselves individually.	1. Introduce themselves individually by mentioning their names. 2. Introduce themselves to their partners in pairs	Pupils in the class picture that shows two people introducing themselves course book .	Pupils to make correct introduction of themselves.
6.	Introducing adjective and adverbs	Pupils should be able to: identify and correctly use: 1. adjectives 2. adverbs	Adjectives e.g. 1. this is a beautiful dress. 2. the car is yellow Adverbs: 1. he eats slowly 2. she runs fast	1. Presents Adjectives and Adverbs. 2. Guides pupils on the correct use of: Adjectives and Adverbs. 3. Leads pupils to identify adjectives and adverbs in short sentences.	1. Read adjectives and adverbs presented by the teacher. 2. Identify them in sentences.	1. Course book 2. Charts 3. Chalkboard	Pupils to identify adjectives and adverbs in sentences.

**ENGLISH STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
7.	Use of regular and irregular plurals of nouns	Pupils should be able to: 1. identify regular and irregular plurals. 2. use regular and irregular plurals in simple sentences.	1. Regular plurals, plurals with 's' ending e.g. ball/balls, girl/girls. 2. Irregular plurals, e.g. man/men; ox/oxen, child, children	1. Writes out on the board examples of regular and irregular plurals. 2. Guides them in the formation of plurals	1. Pupils reproduce in writing teacher's examples of regular and irregular plurals 2. Form regular and irregular plurals.	1. Charts 2. Chalkboard 3. Pictures 4. Flash cards	Pupils to: 1. give the plural forms of five words. 2. make simple sentences with regular and irregular plurals.
8.	Simple present and past tense of common verbs.	Pupils should be able to: identify and use simple past and present tense of common verbs.	Production of simple present and past tense of common verbs in tabular form e.g. run/ran; come/came.	1. Presents and demonstrate use of simple present and past tense of common verbs in tabular form 2. Guides pupils to use present and past tense of common verbs in sentences	1. Pupils reproduce in writing teacher's examples of simple present and past tense of common verbs in tabular form. 2. Pupils produce their own sentences using the present and past tense of common verbs.	1. Chalkboard 2. Pupils charts on display	Pupils to: 1. Correctly identify and produce a list of simple present and past tense of common verbs. 2. Make simple sentences using present and past tense of common verbs.

**ENGLISH STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	STUDENTS		
9.	Correct use of apostrophe in possessives	Pupils should be able to correctly use apostrophes in possessives.	Apostrophes in possessives e.g. i. It is the boy's toy ii. It is the boys' college.	1. Presents and demonstrate use of apostrophes in possessives. 2. Leads pupils to use apostrophes in simple sentences.	1. Listen to teacher's presentation on the apostrophes in possessive. 2. Produce their own sentences using apostrophes in possessives.	1. Chalkboard 2. Pupils charts on display.	Pupils to: 1. correctly identify apostrophes in possessive. 2. use apostrophes in possessive.
10	Using the present continuous tense	Pupils should be able to identify and use present continuous tense correctly.	1. Identification and use of present continuous tense e.g. I am eating, He is running. 2. Guided examples of present continuous tense.	1. Guides pupils to identify present continuous tense in sentences. 2. Leads them to make sentences using present continuous tense.	1. Identify present continuous tense in sentences. 2. Use present continuous tense correctly in sentences.	1. Chalkboard 2. Pupils charts on display	Pupils to: 1. identify present continuous tense in sentences. 2. make four sentences using the present continuous tense.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
PRIMARY II
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Sense of Sight I	Pupils should be able to: 1. identify the organs of sights. 2. understand the importance of sight.	Observation and identification of organ of sight.	1. Guides pupils to observe the eye. 2. Show them simple, practical demonstration of the importance of sight.	1. Look at their eyes using a mirror. 2. Describe what they see. 3. Close their eyes to find out the importance of sight.	1. Chart of the human eye 2. Textbooks.	Pupils to: 1. identify the organ of sight. 2. say two importance of eye.
2.	Sense of Sight II	Pupils should be able to: identify and name objects based on colours shapes and sizes.	Seeing with eyes. - Colours, - Shapes and size of objects in classroom, school and home.	Provides and helps pupils to identify: - Different colours. - Different shapes - Different sizes	1. Work, with coloured pencils and crayons. 2. Collect and identify objects of different shapes and sizes.	1. Coloured pencils and crayon. 2. Wooden blocks of different sizes, shapes and colours.	Pupils to: identify and match objects based on colours shapes and sizes.
3.	Sense of Hearing I	Pupils should be able to: 1. observe and identify the organs of hearing. 2. states the importance of hearing.	Observation and identification of organs of hearing.	1. Guides pupils to observe their ears. 2. Shows them simple practical demonstration of importance of the ear.	1. Observe the ear to their classmates. 2. Use their hands to cover their ears and observe what happens.	1. Clock 2. Horn. 3. Piano 4. Whistle.	Pupils to: 1. identify the organ of hearing. 2. state 2 importance of ear.
4.	Sense of Hearing II	Pupils should be able to: 1. identify various sound made by objects, animals and persons. 2. listen to sounds of objects, animals or persons.	1. Hearings with ears. 2. Listening to sounds of objects, animals, person and imitating sounds.	Make pupils to listen to and identify various sounds.	1. Identify various sounds. 2. Produce different sounds from their mouth and throat.	1. Charts and models 2. Schools bell, flute, other wind instrument. 3. Record sounds of birds, frog, cat etc.	Pupils to: 1. identify and describe sounds made by different objects, animals and persons. 2. make list of some animals and mention their sounds.

**BASIC SCIENCE
PRIMARY II
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Sense of Touch	Pupils should be able to: 1. observe and identify the organ of touching. 2. states the importance of touch. 3. identify objects by touching and feeling.	1. Observation and identification of organ of touching. 2. Touching: with fingers, detecting various objects by touch, feeling its shapes, texture, pressure and temperature.	1. Guides pupils to observe the skin. 2. Guides pupils to touch different objects and describe their feelings. 3. Provides items of different texture, shapes, temperature and pressures.	1. Touch things around them. 2. Feel, or touch their cheeks and heads, tissues paper, touch different types of paper/cardboard. 3. Touch cold and warm objects or water.	1. Tissue paper. 2. Rough and smooth- cardboard. 3. Cold/hot, warm water.	Pupils to: 1. identify the organ of touching. 2. mention two importance of touching. 3. distinguish between rough and coarse objects, cold and hot etc.
6.	Sense of Touch I	Pupils should be able to: 1. identify the parts of the body with which we taste things/substances. 2. identify things that are sweets, salty, bitter, sour, tasteless etc.	1. Identification of the parts of the body used for tasting things. 2. Detecting various food items that are sweet, sour, salty and bitter.	1. Guides pupil to observe the tongue. 2. Provides sweet, sour, salty and bitter items to pupils. 3. Guides pupils to taste the things and describe the differences in tastes.	1. Observe their tongues. 2. Taste things provided by the teacher e.g. salt, sugar, sweet, juice etc. 3. Sort the things based on taste into the following groups. - Bitter. - Sweet. - Salty - Sour etc.	1. Fruits 2. Bananas 3. Oranges. 4. Mangoes 5. Sugar 6. Honey 7. Bitter kola 8. Lemon 9. Spoilt milk etc.	Pupils to: 1. mention the organ for taste. 2. state the taste of difference substance.

**BASIC SCIENCE
PRIMARY II
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7.	Sense of Taste II	Pupils should be able to: identify things that are safe and not safe to taste	Identification of things that are safe and safe to taste.	1. Guides pupils to mention things that are safe for tasting. 2. Guides pupils to mention things that are not safe for taste.	Pupils to mention things that are safe and not safe for taste.	1. Fruits. 2. Mango 3. Bitter kola etc. 4. Chemicals. 5. Insecticide etc.	Pupils to: 1. mention 2 materials safe for taste. 2. mention 2 materials not safe for taste.
8.	Sense of Smell	Pupils should be able to: 1. identify part of the body used for smelling things. 2. smelling with nose detect various odour. 3. identify things with pleasant and unpleasant smell.	1. Identification of parts of the body used for smelling things 2. Smelling with nose to detect various odour. 3. Identification of things with pleasant and unpleasant smell.	1. Guides pupils to observe their nose. 2. Guides pupils to recognize something (fruits, food etc) with characteristics smell. 3. Provides different items that have different smell e.g. perfume, flowers, insecticide. 3. Asks pupils to bring some of the things from home. 4. Guides them to smell the items without bringing them too close to their nose.	1. Observe the nose of their class mates. 2. Try to perceive the smell of a perfume and report their observation. 3. Describe pleasant and unpleasant smell. 4. Sorts things provided according to their smell.	1. Fruits e.g. banana, oranges, mango etc. 2. Flowers, leaves, socks, kerosene 3. Onion, coffee, perfume. 4. Commercial insecticides.	Pupils to: 1. mention the parts of the body used for smelling things. 2. smell with nose to detect various odour 3. associate odour with specific pleasant and unpleasant smell.

**BASIC SCIENCE
PRIMARY II
FIRST TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9.	Soil (Types of Soil)	Pupils should be able to: 1. define soil. 2. mention different types of soil	1. Types of soil - Clay - Sandy - Loamy	1. Identifies suitable sites in the school. 2. Takes pupils to the identified sites in the school to collect soil samples. 3. Guides pupils to name different soils types.	1. Collect soil samples in the school or home environment. 2. Observe and describe the colour of different soil	Sample of garden soil (Clay, loamy and sandy soils)	Pupils to: 1. say the meaning of soil. 2. identify and name soil types as loamy, clay and sandy soil.
10.	Properties of Soil	Pupils should be able to: observe and describe the physical properties of soils types.	1. Properties of soil types e.g. - Clay - Sandy - Loamy.	1. Takes pupils to the identified sites in the school to collect soil samples. 2. Guides pupils to observe and describe the colour, texture and particles size of the soil sample.	1. Places some soil sample in a container add water and stir. 2. Mould with wet sand and clay. 3. Compare clay soil and sandy soil.	1. Samples of garden soil. 2. Hand lens. 3. Sieve 4. Filter paper. 5. Container. 6. Funnel. 7. Water 8. Hoe or shovels.	Pupils to: describe the physical properties of the soil types.
11.	REVISION						
12.	EXAMINATION						

**BASIC SCIENCE
PRIMARY II
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	Pupils should be able to: 1. define wind as air in motion. 2. describe the effects of wind on the body.	1. Defining wind as air in motion. 2. Effects of a moving air on the body.	1. Defines wind as air in motion. 2. Guides pupils to mention the effect of wind on the body. 3. Guides pupils to demonstrate that air does work.	1. Engage pupils in class discussion on the meaning of wind. 2. Identify the effect of wind on leaves, pieces of papers, dust particles, faces of people etc.	1. Pieces of paper, water, container, thread, gum, cardboard etc.	Pupils to: 1. discuss wind as air in motion. 2. states the effects of wind on the body.
2	Things that Float in the Air	Pupils should be able to: observe and identify things that float in the air.	1. Floating in the air. 2. Things that float in the air e.g. paper kite, blown balloon etc.	Guides pupils to name things that float in the air.	Throw things in the air and identify those that float and those that do not.	1. Balloon. 2. Old newspapers. 3. Threads 4. Gums 5. Sticks. 7. Stones etc.	Pupils to: name five things that float in air.
3	Making of Things that Float in the Air	Pupils should be able to: make things float in the air.	Things that float in the air e.g. paper kite, blown balloon etc.	1. Guides pupils to make paper kite. 2. Scores the kite that pupils make.	Make and fly paper kit.	1. Old newspaper. 2. Thread. 3. Gum 4. Sticks. 5. Strings etc.	Pupils to: make and fly paper kite.
4	Water	Pupils should be able to: mention at least three source of water.	Source of water.	Guides pupils to mention the source of water.	Name the sources of water.	Pictures or charts showing some sources of water.	Pupils to: mention the sources of water.
5	Uses of Water	Pupils should be able to: mention at least four uses of water at home in the school.	Uses of water.	Displays charts/pictures on uses of water in the home.	Observe the charts and mention various uses of water.	Pictures and charts on various uses of water.	Pupils to: name four uses of water at home or in the school.
6	Qualities of Water	Pupils should be able to: say the qualities of a good water.	Qualities of water. - Pure - Tasteless - Colourless.	Guides pupils to observe water clean and dirty water.	Observe the water display.	1. Clean water 2. Dirty water.	Pupils to: 1. Mention 2 qualities of good water.

**BASIC SCIENCE
PRIMARY II
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	Objects That Float In Water	Pupils should be able to: 1. identify things that float in water. 2. demonstrate how to make things that float in water.	Floating in water.	1. Guides pupils to identify objects that float in water. 2. Demonstrates some ways of making objects that floats in water e.g. stone placed on inflated balloon.	1. Names the things that float in water. 2. Observe the demonstration. 3. Make things to float in water.	1. Balloon. 2. Dry wood. 3. Meter ruler 4. Picture of people swimming of using life jacket.	Pupils to: 1. name three things that can float in water. 2. make things that float in water.
8	Objects that Sink in Water	Pupils should be able to: 1. identify things that sink in water. 2. demonstrate how to make objects sink in water.	Sinking in water.	1. Guides pupils to identify objects that sink in water. 2. Demonstrates to pupils some ways of making objects sink in water e.g. tying a stone to a feather, cork etc. 3. Guides class discussion on other ways of making things sink in water.	1. Name things that sink in water. 2. Observe the demonstration. 3. Make things to sink in water.	1. Piece of iron. 2. Stone. 3. Thread 4. Feather. 5. Cork etc.	Pupils to: 1. name three things that sink in water. 2. make things to sink in water.
9	Colour	Pupils should be able to: 1. identify at least four colours. 2. colour objects with various colour.	Identification of colour.	1. Guides pupils to identify objects through colours. (living and non living things) 2. Guides pupils to draw and colour some objects.	Pupils draw some objects and colour them e.g. ball, cup, box etc.	1. Paper. 2. Crayons. 3. Coloured pen. 4. Colour charts.	Pupils to: 1. name three types of colour. 2. colour two types of object.
10	Uses of Colour	Pupils should be able to: 1. mention three uses of colours. 2. uses colour to identify and beautify objects.	Uses of colours	1. Guides pupils to discuss the uses of colours. 2. Guides pupils to identify objects though colours (living and non-living things).	1. Say uses of colours. 2. Colour different objects drawn.	1. Paper. 2. Crayon. 3. Colour 4. Lego set/beads. 5. Dyes. 6. Coloured pens.	Pupils to: 1. name two uses of colour. 2. use Lego to construct colourful objects.
11	REVISION						
12	EXAMINATION						

**BASIC SCIENCE
PRIMARY TWO
THIRD TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Plant	Pupils should be able to: 1. define plant 2. identify and name some common plant in the school compound. 3. trace the leaves of some plants on plastering or clay.	1. Definition of plants. 2. Plants in the school compound.	1. Identifies suitable place in the surrounding for pupils to visits. 2. Guides pupils to observe and correct some common plants. 3. Guides pupils to prepare a plant for preservation.	1. Participates in sites visit. 2. Observe and collect some common plant. 3. Print some plants part e.g. leaves.	1. Specimen of local plant. 2. Drawing book 3. Plastering 4. Clay etc.	Pupils to: 1. say what plants? 2. name five common plants in the school. 3. trace the leaves of some plants.
2	Parts of Plant	Pupils should be able to: 1. identify the main parts of a plant. 2. draws a plant and label the parts.	1. Identify the main parts of a plant e.g. roots, stem, leaves, flower.	1. Guides pupils to identify the main parts of a plant. 2. Guides pupils to draw a plants.	1. Pupils observe the parts of plants. 2. Draw a plant.	1. Specimen of plants. 2. Drawing book. 3. Pencil 4. Samples of plants.	Pupils to: 1. name the parts of plants. 2. draw a plant and label it.
3	Features of Plants.	Pupils should be able to: 1. observe and identify common features of plant in their school. 2. group the plant according to their features.	1. Features of plant: - Shape. - Size. - Colour - Texture.	- Identify features of the plant. - Group the plants based on their features.	1. Identify features of plants. 2. Group the plants according to their features.	1. Specimen of local plant. 2. Work book. 3. Textbooks.	Pupils to: 1. mention the features of plants in their school. 2. group plants according to their features.
4	Uses of Plants	Pupils should be able to: 1. describe common use of plants. 2. group plants according to their uses.	Common uses of plant in the locality. (For food, Beautification, Building furniture, shede medicine.	1. Through classes discussion. 2. Guides pupils to state the uses of plants 3. Groups plants according to their uses.	1. Group plants according to their uses.	1. Specimen of local plant.	Pupils to: 1. state the uses of plants. 2. group plants according to their uses.

**BASIC SCIENCE
PRIMARY TWO
THIRD TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Animals.	Pupils should be able to: 1. identify some common animal in the locality and the school compound. 2. collect and preserve some animals in the school compound.	1. Animal in the locality and school compound. 2. Animal in the locality e.g. Goat, Dog, Hen, Cat, Bird etc. 3. Animal in the school e.g. grasshopper, butterfly etc.	1. Takes pupils round the field where common animal could be found. 2. Guides pupils to observe the animals found in the school: (a). names them. (b). describes them. (c). groups the animals. 3. Guides them to name animal found in their locality.	1. Identify animals in the locality and in the school. 2. Collect harmless animal in the school compound. 3. Made drawings of some animals.	1. Charts/pictures of animals. 2. Specimen of animals. 3. Leave animals e.g. grasshopper. 4. Insect (net and basket) etc.	Pupil to: 1. name some common animals in their locality and in the school compound. 2. collect and display common animal in the school compound.
6	Features of Animals.	Pupils should be able to: 1. observe and name the features of some common animal in the school compounds. 2. observe and name features of common animals in their locality. 3. use the observable features to group the animals found in the school and in their locality.	Features of animals found in the school compound and in their locality.	1. Guides pupils to 2. Identifies the features of animal in the school and in the locality. 3. Groups the animal using observable features.	1. Participates in class discussion of animals. 2. Observe, group and describe features of preserve animals.	1. Chart/Pictures of animal. 2. Preservative (e.g. Formalin's) 3. Live animal 4. Specimen of animal.	Pupils to: 1. describe the features of animal in the school compound. 2. describe the features of animal in their locality. 3. groups animals based on observed features.

**BASIC SCIENCE
PRIMARY TWO
THIRD TERM**

THEME: BASIC SCIENCE

SUB- THEME: LIVING AND NON-LIVING THING

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7	Behavior of Animal	Pupils should be able to: observe and describe the behavior of animal	1. Animal behavior. - Type of food they eat. - Caring for young ones etc.	Guides pupils to discuss on the behavior of animal e.g. movement, feeding etc.	1. Participate in class discussion on animals. 2. Name drawing of some animals.	1. Charts/Pictures 2. Work book. 3. Specimen 4. Bottle and jars.	Pupils to: describe the behavior of animals.
8	Animals and their Sounds.	Pupils should be able to: 1. name some animals and their sound. 2. mimic the sound of the animal name.	Animal sound	Guides pupils to name some animal and mimic their sound.	Mimic the sound of some animal.	Charts/pictures	Pupils to: 1. name five animals. 2. two mimic the sound of animals named.
9	Animals and Where they Live	Pupils should be able to: 1.name the place where the animals live. 2. differentiate between domestics and wild animal. 3. give examples of wild and domestic animals.	1. Domestic and wild animals. 2. Give example of domestic and wild animals.	1. Guides pupils to name some animal. 2. Guides pupils to say where they live.	1. Participates to name the animals. 2. Say where they live.	Charts/Pictures showing different animals.	Pupils to: 1. name two places where animals lives 2. define domestic and wild animal. 3. name two example of domestic and wild animal each.
10	Animals and Road Safety.	Pupils should be able to: 1. demonstrate correct way of - crossing the road. - walking along the road.	Animal and road safety.	Demonstrate crossing and walking along the road.	To describe how they cross the road.	Charts/pictures showing animals crossing the road.	Pupil to: 1. describe correct way of - walking along the road. - crossing the road.
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
PRIMARY II
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	What is Clay Soil	Pupils should be able to: describe clay soil.	Description of clay soil	Explains clay soil.	Listen to teacher explanation.	Clay.	Pupils to: describe clay soil
2	Types of Clay Soil	Pupils should be able to: mention the different types of clay soil.	Types of clay soil - White - Red	1. Explains the types of clay soil. 2. Guides pupils to observe the types of clay soil.	Observe the types of clay soil.	1. White clay. 2. Red clay.	Pupils to: list the types of clay soil.
3	Where to get Clay Soil	Pupils should be able to: mention some places to get clay soil.	Where to get clay soil e.g. river, pond etc.	Describes the places to get clay soil.	Listen to teacher explanation.	Chart/pictures.	Pupils to: mention two places to get clay soil.
4	Properties of Clay Soil	Pupils should be able to: mention at least three properties of clay soil.	Properties of clay soil.	1. Assists pupils to observe clay soil. 2. Explains the properties of clay soil.	1. Observe the clay soil. 2. List the properties of clay.	1. Charts 2. Pictures 3. Clay 4. Water.	Pupils to: mention at least three properties of clay.
5	Experiment to Show that Clay Retains Water.	Pupils should be able to: 1. Record their observation. 2. Describes their findings.	Experiment to show that clay soil retains water.	1. Guides pupils to observe the experiment. 2. Records their observation.	1. Observe the experiment 2. Record their observation.	1. Soil sample 2. Water 3. Measuring glass/cylinder 4. Funnel and cotton wool.	Pupils to: 1. record their observation. 2. say their findings.
6	Uses of Clay Soil.	Pupils should be able to: mention some of the uses of clay soil.	1. Uses of clay soil. - Bricks. - Pottery. - Ceramics - Tobacco.	List the uses of clay soil.	Say what clay soil use is for.	1. Clay pot. 2. Bricks 3. Pottery etc.	Pupils to: mention three uses of clay soil.

**BASIC TECHNOLOGY
PRIMARY II
FIRST TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7	Digging of the Clay.	Pupils should be able to: dig clay soil from the school compound.	Digging of clay soil.	Guides pupils to dig clay soil from the school compound.	Participates in the digging the clay soil.	1. Shovel 2. Hoe etc.	Pupils to: dig clay from the school compound.
8	Fetching of Water.	Pupils should be able to: fetch to mix the clay soil.	Fetching of water to mix clay soil.	Guides pupils to fetch water.	Participates in fetching the water.	1. Bucket. 2. Bowl 3. Basin etc.	Pupils to: 1. Fetch water to mix the clay.
9	Kneading of the Clay.	Pupils should be able to: 1. define kneading. 2. knead the clay soil.	1. Meaning of kneading 2. Knead the clay.	1. Defines kneading? 2. Explains Knead the clay.	Guides pupils to knead the clay soil.	1. Water 2. Clay.	Pupils to: 1. say the meaning of kneading. 2. describe how to knead the soil.
10	Prepare a Place for Moulding.	Pupils should be able to: measure the areas for moulding.	Play for moulding.	Guides pupils to measure the place for moulding.	Participate in measuring the place for moulding.	1. Tape. 2. Ruler.	Pupils to: measure the areas for moulding.
11	REVISION						
12	EXAMINATION.						

**BASIC TECHNOLOGY
PRIMARY II
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	Draw an Object of Interest.	Pupils should be able to: draw objects of their interest.	Objects of interest.	Guides pupils to draw objects of their interest.	Draw objects of their interest.	Chart/pictures.	Pupils to: draw objects of their interest.
2	Moulding Objects of Interest with Clay.	Pupils should be able to: mould object of their interest with clay.	Mould object of interest with clay.	1. Guides pupils to mould the object draw. 2. Explains stages of moulding.	Make objects using clay.	1. Clay. 2. Playground.	Pupils to: move objects of their interest.
3	Dry the Object Moulded	Pupils should be able to: dry the object moulded under the sun.	Dry moulded object under the sun.	1. Guides pupils to arrange the objects under the sun. 2. Supervises them.	1. Arrange objects in the sun. 2. Watch the objects under the sun.	1. Open field 2. Playground.	Pupils to: dry moulded objects under the sun.
4	Heat Moulded Objects With Fire.	Pupils should be able to: heat the moulded object with fire.	Heat moulded object with fire.	1. Guides pupils to heat the object with fire. 2. Supervises their work.	1. Heat moulded object with fire.	1. Stove 2. Matches.	Pupils to: heat moulded object with fire.
5	Exhibit Moulded Objects.	Pupils should be able to: show the object moulded.	Exhibit moulded object.	Guides pupils to arrange all moulded object in front of the class.	They arrange moulded object for exhibition.	Open space for exhibition.	Pupils to: show the object moulded.
6	Energy	Pupils should be able to: define energy.	Definition of energy.	Says what energy is about.	Listen and ask questions.	1. Charts. 2. Pictures 3. Textbooks	Pupils to: define energy.
7	Forms of Energy I	Pupils should be able to: identify different forms of energy.	Forms of energy e.g. electrical heat etc.	Guides pupils to identify forms of energy.	Participation in class discussion.	1. Chart 2. Pictures. 3. View nature e.g. sun.	Pupils to: mention the different forms of energy.

**BASIC TECHNOLOGY
PRIMARY II
SECOND TERM**

THEME: BASIC TECHNOLOGY

SUB- THEME: UNDERSTANDING BASIC TECHNOLOGY

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Forms of Energy II	Pupils should be able to: identify different forms of energy.	Forms of energy e.g. light, solar, sound etc.	Guides pupils to identify different forms of energy.	Participate in class discussion.	1. Chart 2. Pictures. 3. View nature e.g. sun.	Pupils to: mention the different forms of energy.
9	Sources of Energy	Pupils should be able to: mention at least two sources of energy.	Sources of energy e.g. - Light. - Solar form of the sun.	Explains the sources of energy.	Participates in class discussion.	1. Chart 2. Pictures. 3. View nature e.g. sun.	Pupils to: list two sounds of energy.
10	Uses of Energy	Pupils should be able to: mention some of the uses of energy.	Uses of energy.	Explains the uses of energy.	Participate in class discussion	1. Chart 2. Pictures. 3. View nature e.g. sun.	Pupils to: mention three uses of energy.
11	REVISION						
12	EXAMINATION						

**BASIC TECHNOLOGY
PRIMARY II
THIRD TERM**

**THEME: BASIC TECHNOLOGY
SUB- THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Sound Energy	Pupils should be able to: 1. explains the meaning of sound energy. 2. identify different sounds.	What is sound energy?	Explains the meaning of sound energy.	Participates in class discussion.	Charts showing musical instrument.	Pupils to: 1. say the meaning of sound energy. 2. identify different sounds.
2	Modern Instrument that Produce Sounds	Pupils should be able to: name modern instrument that produce sounds.	Modern instruments that produce sounds e.g. - Piano - Jazz band. - Microphone etc.	Discusses sound and leads pupils to identify sounds.	1. Participates in class discussion. 2. Make sounds with different parts of their body (e.g. Feet, hands, mouth) 3. Identify the modern instruments that produce sounds.	Charts showing some musical instrument.	Pupils to: list three modern instruments that produce sounds.
3	Local Instrument that Produce Sounds	Pupils should be able to: name local instrument that produce sounds.	Local instruments that produce sounds e.g. - Paw-paw stalk - Bamboo stem etc.	Guides pupils to name some local instrument that produce sounds.	Name local musical instruments that make sounds.	1. Bamboo stem. 2. Paw-Paw stalk 3. Knife 4. String.	Pupils to: mention some local instruments that produce sound.
4	Gathering and Cutting of Local Instrument	Pupils should be able to: 1. gather the instruments. 2. cut the instruments to the shape.	Gathering and cutting of local instrument	1. Leads pupils to collect materials 2. Guides pupils to cut into shapes.	Gather the materials and cut into shapes.	1. Cutlass 2. Knife.	Pupils to: gather the instrument. 2. cut the materials into shapes.

**BASIC TECHNOLOGY
PRIMARY II
THIRD TERM**

**THEME: BASIC TECHNOLOGY
SUB- THEME: YOU AND ENERGY**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Making of Local Instrument	Pupils should be able to: make local instrument that produce sounds.	Make local instrument that produce sounds.	Guides pupils to make local instrument.	1. Construct local musical instruments from available materials. 2. Play games with sound using the musical instrument they made.	1. Bamboo stem, 2. Paw-Paw 3. Knife 4. String.	Pupils to: 1. make local musical instrument. 2. make melodies with musical instrument.
6	Making of Maracas I	Pupils should be able to: start the neck of the maracas.	Making of maracas.	Guides pupils to make maracas.	Participates in the making of the maracas.	1. Calabash. 2. Beads. 3. Thread.	Pupils to: make the neck of the maracas.
7	Making of Maracas II	Pupils should be able to: put the beads to decorate the maracas.	Making of maracas.	Guides pupils to make maracas.	Participates in the making of the maracas.	1. Calabash. 2. Beads. 3. Thread.	Pupils to: decorate the maracas with beads.
8	Making Of Maracas III	Pupils should be able to: end the maracas decoration successfully.	Making of maracas.	Guides pupils to make maracas.	Participates in the making of maracas.	1. Calabash. 2. Beads. 3. Thread.	Pupils to: 1. End the maracas decoration.
9	Making of Gong	Pupils should be able to: make native gong.	Making native gong.	Guides pupils to make native gong.	Participates in the making of native gong.	Wood.	Pupils to: make native gong.
10	Exhibition of Materials Made.	Pupils should be able to: exhibit whatever they have made.	Exhibition of materials made.	Guides pupils to exhibit materials.	Participates in the exhibition	Product of the materials made.	Pupils to: exhibit whatever they have made.
11	REVISION						
12	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY II
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 parts I	Pupils should be able to: demonstrate correct movement pattern of shooting and heading.	Movement pattern. - Shooting and heading.	1. Explains and demonstrate the basic skills in shooting and heading. 2. Supervises and correct demonstration of pupils.	1. Listen to teacher's explanation. 2. Observe teacher's demonstration. 3. Practice the basic skill taught	1. Playground. 2. Balls 3. Talking the runs 4. Textbooks.	Pupils to: perform the skill of shooting and heading.
2	Moving our body parts II	Pupils should be able to: perform basic movement such as bending, stretching.	Movement pattern. - Bending and stretching.	1. Demonstrate the skills involved in bending and stretching. 2. Supervises pupils and make corrections.	1. Listen to teacher's explanation. 2. Observe teacher's demonstration. 3. Practice the basic skills taught e.g. bending and stretching.	1. Playground. 2. Balls. 3. Talking the runs. 4. Textbooks.	Pupils to: perform the skill of bending and stretching.
3	Safety rules in basic movement.	Pupils should be able to: identify safety rules in bending and stretching.	Safety rules.	Assists pupils to list safety rules.	Pupils mention the safety rules.	1. Textbooks 2. Playground	Pupils to: 1. mention safety rules in shooting and bending. 2. mention safety rules in bending and stretching.
4	Practice basic manipulative movement	Pupils should be able to: 1. name two basic manipulative movement. 2. demonstrates the creative rhythm and movement.	Manipulative movement pattern. - Throwing - Catching in pairs - Creative rhythm and movement.	1. Explains and demonstrate the manipulative movement pattern. 2. Supervises and correct demonstration.	1. Practice manipulative pattern.	1. Playground. 2. Ball etc.	Pupils to: 1. name the manipulative movement. 2. demonstrate creative rhythm and movement.

**PHYSICAL AND HEALTH EDUCATION
PRIMARY II
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		
5	Dangers in basic movement	Pupils should be able to: list three dangers in basic movement.	Explains the dangers in basic movement.	Explains the dangers in basic movement.	List dangers in basic movement.	Textbooks.	Pupils to: mention three dangers in basic movements.
6	Athletics I (short distance race)	Pupils should be able to: perform 75 meters dash showing start, form and finish.	75 meters dash.	Demonstrates - 75 meters dash showing start, form and finish.	1. Observe teacher's demonstration. 2. Practice 75 meters dash.	1. Playground. 2. Video clips. 3. Flags (red and white).	Pupils to: perform 75 meters dash showing start, form and finish.
7	Athletics II long jump	Pupils should be able to: perform basic long jump skills.	Long jump basic skills: - run up. - takeoff - flight - landing.	1. Demonstrates: - run up - take off. - flight - landing. 2. Observe teacher's demonstration.	1. Practice - Take off. - Run up - Flight - Landing. 2. Observe teacher's demonstration.	1. Playground. 2. Take off board. 3. Flags (red and white).	Pupils to: perform run up, take off, flight and landing.
8	Safety rules in long jump	Pupils should be able to: mention safety rules in long jump.	Safety rules.	Leads pupils to mention safety rules.	State safety rules	Textbooks.	Pupils to: state three safety rules.
9	Health benefit of simple jumps	Pupils should be able to: mention some benefits of simple jump.	Benefits of simple jump	Leads pupils to mention some benefit of jumping.	State benefit of jump.	Textbooks.	Pupils to: list two benefits of simple jump.
10	Practical	Pupils should be able to: practicalize the skills taught for the weeks	Practices skills taught.	1. Demonstrates skills taught. 2. Supervises and assist pupils to practice skills.	1. Observe teacher's demonstration. 2. Practice skill taught.	1. Playground. 2. Take-off board. 3. Flags. 4. Video clips.	Pupils to: practicalize some of the skills taught.
11	REVISION						
12	EXAMINATION						

**PHYSICAL AND HEALTH EDUCATION
PRIMARY II
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 (skills)	Pupils should be able to: perform some local games.	Local games. - Do as I do. - Clap over your head. - Who is in the garden etc.	1. Demonstrates to pupils. 2. Observes pupils and give assistance.	1. Pupils observe teacher's demonstration. 2. Pupils practice the skills.	Playground.	Pupils to: 1. perform local games.
2	Basic skills in basketball I	Pupils should be able to: mention two basic skill in basket ball.	Basic skills in basket ball e.g. passing and bouncing.	Demonstrates the basic skills e.g. passing and bouncing.	1. Observe teacher's demonstrations. 2. Practices the skills taught. 3. Observe pupils and assists them.	1. Playground 2. Pictures 3. Textbooks. 4. Balls. 5. Whistle.	Pupils to: name two basic skills in basket ball.
3	Basic skills in basket ball II	Pupils should be able to: mention some of the basic skills in basket ball game.	Basic skills in basket ball game e.g. throwing and catching.	Demonstrates the basic skills e.g. throwing and catching.	1. Observe teacher's demonstration. 2. Practice the skills taught. 3. Observe pupils and assists them.	1. Playground 2. Pictures 3. Textbooks. 4. Balls. 5. Whistle.	Pupils to: name at least three (3) basic skills in basket ball game.
4	Safety rules in basket ball games.	Pupils should be able to: state safety rules.	Safety rules	Leads pupils to mention safety rules.	Lists safety rules.	Textbooks	Pupils to: state 3 safety rules.
5	Swimming I basic skills	Pupils should be able to: mention the basic skills in swimming.	Basic skills in swimming.	Explains the basic skills in swimming.	States the basic skills in swimming.	1. Swimming pool. 2. Pool of water	Pupils to: state three basic skills in swimming.
6	Swimming II demonstrate the basic skill	Pupils should be able to: Demonstrate the basic skills in swimming.	Demonstrate basic skills in swimming.	1. Demonstrates the basic skills in swimming. 2. Observes pupils and offer assistance.	1. Observe teacher's demonstration. 2. Practice the skills taught.	1. Swimming pool 2. Pool of water.	Pupils to: demonstrate at least two skills in swimming.

**PHYSICAL AND HEALTH EDUCATION
PRIMARY II
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		
7	Benefits of swimming	Pupils should be able to: mention two benefit of swimming.	Swimming benefits.	Explains the benefits of swimming.	Lists the of swimming.	Textbooks.	Pupils to: lists two benefit of swimming.
8	Safety rules in swimming	Pupils should be able to: mention the safety rules in swimming.	Safety rules.	Explains and entrance safety rules.	State safety rules	Textbooks	Pupils to: state three safety rules.
9	Entry and coming the swimming pool.	Pupils should be able to: demonstrates the entry and coming out the swimming pool.	Demonstrate the skills	Demonstrates entry and coming out the swimming pool.	Practice entry and coming out the swimming pool.	1. Swimming pool. 2. Pool of water.	Pupils to: demonstrate correctly entry and coming out of the swimming pool.
10	Practical	Pupils should be able to: practicalize the skills taught.	Practices skills	1. Demonstrates skills taught. 2. Supervises and assists pupils to practices skills.	1. Observe teacher's demonstration. 2. Practice skills taught.	1. Swimming pool 2. Pool of water.	Pupils to: practicalize some of the skills taught.
11	REVISION						
12	EXAMINATION						

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

THEME: PHYSICAL AND HEALTH EDUCATION

SUB- THEME: HEALTH EDUCATION

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Health and hygiene	pupils should be able to: 1. Define hygiene 2. Enumerate some ways of purifying water. 3. Describe some method of purifying water.	Definition: 1. Hygiene. 2. Method of purifying water. - Filtration. - Boiling. - use of chemical - Sieving etc.	Guides pupils through method of purifying water.	1. Listen to questions. 2. Observe and imitate the teacher's demonstration.	1. Water filter. 2. Firewood. 3. Tripod stand. 4. Sieving set. 5. Pot 6. Stove	Pupils to: 1. say the meaning of hygiene. 2. enumerate three method of purifying water. 3. describe three method of purifying water.
2	Air pollution.	Pupils should be able to: 1. define pollution. 2. explain the meaning of air pollution.	1. Definition of pollution 2. Explain air pollution.	1. Explains pollution. 2. Explains air pollution	1. Listen and ask questions. 2. Pay attention to teacher's explanation	1. Posters. 2. Pictures 3. Charts. 4. Polluted water 5. Textbook.	Pupils to: 1. define pollution 2. explain the meaning of air pollution.
3	Rest and sleep.	Pupils should be able to: 1. identify proper way of resting. 2. explain the best condition for sleeping.	1. Rest and sleep.	Explains the best condition for resting. 2. Proper's way for resting.	Participate in discussion of best condition for sleeping.	1. Bed. 2. Mat 3. Pillow 4. Cover clothes. 5. Clean towel	Pupils to: 1. identify two ways of resting. 2. explains the best conditions for sleeping.
4	Importance of rest	Pupils should be able to: state the importance of rest.	Importance of rest.	Explains the importance of rest.	1. Listen to teacher's explanation. 2. Listen and ask question.	Textbooks.	Pupils to: state two importance of rest.
5	Factors affecting sleeping.	Pupils should be able to: list factors affecting sleeping.	Factors affecting sleeping.	Explains the factors affecting sleeping.	1. Listen to teacher's explanation. 2. Listen and ask question.	1. Picture 2. Charts 3. Textbooks.	Pupils to: list three factors affecting sleeping.

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

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

WEEK	TOPIC	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Ways of improving sleep.	Pupils should be able to: mention some of the ways of improving sleep.	Ways of improving sleep.	Explains ways of improving sleep.	Describe a ventilated room	1. Pictures 2. Charts. 3. Magazine.	Pupils to: list two ways of improving sleep.
7	First aid and the content of a first aid box	Pupils should be able to: 1. define first aid. 2. mention three things found in a first aid box.	1. Definition of first Aid. 2. Content of a first Aid box.	1. States the meaning of first aid. 2. Lists things found in a first aid box.	1. Listen to teacher's explanation. 2. Observe a first aid box.	1. First aid box. 2. Cotton wool 3. Plaster 4. Hydrogen peroxide etc.	Pupils to: 1. define first aid. 2. mention three things found in a first aid box.
8	Conditions that require first aid	Pupils should be able to: state the conditions that requires first aid.	Conditions that requires first aid. - Bleeding. - Fainting - Heat - Bruise - Exhaustion etc.	Lists and explains some conditions that require first aid.	Participates by sharing their experience on some conditions that requires first aid.	1. Charts 2. Posters. 3. Video clips.	Pupils to: list three conditions that require first aid.
9	Safety rules in first aid.	Pupils should be able to: list five safety rules	1. Safety rules	Lists and explains safety rules.	Participates by sharing their experience on safety rules.	1. Charts. 2. Textbooks.	Pupils to: list three safety rules
10	Benefits of safety rules.	Pupils should be able to: mention some of the benefit of safety rules.	Benefit of safety rules.	Lists and explains the benefits of safety rules.	1. List the benefit of safety rules.	1. Charts 2. Textbooks. 3. Posters.	Pupils to: list two benefits of safety.
11	REVISION						
12	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY II
FIRST TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	What is computer	Pupils should be able to: 1. say the meaning of computer. 2. give example of computer.	Definition of a computer.	Explains the meaning of computer.	Pupils listen to teacher explanation.	1. Charts 2. Pictures	Pupils to: 1. define computer. 2. give example of computer.
2	History of computer	Pupils should be able to: 1. describe how computer came into existence. 2. mention the things that were formerly used for counting before computer came into existence.	History of computer.	Explains how computer came into existences to the class.	1. Pupils listen to teacher's explanation. 2. Ask questions.	1. Charts 2. Pictures	Pupils to: 1. say how computer came into existence. 2. mention some of things used for counting before computer existence.
3	Types of computer	Pupils should be able to: mention different types of computer.	Types of computer.	1. Explains types of computer. 2. Guides pupils to draw a computer.	Pupils draw a computer.	1. Charts 2. Pictures	Pupils to: mention two types of computer.
4	Parts of a computer e.g. monitor, system unit and keyboard	Pupils should be able to: 1. identify the monitor, system unit etc. 2. draw a computer showing the monitor etc.	Parts of a computer e.g. monitor, system unit, keyboard.	1. Guides pupils to identify the monitor etc. 2. Guides pupils to draw computer showing the monitor etc.	Draw a computer showing the monitor, system unit etc.	Picture showing computer and the parts.	Pupils to: 1. identify the monitor, system unit etc. 2. draw a computer showing the monitor, system unit, keyboard.

**INFORMATION TECHNOLOGY
PRIMARY II
FIRST TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Parts of computer ii e.g. printer, mouse joystick.	Pupils should be able to: 1. identify the parts of the computer e.g. printer, mouse and joystick. 2. draw the parts correctly.	Parts of a computer e.g. printer, mouse, joystick.	1. Guides pupils to identify the parts. 2. Guides pupils to draw the parts e.g. mouse.	Draw the parts of the computer e.g. printer, mouse and joystick.	1. Charts 1 Pictures	Pupils to: 1. identify the parts e.g. mouse, joystick and printer. 2. draw the following mouse, printer, and joystick.
6	Parts of a computer iii e.g. scanner, light pen and speaker	Pupils should be able to: 1. identify the scanner, light pen and speaker. 2. draw the parts correctly.	Parts of a computer e.g. scanner light pen and speaker.	1. Guides pupils to identify the parts. 2. Guides pupils to draw the parts e.g. scanner.	Draw the parts e.g. scanner, light pen etc.	1. Pictures. 2. Charts	Pupils to: 1. identify the parts e.g. scanner, speaker etc. 2. draw the scanner, speaker and light pen.
7	Features of a monitor	Pupils should be able to: describe the monitor.	Features of the monitor e.g. rectangular shape.	Describes the features of the monitor.	Observe the monitor	1. Pictures. 2. Charts	Pupils to: describe the features of the monitor.
8	The uses of the monitor.	Pupils should be able To: mention the uses of the monitor.	Uses of the monitor.	Guides pupils to identify the uses of the monitor.	Say what the monitor is use for.	1. Pictures. 2. Charts	Pupils to: mention at least two uses of the monitor.
9	Features of a system unit	Pupils should be able to: describe the system unit.	Features of the system unit. - Box - Tower - Power button etc.	Describes the features of the system unit.	Identify the features.	1. Charts 2. Pictures.	Pupils to: describe the features of system unit.
10	The use of a system unit.	Pupils should be able to: mention the uses of the system unit.	Uses of the system unit.	Guides pupils to identify the uses of the system unit.	Mention the uses of system unit	1. Charts 2. Picture	Pupils to: mention at least two uses of the system unit.
11	REVISION						
12	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY II
SECOND TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Features of a keyboard	Pupils should be able to: describe the keyboard.	Features of keyboard e.g. - Rectangular - Many key	Describes the features of the keyboard.	Observe the keyboard.	1. Pictures 2. Charts	Pupils to: describe the features of the keyboard.
2.	Uses of keyboard.	Pupils should be able to: mention some of the uses of the keyboard.	Uses of keyboard	Guides pupils to identify the uses of a keyboard.	Say what the keyboard is use for.	1. Pictures 2. Charts	Pupils to: mention at least two uses of the keyboard.
3.	Features of mouse.	Pupils should be able to: describe the mouse.	Features of the mouse: - rectangular shape - two buttons etc.	Describes the features of the mouse.	Describe the features of the mouse.	1. Pictures 2. Charts	Pupils to: describe the features of the mouse.
4.	The use of a mouse	Pupils should be able to: mention some of the uses of mouse.	Uses of mouse.	Guides pupils to identify the uses of mouse.	Say what the mouse is use for.	1. Pictures 2. Charts	Pupils to: mention at least two uses of the mouse.
5.	The uses of computer	Pupils should be able to: mention some of the uses of computer.	Uses of computer.	Guides pupils to identify the uses of computer.	Say what computer use is for.	1. Pictures 2. Charts	Pupils to: mention at least three uses of computer.
6.	IT	Pupils should be able to: 1. define IT 2. say what IT is all about.	Meaning of IT.	Explains the meaning of IT.	Say the meaning of IT.	Picture showing computer	Pupils to: 1. say the meaning of IT. 2. say what IT is all about.
7.	IT devices	Pupils should be able to: identify some IT devices.	IT devices e.g. GSM phone.	Guides pupils to identify the IT devices.	Mention some of the IT devices.	1. Pictures 2. Charts.	Pupils to: mention some of the IT devices.

**INFORMATION TECHNOLOGY
PRIMARY II
SECOND TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
8.	Meaning of GSM phone	Pupils should be able to: meaning of the GSM phone.	Meaning of GSM Phone	Guides pupils to explain the meaning of GSM Phone.	Say the meaning of the GSM Phone.	GSM Phone.	Pupils to: say what the GSM Phone.
9.	Parts of the GSM phone	Pupils should be able to: mention some of the parts of the GSM Phone.	Parts of the GSM Phone: - screen - speaker.	List the parts of the GSM Phone.	Mention the parts of the GSM Phone.	GSM Phone.	Pupils to: mention at least two parts of the GSM Phone.
10	Uses of GSM phone	Pupils should be able to: mention some of the uses of GSM Phones.	Uses of GSM Phones.	List the uses of GSM Phone.	List the uses of GSM Phones.	GSM Phones.	Pupils to: mention at least three uses of GSM Phone.
11	REVISION						
12	EXAMINATION						

**INFORMATION TECHNOLOGY
PRIMARY II
THIRD TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Definition of smart phones.	Pupils should be able to: 1. define smart phones. 2. say what it's all about	Define smart phones.	Explains what smart phones is all about.	Say the definition of smart phones.	1. Pictures. 2. Charts.	Pupils to: say the meaning of smart phone.
2	Parts of a smart phone	Pupils should be able to: identify the parts of a smart phones.	Parts of a smart phone.	Lists the parts of a smart phone	Mention the parts of a smart phone.	1. Pictures. 2. Charts.	Pupils to: mention two parts of a smart phone.
3	Uses of smart phone	Pupils should be able to: mention some uses of smart phones.	Uses of smart phones	Lists the uses of smart phones.	Mention the uses of smart phone.	1. Pictures. 2. Charts.	Pupils to: mention at least two uses of smart phones.
4	Definition of organizers	Pupils should be able to: 1. define organizers. 2. say what they look like.	Definition of organizer	Explains what organizer is.	Define organizers.	1. Pictures. 2. Charts.	Pupils to: 1. define organizer. 2. say what they look like.
5	Uses of organizer	Pupils should be able to: mention some of the uses of organizer.	Uses of organizer	List the uses of organizer.	Mention the uses of organizer	1. Pictures. 2. Charts.	Pupils to: mention at least two uses of organizer.
6	Define digital wristwatch	Pupils should be able to: 1. define digital wristwatch. 2. watch it is all about.	Definition of digital wristwatch.	1. Explains digital wristwatch. 2. Explains what it is all about.	Describe digital wristwatch.	1. Pictures. 2. Charts 3. Pictures showing organizers	Pupils to: 1. define digital wristwatch. 2. say what it is all about.

**INFORMATION TECHNOLOGY
PRIMARY II
THIRD TERM**

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

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7	Parts of a digital wristwatch.	Pupils should be able to: mention some of the parts of digital wristwatch.	Parts of a digital wristwatch.	Lists the parts of a digital wristwatch.	Name the parts of a digital wristwatch.	1. Pictures. 2. Charts 3. Pictures showing organizers	Pupils to: mention two parts of digital wristwatch.
8	Uses of digital wristwatch.	Pupils should be able to: mention some of the uses of digital wristwatch.	Uses of digital wristwatch.	Lists the uses of digital wristwatch.	Name the uses of digital wristwatch.	1. Pictures 2. Charts 3. Picture showing digital wristwatch.	Pupils to: mention at least two uses of digital wristwatch.
9 & 10	Uses of it devices	Pupils should be able to: state the common uses of the IT devices.	Uses of common IT devices	List the uses of common IT devices	Mention the uses of IT devices.	1. Pictures. 2. Charts	Pupils to: mention two uses of IT devices.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	What is Prayer	Pupils should be able to: 1. explains the meaning of prayer. 2. recite the lord's prayer.	Meaning of prayer. a. Means whereby we talk to God and God to us. b. Communication with God.	Discusses the meaning of prayer.	Participates in discussing the meaning of prayer.	Picture showing people in prayer	Pupils to: 1. say what prayer is. 2. recite the lord's prayer.
2	Reasons for Prayer	Pupils should be able to: 1. give reasons why we should pray. 2. pray for themselves and others.	Reasons for prayer Matt. 7:7-11. We pray for: - good health - protection - wealth etc.	1. Explains the reason for prayer. 2. Leads pupils in identifying the reason why we pray.	Participates in discussing why we should pray.	1. Written prayer e.g. the Lord's prayer. 2. Pictures showing people in prayer.	Pupils to: gives reasons for prayers.
3	Right Attitude to Prayer	Pupils should be able to: 1. explains the right attitude to prayer. 2. demonstrate the right posture when praying.	1. Right attitude to prayer e.g. Humanity. 2. Pray in the right way by being humble. 3. Being in good posture during prayer.	Explains the right attitude to prayer.	1. Demonstrates the right attitude to prayer. 2. Demonstrate the right attitude to prayer.	Picture of people in the right attitude as they pray.	Pupils to: recites the Lord's prayer in humility.
4	When we Ought to Pray	Pupils should be able to: 1. explains that Jesus prayed always. 2. identify instances in their lives when they ought to pray.	When we ought to pray. James. 5:13-15. - When we are sick - Suffering. - Joyful - Sin etc.	1. Tells the pupils instances when Jesus prayed. 2. Explains when they ought to pray.	Participates in discussion of when they ought to pray.	1. A wall charts containing the Lord's prayer. 2. Films/slides of those praying.	Pupils to: 1. mention two ways in which Jesus taught us to pray. 2. pray for their friends, parents and civil leaders.

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Jesus Teaching On Prayer.	Pupils should be able to: 1. explains how Jesus taught us to pray. 2. say the Lord's prayer with understanding. 3. Explains the importance of prayer.	1. Jesus teachings on how to pray. a. Praying without getting discouraged, Luke. 18:1-8, 1 st Thess. 5:17. b. Pray to God in secret Matt. 6:5-6. 2. The Lord's prayer Matt. 6:9-15. a. Praying every time. b. Praying without doubting.	1. Explains Jesus teaching on prayer. 2. Explains the Lord's prayer. 3. Leads pupils to discuss and practice how to pray.	1. Narrate Jesus teaching on prayer. Luke. 18:1-8 2. Recite the Lord's prayer Luke. 11:1-4. 3. Discuss how to pray on specific things.	1. The Holy bible. 2. Wall charts on prayers. 3. Pictures of people praying.	Pupils to: 1. recites the Lord's prayer Luke. 11:1-4 2. enumerate what they can pray for. 3. explains why Jesus encourages us to pray.
6	Jesus A Man Of Prayer	Pupils should be able to: 1. recognizes Jesus as a man of prayer. 2. state instances when they should pray e.g. a. praying before meals. b. praying at the beginning and end of school.	1. Jesus portrayed himself as a man of prayer by praying: - before choosing his disciples Luke. 6:12-16. - before raising Lazarus John 14:41-43. - at the last supper Mark 14:22-23 2. Reasons why Jesus prayed. 3. The importance of prayer in Jesus life i.e. prayer prepared him for the task ahead.	1. Leads pupils to discuss instances when Jesus prayed. 2. States the importance of prayer. 3. Discusses the prayer life of Jesus.	1. Discuss why Jesus prayed. 2. Narrate instances when Jesus prayed. 3. Mention the conditions that can compel them to pray to God.	1. The Holy Bible. 2. Pictures e.g. the last super. 3. Pictures of people praying.	Pupils to: 1. state instances when we should pray. 2. say the importance of prayer. 3. say why Jesus always prayed.

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
FIRST TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
7	Pray in Faith	Pupils should be able to: 1. Explains how Jesus encourages us to pray with faith. 2. practice how Jesus prayed.	1. Pray in faith without doubting. Matt.6:9-15. 2. Pray for something specifics.	1. Discusses Jesus teaching on how to pray with faith. 2. Leads a discussion on how Jesus encourages us to pray.	Participate in discussion on Jesus teaching on how to pray with faith.	1. The Holy Bible. 2. Films or pictures of those praying.	Pupils to: 1. mention the ways in which Jesus taught us to pray with faith. 2. say the benefit of praying with faith.
8	Types Of Prayer.	Pupils should be able to: 1. list types of prayers. 2. enumerate some of the things to pray for. 3. explain why Jesus encourages us to pray.	1. Types of prayers. - intercessory prayer Gen. 18: 20-23, Act. 7:59-60. - prayer of thanksgiving. Act. 4:23. - confession of sin - Petition 1 st Sam. 1:9-18. - praises, Luke 1:46-55. 2. Things to pray for: - prayer for our parents, brothers and sisters. - forgiveness of sins. - Wisdom. 1king. 3:1-15 and James. 2:7.	1. Leads the pupils to list types of prayer. 2. Explains how Jesus encourages us to pray. 3. Guides pupils to identify specific things and people to pray for. 4. Leads pupils to sing “prayer is the key”.	1. Discuss how Jesus encourages us to pray. 2. Say a prayer for any sick child or parent. 3. Identify case needing intercessory prayers.	1. A hymn book. 2. The Holy Bible 3. Pictures on prayers.	Pupils to: 1. list different types of prayer. 2. explains the importance of prayer.

**CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9	The Power Of Prayer	Pupils should be able to: 1. state the significance of the power of prayers. 2. discusses the evidences showing the power of prayer.	1. Evidences portraying the power of prayers. - Release of peter Acts. 12: 1-17. - Answer to Hannah’s prayer for a son 1 st Sam 1:9-20. - Answer to Elijah’s prayer for fire to consume his sacrifices 1kings. 18:30-39. 2. The raising of Lazarus John 11: 41-44.	1. Leads pupils to identify the power of prayers. 2. Discusses with the pupils how Jesus prayed and Lazarus was raised from death.	1. Identify and pray for specific need. 2. Discuss the significance of prayer.	1. The holy bible. 2. A hymn book. 3. Praises.	Pupils to: 1. explains the importance of prayers. 2. tell how God answers Hannah, Elijah and Jesus. 3. gives instances when God answered their prayer.
10	Jesus Walking On The Water	Pupils should be able to: 1. narrate the story of Jesus walking on water. 2. trust God in disaster like Flood, earthquakes etc.	1. Walking on the sea Matt 14:22-27. 2. Lists some natural forces in our environment like rivers, and seas, rain and flood, thunder and lightning.	1. Tells the story in Matt. 14:22-27 2. Asks relevant questions.	1. Listen to the teacher’s story. 2. Asks and answer questions on the topic.	1. The holy bible. 2. Picture showing Jesus walking on water.	Pupils to: tell a story on how Jesus showed his power over nature.
11	REVISION						
12	EXAMINATION						

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Jesus Power Over Natural Forces.	Pupils should be able to: 1. narrate the story of calming the storm. 2. narrate the story of the great catch.	1. The biological record of Jesus e.g. calming the storm. Mark 4:35-41. 2. The great catch of fish Luke 5:1-11.	1. Tells the stories in Mk. 4:35-41. 2. Leads pupils to dramatize the great catch.	1. Listen to the teacher. 2. Ask questions on the topic.	1. Pictures showing Jesus calming the storm. 2. Drama/illustrations.	Pupils to: re-tell the story of the great catch.
2	Jesus Uses His Power To Help Others.	Pupils should be able to: 1. narrate the story of the feeding of five thousand men. 2. narrate the story of turning water into wine. 3. explains why Jesus helped people.	1. Feeding the five thousand, John 6:5-14. 2. The turning of water into wine. John 2:1-11.	1. Narrates the story of feeding the five thousand. 2. Narrates the story of the marriage in Canaan where Jesus turned water to wine.	1. Re-tell the stories of the miracles perform by Jesus. 2. Dramatize the turning of water into wine.	1. The holy bible. 2. Pictures. 3. Drama to illustrate the stories.	Pupils to: 1. narrate any of the stories. 2. dramatizes any of the stories.
3	The Reward Of Obedience	Pupils should be able to: 1. identify the place of obedience in the intervention of Jesus using the stories of the miracle he performed. 2. give the examples of acts of obedience at home and in school.	1. The miracles Jesus performed: - calming the sea, Mark 4:35-41 - feeding the five thousand, John 6:5-14. - the great catch of fish Luke 5:1-11. - the turning of water into wine John 2:1-11.	1. Explains why we should be obedience: - to get God's favour. - to get the blessing of God. 2. Illustrates with the four miracles.	1. Re-tell the stories of the miracles. 2. Sing song about the miracle of Jesus. 3. Ask questions.	1. Pictures 2. Drama 3. Illustration.	Pupils to: explain the importance of obedience.
4	Jesus Power and Death I	Pupils should be able to: 1. narrate stories which demonstrate Jesus power over disease and death. 2. explains that Jesus has power over diseases and death.	1. Jesus raised Lazarus from death. John 11:1-44. 2. Significance of Jesus raising the dead.	1. Narrates the story in the bible passages. 2. Makes pupils learn the memory verse John 11:25.	1. Re-tell the story of how Jesus raised and restored Lazarus to life.	1. The holy bible. 2. Pictures of doctors and nurses.	Pupils to: name two people that Jesus raised from dead.

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Jesus Over Comes Diseases and Death II	Pupils should be able to: 1. narrate the story of the paralyzed man. 2. narrate the story of raising the widows son. 3. explain that Jesus has power over diseases and death.	1. People Whom Jesus raised: a. jairus daughter Luke 8:40-42, 49-56, b. the widows son Luke 7:11-17. 2. helping the sick by washing their clothes and visitation.	Leads pupils to dramatize the healing of the paralytic.	Name three that were raised from death.	1. The holy bible. 2. Picture. 3. Drama.	Pupils to: 1. narrate any of the stories. 2. gives examples of people raised from death by Jesus.
6	Jesus Healed the Sick.	Pupils should be able to: 1. narrate the story of the raising of Jairus daughter. 2. say the instances of the healing of peters mother-in-law. 3. recognizes the need to help the sick.	1. People whom Jesus healed: i. Peter's mother-in-law. Mt 8:14-17. 2. The paralytic Luke 5:17-26. 3. Helping the sick: - fetching water. - cooking.	1. Discusses with pupils what they can do to help the sick. 2. Leads the pupils in praying for the sick.	1. Re-tell the stories of how Jesus healed the sick. 2. Dramatize one of the healing.	1. The holy bible. 2. Pictures of sick people. 3. Drama.	Pupils to: 1. say two ways they can help the sick in their community. 2. name the people who where healed by Jesus.
7	Jesus Power Over Evil People	Pupils should be able to: 1. identify evil people and bad friends. 2. seek for help when threatened or billed 3. speak out when they see bad things.	1. Story of Jesus over coming those who want to hurt him. Luke. 4:16-30. 2. Cain and Abel Gen. 4:1-12. 3. Ways to identify bad people and friends e.g. fighting, stealing, killing, cursing etc.	1. Explains the passages. 2. Guides pupils on how to identify evil people.	1. Participates in the discussion on how to identify evil people and what to do. 2. Memorize Psalm 23.	1. Cardboard with psalm 23 written on it. 2. Electronic, projection of psalm 23.	Pupils to: 1. list two ways to identify bad friends. 2. what they do when they identify bad friends.
8	Jesus Teaching On The Kingdom Of God	Pupils should be able to: 1. explain what the kingdom of God is. 2. identify the significance of Jesus teaching on the kingdom. 3. give examples of the act of trustworthiness	1. Explanation of the term "Kingdom of God". 2. The need to be prepared to enter the kingdom. 3. Good life is important in the kingdom.	1. Explains the term "Kingdom of God. 2. Leads pupils to discuss how they can prepare for God's kingdom.	1. States the meaning of the kingdom. 2. Discuss how to prepare for the kingdom of God.	1. The holy bible. 2. Drama.	Pupils to: 1. state the meaning of the kingdom. 2. discuss the significances of Jesus teaching on the kingdom.

CHRISTIAN RELIGIOUS STUDIES
PRIMARY II
SECOND TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9	Jesus Teaches About God's Love	Pupils should be able to: 1. explains God's love for man. 2. give examples of acts of forgiveness among friends, family and school mates. 3. gives example of acts of repentance. 4. state the importance of speaking out when someone offends them.	1. Explain God's love for man. - The story of the lost sheep. Luke 15:3-7. - The prodigal son. Luke 15:11-24. 2. Demonstration of God's love to man John 3:16.	1. Uses storytelling to illustrate God's love for man. 2. Discusses the need to exercise forgiveness with pupils. 3. Leads pupils to memorize, John 3:16.	1. Re-tell the stories showing God's love. 2. Recite the memory verse John 3:6. Luke. 15:18. 3. Dramatize the story of the lost coin.	1. The holy bible 2. Drama 3. Pictures.	Pupils to: 1. narrates any story on God's love. 2. say the importance of forgiveness in our lives.
10	Jesus Teaches Us How To Behave.	Pupils should be able to: 1. identify the need for proper behavior. 2. identify the benefit of Good behavior. 3. states the need to be obedient to parents and teachers. 4. narrates the story of Lazarus and the rich man. 5. narrate the story of the good Samaritan	1. The need for proper behavior. 2. The need to obey parents and teachers. 3. Various appropriate behavior. 4. The story of Lazarus and the rich man. Luke 16:19-31. 5. Jesus teaches on good behavior Matt 5:1-12.	1. Explains the need for proper behavior. 2. Gives example of good behavior. 3. Teaches the benefits of good behaviours 4. Narrates the stories of a. Lazarus and the rich man. b. The good Samaritan.	1. Re-tell the stories of the text. 2. Dramatize the rich man and Lazarus. 3. Dramatize the good Samaritan. 4. Discuss how to share love with others and helping the needy.	1. The Holy Bible. 2. Pictures 3. Drama and materials.	Pupils to: 1. state the need for appropriate behavior. 2. say why they should obey their parents and teachers. 3. mention some of the benefits of good behaviours.
11	REVISION						
12	EXAMINATION						

**CHRISTIAN RELIGION STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
1	The Call of Abraham	Pupils should be able to: 1. explains the call of Abraham. 2. explains the importance of responding to God's call.	Abraham's call and obedience Gen.12:1-19	Tell the story of the call of Abraham and fulfillments with emphasizes on obedience.	1. Listen to the teacher's story. 2. Memorizes Gen.12:1 2. Re-tell the story of Abraham's call.	1. The Holy Bible. 2. Picture	Pupils to: re-tell the story of the call of Abraham.
2	Abraham Made Peace With Lot	Pupils should be able to: 1. explains how Abraham demonstrated his faith and obedience to God. 2. discuss peace and explain how we can ask God to help us in the home.	1. Abraham makes peace with Lot. Gen. 13:1-12. 2. Emphasizes on faith, obedience, patience, hope and trust in God.	1. Tells the story of Abraham's reconciliation with lot. 2. Tells the story of the call with emphasizes on faith in faith, love, patience and hope.	1. Discuss peaceful co-existence. 2. Dramatize the story.	1. The Holy Bible. 2. Bible pictures. 3. Illustration.	Pupils to: mention the reward of obedience to God, parents and teachers.
3	God Promised Abraham A Son	Pupils should be able to: 1. identify the blessings of God to Abraham as a result of his obedience. 2. enumerate God's promise to Abraham.	1. God's promises to Abraham. Gen. 17:1-8, 15-21. 2. Abraham obeys God to sacrifice his only son Isaac. Gen. 22:1-9.	1. Enumerates God's promise to Abraham. 2. Enumerates God's blessing to Abraham as a result of his obedience. 3. Guides pupils to draw Abraham when he was about to sacrifice Isaac.	1. Discuss the promise of God to Abraham. 2. Draw picture to illustrate the blessing.	1. The Holy Bible. 2. Picture of a Namadis family travelling with their belonging and cattle's.	Pupils to: 1. mention two things that God promised Abraham. 2. enumerate the blessing of obeying God.

CHRISTIAN RELIGION STUDIES
PRIMARY II
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
4	The Family Of Jacob	Pupils should be able to: 1. discuss the birth of Jacob and Esau. 2. discuss the relationship between Jacob and Esau. 3. narrate Jacob's dream at Bethel. 4. name the sons of Jacob. 5. state the evil of cheating.	1. The birth of Jacob and Esau. Gen. 25:21-28. 2. Jacob the deceiver Gen. 25:29-34, 27:1-38. 3. Jacob's dream at Bethel. Gen. 28:10-22. 4. Jacob at Haran, his marriage to Leah and Rachael. Gen. 29. 5. Jacob returns home to reconcile with Esau.	1. Tells story about the birth of Jacob and Esau. 2. Discusses how Jacob cheated his brother Esau. 3. Narrates Jacob's dream at Bethel. 4. Names the children of Jacob.	1. Dramatize the story of Jacob and Esau. 2. Discusses Jacobs's behavior and Esau's forgiveness. 3. Name the sons of Jacob.	1. Bible pictures. 2. The Holy Bible. 3. Illustration. 4. A Pictures of a shepherd and his sheep.	Pupils to: 1. narrate the story of the birth of Jacob. 2. explains how Jacob cheated his brother. 3. state God's promises to Jacob at Bethel. 4. the names of the sons of Jacob. 5. state the evil of cheating.
5	Jacob's Family In Egypt	Pupils should be able to: 1. discuss Joseph's relationship with his family. 2. describe Joseph dream. 3. discuss Joseph faithfulness to God's law and his reward. 4. explains God's design and purpose in the life of Joseph.	1. Joseph relationship with his family. 2. Joseph dream. Gen. 37:1-11 3. Joseph brothers sell him into slavery. Gen. 17:12-38. 4. Joseph in Egypt. 5. Joseph in prison. Gen. 39 6. Joseph the prime minister of Egypt. 7. Joseph and his brothers. 8. Jacob moves into Egypt. Gen. 46:1-7.	1. Narrates the story of Joseph in relationship with his parents and brothers. 2. Narrates how Joseph became the prime minister of Egypt. 3. Enumerates how Joseph forgives his brothers.	1. Discuss why Joseph brothers hated him. 2. Discuss God's design and purpose in the life of Joseph. 3. Identify moral lessons from the story. 4. Explain why God was with Joseph.	1. The Holy Bible. 2. Bible pictures and posters.	Pupils to: 1. say why Joseph brothers hated him. 2. narrate Joseph dreams. 3. explains why God was with Joseph. 4. enumerate the moral lesson in Joseph life.

CHRISTIAN RELIGION STUDIES
PRIMARY II
THIRD TERM

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
6	Moses The Liberator	Pupils should be able to: 1. explain how the Israelite became slaves in Egypt. 2. tell the story of the birth of Moses.	1. The children of Israel became slave in Egypt. Exodus. 1:11-12. - The Egyptians made them to suffer. 2. The birth of Moses. Exodus. 2:1-10.	1. Explains how Israelite became slaves in Egypt. 2. Narrates the birth of Moses.	1. Re-tell the story of how the Israelites became slaves in Egypt. 2. Narrate the story on the birth of Moses.	1. The Holy Bible. 2. Bible pictures.	Pupils to: 1. give reasons why Joseph people became slaves in Egypt. 2. explains how God saved Moses as a child.
7	Moses Before Pharaoh	Pupils should be able to: 1. explains how Moses prepared for leadership. 2. narrate the story of how Moses went before Pharaoh. 3. identify how Moses ask for the release of his people.	1. Moses identify himself with his people. Ex.2:11-22, Heb. 11:23-25. 2. Moses and the burning bush. Exodus 3:2-6. 3. Moses before Pharaoh seeking for the release of his people Ex. 4:21-23, 7:8-13.	1. Explains how Moses identified himself with his people. 2. Discusses Moses and the burning bush. 3. Tells the story of Moses before Pharaoh.	1. Discuss the ten plaques. 2. States the qualities of a good leader.	1. Bible pictures. 2. Models. 3. Sing the song "Oh king Pharaoh let my people go".	Pupils to: 1. explains how Moses identified himself with people in Egypt. 2. say what is meant by the burning bush. 3. Enumerate the ten plagues.
8	Deliverance From Egypt	Pupils should be able to: 1. narrates the story of the Israelites bondage in Egypt. 2. explains how God delivered the Israelites from their bondage. 3. say how God helped the Israelites to cross the red sea. 4. tell how the Egyptians perished in the red sea.	1. Deliverance of Israel from Egyptian bondage. - The call of Moses. Ex. 3:1-4. - God gave Moses miraculous power. Ex. 4:1-7. 2. The Israelites cross the red sea. Ex. 14:1-2, 29-31. 3. The Egyptians perish in the red sea. Ex. 14:23-28.	1. Explains how Israel became slaves in Egypt. 2. Leads pupils to discover how Israel was delivered. 3. Narrates the story of crossing the red sea. 4. Narrates what happened to the pursuers of Israelites.	1. Ask question. 2. Participates in dramatizing the birth of Moses.	1. Bible pictures. 2. Illustrating the crossing of the red sea.	Pupils to: 1. narrate how God delivered Israel from the Egyptians. 2. narrate the story of the crossing the red sea. 3. name two punishments of the Egyptians.

**CHRISTIAN RELIGION STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING MATERIALS	EVALUATION GUIDE
				TEACHER	PUPILS		
9	Entry Into The Promised Land- Jerusalem	Pupils should be able to: narrates the story of the crossing of river Jordan.	Israel passed through the river Jordan to the promised land. Joshua 3:1-17.	Tells the story of crossing river Jordan	1. Ask questions. 2. Participates in the discussion.	Bible pictures.	Pupils to: narrate the story of crossing of the river Jordan.
10	The significance of the twelve stone.	Pupils should be able to: 1. say the significance of the twelve stones carried out of the Jordan. 2. identify the importance of the twelve stones.	The twelve stones carried out of the river Jordan (representing the twelve tribes of Israel) Jos. 4:1-5 and 9-24.	Explains the significance of the stones.	Participates in the discussion on the significance of the twelve stone.	Drama to illustrate the twelve tribes of Israel.	Pupils to: say one significance of the twelve stones.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1.	Arabic vowels identification of vowels	Pupils should be able to: 1. identify the Arabic vowels. 2. use the Arabic vowels with letters correctly.	Fatihah – (A sound) Kersror – (I sound) Dumah – (U sound)	a. Writes the signs on the chalkboard. b. Pronounces the sounds to the pupils hearing severally. c. Guides pupils on how to reverse each of the signs.	a. Listen/pay attention to the teacher. b. Repeat what the teacher pronounces. c. Identify each of the signs with its sound.	i. Chalkboard on which the signs/sounds are written ii. Flash cards iii. Information technology devices	Pupils to: 1. pronounce the sounds. 2. recognize each sign with its sound.
2.	Suratu Lahab	Pupils should be able to: recite some verses of the suratu-lahab.	1. Arabic text of the surah. 2. Recitation of the first 1-3 with its English meaning. 3. Memorization of the first 3 verses of lahab.	1. Recites the surah 2. Says the different words repeatedly.	1. Recite after the teacher. 2. Recite in group and individually. 3. Repeat the difficult words.	1. Recorded sumah on cassette. 2. Teacher’s copy of the glorious Quran.	Pupils to: 1 Recite sumah/lahab. 2. Learn by heart smah lahab.
3.	Recitation of Suratu Lahab	Pupils should be able to: recite suratul-lahab correctly with its English meaning.	1. Arabic text of the Surah recitation of the whole surah. 2. Memorization of the surah with its meaning in English.	1. Recites the sumah. 2. Recites the difficult words repeatedly. 3. Drills the pupils on reading.	1. Recite after the teacher. 2. Recite in group. 3. Recite individually.	1. Recorded surah on cassette, video. 2. Teacher’s copy of the glorious Quran.	Pupils to: 1. recite suratul lahab. 2. learn by heart suratul lahab.
4.	As maullahil-husna (beautify names of Allah)	Pupils should be able to: 1. read beautiful names of Allah its text. 2. say their English meaning.	Five names of Allah. - AL-HADI – The Guide - AL-MALIK – the Ruler. - AL-HAKIM – The judge - AL-BASIR – The seeing. - AS-SAMI – The Hearing.	1. Tells the pupils the Arabic words of the beautiful names. 2. Pronounces the names one after the other. 3. Explain the beautiful names.	1. Listen attentively to the teacher. 2. pronounce the beautiful names after the teacher collectively and individually. 3. Write the beautiful names.	Cardboard showing the beautiful names.	Pupils to: 1. enumerate ht beautiful names. 2. mention the Arabic names of Allah.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5.	Memorization of 5 names out of 25 prophets mentioned in Quran	Pupils should be able to: mention and memorize 5 old of 25 prophets mentioned in Quran.	List of 5 prophets mentioned in the Quran e.g. Adam, Ibrahim, Nuh, Yakub, Lut, Idris etc. Functions perform by them. Q103:1-3.	1. Writes the names of the prophets on the chalkboard. 2. Pronounces the names of the prophets. 3. Tells brief history on the prophets.	1. Listen attentively to the teacher. 2. Pronounce the names after the teacher.	Cardboard showing names of the prophets.	Pupils to: 1. mention the names of the prophets. 2. say the story of the prophets.
6.	Brief history of prophet Adam (A.S)	pupils should be able to: tells brief history of prophet Adam (A.S).	Adam as the first Man created by Allah (God) As the father of mankind As the first prophet etc. The test between Adam and Angels	1. Tells the story of Adam (A.S). 2. Explains why God created Adam.	Listen to teacher's explanation and follow the teacher point by point.	1. A copy of the Quran. 2. Chalkboard 3. Picture of prophet Adam.	Pupils to state that prophet Adam was the first creature of Allah.
7.	Brief history of Prophet Nuh. (A.S)	Pupil should be able to: relate brief history of prophet Nuh. (A.S).	1. Prophet Nuh (His qualities of endurance. He preached for 950 years. 2. Result of obedience and disobedience of His son and his people. Q11:25.	1. Tells the story of Nuh. (A.S). 2. Explains how he was commanded to build an ark. 3. His son's disobedience.	Listen to the teacher's explanation point by point.	1. A copy of the Quran 2. Chalkboard 3. Picture of prophet Nuh. (A.S)/	Pupils to: state that prophet Nuh was the prophet that built the ark.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8.	Brief history of Prophet Ibrahim (A.S)	Pupils should be able to: relate history of prophet Ibrahim (A.S).	1. As a friend of Allah. 2. His obedience to Allah. 3. His stand against idol worship. 4. The persecution he suffered in the words of his people. 5. Allah tested him.	1. Tells the story of prophet Ibrahim (A.S). 2. Explains how he refused to worship idols. 3. His persecution.	Listen to the teacher's explanation point by point.	1. A copy of the Quran. 2. Chalk board and 3. Pictures of prophet Ibrahim.	Pupils to: 1. relate the story of prophet Ibrahim. 2. state that prophet Ibrahim (A.S) was the father of faith.
9.	Brief history of Prophet Ismail (A.S)	Pupils should be able to: relate the story of prophet Ismail A.S.	As a prophet of Allah, His obedience to his father etc., He stand against Idol.	1. Tells the story of prophet Ismail (A.S). 2. Explains how he obeyed his father.	Listen to the teacher's explanation point by point.	1. A copy of the Quran. 2. Chalkboard	Pupils to: 1. relate the story of prophet Ismail (A.S). 2. state that prophet Ismail obey his father.
10	Temptation of prophet Ibrahim (A.S)	Pupils should be able to: relate and discuss the temptation faced by Ibrahim and triumph.	The temptation of prophet Ibrahim His endurance during his tribulation Triumph of prophet over his people etc.	1. Narrates the temptation story. 2. Explains how prophets Ibrahim (A.S) triumph.	Listen to the teacher's narration of the story point by point.	1. A copy of the Quran 2. Chalkboard 3. Picture of prophet Ibrahim (A.S).	Pupils to: 1. relate the story of prophet Ibrahim's temptation. 2. state how he triumphs.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Joining of two letter words	Pupils should be able to: 1. join two letter words. 2. pronouncing two letter words. 3. writing or copy the two letter words.	1. Identification of two letter words 2. Pronunciation of two letter words e.g. _____. 2. Writes the two letter words with vowels signs _____. _____.	1. Writes the alphabets on the board. 2. Uses flash card to guide pupils to reorganize and identify. 3. Guides pupils as they write.	1. Listen to the teacher's pronunciation. 2. Pronounce the alphabets. 3. Identify the letters. 4. Write the letters.	1. A cardboard on which the alphabets are boldly written. 2. Flash cards	Pupils to: 1. pronounce the Arabic alphabets comedy. 2. identify each of the alphabets. 3. write the alphabet correctly.
2	Suratun-nast	Pupils should be able to: 1. recite the surah from verse 1-2. 2. read the translation of the surah.	Arabic text of the surah translation of the surah.	1. Recites the surah. 2. Says the difficult words repeatedly.	1. Read after the teacher. 2. Read in group and individually.	Recorded suah on cassette, video cassette C.D.	Pupils to: 1. recite sual nasr correctly. 2. learn by heart suratun nasr.
3	Al-iqamah	Pupils should be able to: read the Arabic Text of Al-Iqamah.	1. Definition of its 2. Arabic text of Al-qamah (Translation).	1. Writes the text of Iqamah on the chalkboard. 2. Reads the Iqamah to the pupils repeatedly.	1. Listens to the teacher's explanation. 2. Repeat the definition word repeatedly.	1. A Cardboard and 2. Recorded Iqamah on cassette.	Pupils to: 1. read the text of Iqamah. 2. read the meaning of Iqamah.
4	Demonstration of a Rakaat in Salat	Pupils should be able to: demonstrate a complete Rakaat of prayer.	1. Explanation of what is a Rakaat. 2. Posture of Rakaat in salat.	1. Demonstrates the acts in a rakah. 2. Explains the meaning of rakaat.	Watches the teachers drawn station of the act to the teacher's explanation.	A Cardboard that contains acts of a rakah.	Pupils to: demonstrate the acts of a rakah.
5	At- tashahud	Pupils should be able to: 1. read the Tashahud text. 2. state when it is said in prayer.	1. The Arabic text of Altashahud. 2. When it is used in prayer. 3. Its definition.	1. Recites the text of Attashahud. 2. Explains when to recite it.	1. Listens to the teacher's explanation. 2. Recite the At tashahud.	1. A Cardboard that contains the wholes of A5-tashahud. 2. Recorded A5-tashud on cassette.	Pupils to: 1. read the at-tashahud. 2. learn by heart the text of At-tahud.

ISLAMIC RELIGIOUS STUDIES
PRIMARY II
SECOND TERM

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
6	The meaning of at-tashahud	Pupils should be able to: state or read the meaning of Al-tashahud.	The meaning of At-tashahud, its explanation.	1. Writes the text of At-tashahud on the chalkboard. 2. Reads the text of at-tashahud.	1. Listen to the teacher's explanation. 2. Read the text of the At-tashahud.	1. A cardboard containing the text of At-tashahud. 2. Recorded text of At-tashahud on cassette.	pupils to 1. read the text of At-tashahud. 2. read by heart the meaning of At-tashahud.
7	Brief history of prophet Yusuf A.S	Pupils should be able to: relate the story of prophet Yusuf A.S.	1. The life story of prophet Yusuf. 2. He was love by his father. 3. His dream and relationship with his brother. 4. He stand against temptation.	1. Tells the story of Yusuf. 2. Help pupils to identify the lesson in the history. 3. Mention the qualities of the prophets.	1. Listen to the history. 2. Identify the moral lessons. 3. Identify the quality of prophet Yusuf.	1. Holy Quran 2. A draing of flock of animals with shepherd.	Pupils to: 1. narrate the history of prophet Yusuf (A.S) . 2. identify the lessons in the history. 3. explain how prophet Yusuf was saved.
8	Lessons derives from life history of prophet Yusuf	Pupils should be able to: 1. recall the life history of prophet Yusuf. 2. say the lesson derives or can be derived from his story.	Repetition of his life story. He was jealous by his brothers 1. Jealousy is not good. 2. He was blessed with interpretation of dreams. 3. It's good to forgive everyone etc.	1. Tells the story of prophet Yusuf (A.S). 2. Helps pupils to identify the lessons in his life. 3. Mentions the qualities of prophet Yusuf (A.S).	1. Listen to the history of prophet Yusuf (A.S). 2. Identify the moral lessons in his history. 3. Identify the qualities of prophet Yusuf (A.S).	1. Holy Quran 2. A drawing of well	Pupils to: 1. narrate the history of prophet Yusuf (A.S). 2. identify the lessons in the history. 3. explain how prophet Yusuf (A.S) was saved.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
9	Brief history of prophet Isa (A.S)	Pupils should be able to: relate the history of prophet Isa (A.S).	1. His miraculous birth. 2. His mission as a prophet. 3. He is not the son of Allah. 4. He is not being crucified.	1. Narrates the history of prophet Isa (A.S). 2. Helps pupils to identify the lessons contained in the history. 3. Mentions the qualities of prophet Isa (A.S).	1. Listen to the history of prophet Isa (A.S). 2. Identify the moral lessons. 3. Identify his primary job as a prophet.	1. Holy Quran 2. A drawing of people going on Caravan	Pupils to 1. narrate the history of prophet Isa (AS). 2. identify the lessons in his history. 3. Identify the kinds of sickness prophet Isa cured.
10	Life history of prophet Muhammed (saw) from birth to his marriage to Khadijat	Pupils should be able to: relate correctly the life history of prophet Muhammed S.A.W.	1. The birth of prophet Muhammed S.A.W. -His parentage -His child hood -His business association with Khadijah His marriage to Khadijah.	1. Narrates the history of prophet Muhammed (S.A.W) 2. Guides pupils to identify the qualities of the people and the word lessons	Listen to the 1. History 2. Qualities of the prophet. 3. Mention some moral lessons.	Picture of Kaabah showing hayara Aswod.	Pupils to: 1. narrate the history of prophet. Muhammed and his marriage. 2. mention the moral lessons contained in the history of his early life.
11	REVISION						
12	EXAMINATION						

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Joining the three letter word	Pupils should be able to: 1. join three letter words. 2. read the words.	Three letter words _____pronouncing three letter words with vowels signs e.g. _____	1. Writes the alphabets on the chalkboard. 2. Uses flash card to guide pupils to recognize the alphabets. 3. Guides pupils to write alphabets.	1. Listen to the teacher’s explanation. 2. Pronounce the alphabets. 3. Identify the letters. 4. Write the letters.	1. A cardboard on which the alphabets are boldly written. 2. Flashcards	Pupils to: 1. pronounce the Arabic Alphabets correctly. 2. identify each of the alphabets. 3. write the alphabets correctly.
2	Suratul Kafiran	Pupil should be able to: recite the Arabic text of suratul kafiran.	The Arabic text, its transliteration.	1 Recites the sumah. 2. Says the words repeatedly.	1. Read after the teacher’s. 2. Recite in group and individually. 3. Repeat the difficult words.	Recorded sumah on Cassette, video cassette and C.D.	Pupils to: 1. RECITE suratul kafiran correctly 2. learn by heart suratul kafiran
3	Translation	Pupils should be able to: read the meaning or translation of suratul kafiran.	1. The translation of the surah 2. Numbers of its verses	1. Recites the meaning of the sumah. 2. Explains the sumah.	1. Read after the teacher. 2. Read the meaning of the surah.	Recorded sumah on cassette, video cassette and C.D	Pupils to: 1. read the meaning of the sumah. 2. mention four number of verses.
4	Salatul-jammah (congregational prayer)	Pupils should be able to 1. define the word Salatul – Jammah. 2. state the importance of congregational prayer.	1. Definition of salaatu-Jammah Hadith to support e.g. The prophet said: “Prayer said in congregation is by 27 or 25 time better than –prayer alone”.	1. Defines the term Salat. 2. Explains the importance of praying congregationally.	Listen to: 1. the teacher’s explanation. 2. define salat 3. state the importance of congregational prayer.	A cardboard showing picture of people praying.	Pupils to: 1. state the salat 2. state the importance of congregational prayer.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Asma'ullahil-Husmah (beautiful names of god)	Pupils should be able to: list or read the source of the beautiful names of God (Allah).	-The Arabic text Their meaning e.g. Allahu- God. -Ar- rahman – The beneficent. -Ar – rahim – The merciful. -Al – malik – The king. -Al – Qudus – The holy.	1. Tells the pupils the Arabic of the beautiful names. 2. Pronounces the names after the teacher one after the other. 3. Explains the beautiful ones.	1. Listen attentively to the teacher. 2. Pronounce the beautiful names after the teacher collectively and individually. 3. Mention the beautifulness.	Cardboard showing the beautifulness.	Pupils to: 1. enumerate the beautiful names. 2. mention the Arabic names of Allah.
6	As marulahil husmah (beautiful names of allah)	Pupils should be able to: recite the text of the beautiful names of Allah as selected with their meaning in English.	The transliteration of beautiful names of Allah. -Their English meaning e.g. As-salam – The source of peace. -Al- mu' min' The guardian of faith. -Al-Muahimiu- The protector. -Al-Azeez – The mighty. -Al – Jabbar – The compeller.	1. Tells the pupils the Arabic of the beautiful names. 2. Pronounces the names after the teacher one after the other. 3. Explains the beautiful names.	1. Listen attentively to the teacher. 2. Pronounce the beautiful names after the teacher collectively or individually. 3. Mention the beautiful names.	Cardboard showing the beautiful names.	Pupils to: 1. enumerate the beautiful names 2. mention the Arabic names of Allah.
7	Virtuous conduct in Islam e.g. punctuality	Pupils should be able to 1. explain what is punctuality. 2. state the need for punctuality.	1. Definition of punctuality. 2. The need for punctuality. 3. Where punctualities are made (e.g. in prayers to schools.	1. Explains what punctuality is. 2. States the need for punctuality.	Listen to the teacher attentively and follow the discussions point by point.	1. Holy Quran. 2. Information technology device.	Pupils to: 1. fine punctuality 2. recognize the need for punctuality. 3. mention places to be punctual.

**ISLAMIC RELIGIOUS STUDIES
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Brief history of prophet Musa (A.S)	Pupils should be able to: relate the history of prophet Musa A.S.	1. Birth and childhood. 2. Prophet hood of Musa. 3. His relationship with Praroah.	1. Narrates the history of prophet Musa (A.S). 2. Helps pupils to identify the lessons in his history.	1. Listen to the history of prophet Musa (A.S). 2. Identify the lessons in the history of prophet Musa.	A drawing of a group of people on caravan	Pupils to: 1. narrate the history of prophet Musa (A.S). 2. identify the lessons in his life history. 3. explain how Musa (A.S) was saved from.
9	The lessons derived from prophet Musa life history	Pupils should be able to: list the lesson derived from lise history of prophet Musa (A.S).	1. Recall back on the life history of prophet Musa (A.S). 2. Lessons that can be derived from his life story.	1. Narrates the history of prophet Musa (A.S). 2. Helps pupils to identify the lessons in his history. 3. Mentions the qualities of prophet Musa (A.S).	1. Listen to the history of prophet Musa (A.S). 2. Identify the lessons in the history of prophet Musa (A.S). 3. Identify the qualities of prophet Musa (A.S).	A drawing of flock of animals with the shepherd.	Pupils to: 1. narrate the history of prophet Musa (A.S). 2. identify the lessons in his life history. 3. explain how Musa was saved from the soldiers of Pharaoh (Firawan).
10	Recitation of Suratul Kauthar	Pupils should be able to: recite the Arabic text of suratul kawthar	The Arabic text Its translation.	1. Recites the surah. 2. Recites the different words in the suah repeatedly. 3. Drills the pupils on reading.	1. Recite after the teacher. 2. Recite in group. 3. Read individually.	1. Recorded sinah on cassette. 2. Glorious Quran.	Pupils to: 1. recite smatul karthar. 2. learn by heart smatul karthar.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	The community	Pupils should be able to: 1. give the meaning of community 2. identify the community to which they belong	The meaning of community - Collection of groups of people in a particular place - Community to which people belong	Explains: 1. What community means 2. Ask pupils to find out the community to which they belong	Pupils to: 1. Explain community in their own words 2. Find out community which they belong.	1. Picture of the Urban and rural areas 2. People living in these areas	Pupils to: 1. give the meaning of community 2. mention the community to which they belong
2	The types of community	Pupil should be able to: 1. mention types of community around them 2. mention the type of people in the community	The types of community - Traditional community e.g. town and villages - Modern community institution e.g. schools in the community	1. Explains the types of community found in their area 2. Leads pupils to know the types of people living in the community.	Pupils to: 1. Mention two types of community they know 2. List the type of people living in the community	Pupil textbooks Picture of different type of houses and people living in the community	Pupils to: differentiate between traditional and modern types of communities
3	The types of people found in the community	Pupils should be able to: 1. mention the types of people found in the community 2. mention the members of the community	The types of people found in the community (members) 1. Father 2. Mother 3. Siblings 4. Uncles 5. Aunties 6. Community Leaders etc.	Leads pupils to: 1. Understand the type of people found in the community 2. The duties of people in the community	Pupils to: 1. Listen and answer questions 2. Mention the types of people found in the community.	Pupils text books pictures of different types of traditional tribal marks	Pupils to: 1. list 2 types of people found in the community 2. list the members that made up the community
4	The location of our community	Pupils should be able to: 1. explain what location means 2. identify the boundary of their community	The location of our community - Sign post - Life trees etc.	1. Explains the meaning of location 2. Identification of their community boundary	Pupils to: 1. Explain what location means 2. Discuss with their teacher the usefulness of sign post and life trees	Pictures of two different types of community with sign post or life trees	Pupils to: 1. explain what location means 2. mention the type of sign post or life trees used in demarcating their community boundaries

**CIVIC EDUCATION
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPUILS		
5	Why community members must cooperate	Pupils should be able to: 1. explain why members of community must cooperate 2. list three (3) things members of the community share in common	1. Meaning of cooperation 2. Why members of the community must cooperate 3. The things members of community share in common	Explains: 1. Meaning of cooperation 2. Why they cooperate 3. The things they share in common	Pupils find out: 1. Why members of community must cooperate with other members of community 2. What they share in common	Pictures of the communities working together like one family	Pupils to: 1. explain the meaning of cooperation 2. give two reasons why members of the community must cooperate
6	Community rules	Pupils should be able to: 1. list the rules of the community 2. obey the rules in the community	Rules in the community - Obedience - Orderliness - Co-operation - Respect - Loyalty - Peaceful existence - Sanitation - Honesty/security	Leads pupils to: 1. Identify three rules in the community 2. Ask pupils to find out from their parents the rules in their community and report back to the class	Pupils to: 1. Listen and ask questions 2. Participates in the discussions	Pictures of obedient and disobedient of people in the community	Pupils to: 1. mention two rules in their communities 2. the reward of obedient and disobedient people in the community
7	The roles of community members	Pupils should be able to: 1. Explain the roles of community members carryout effective role in their community	The roles of community members - Community planning - development - Cooperation - Payment of taxes and dues - Training the young ones - Taking part in communal work	1. Explains the roles of their community members 2. Lead the pupils to understand each role a person suppose to play in his or her community	Pupils to: 1. Listen, ask and answer questions 2. Explain why we must play good role in our community 3. Mention three roles pupils must play in their school environment	Pictures showing the community members carrying out different types of projects	Pupils to: mention the type of project suppose to carried out be they member of your community

**CIVIC EDUCATION
PRIMARY II
FIRST TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPUILS		
8	Leadership	Pupils should be able to: 1. explain the concept of leadership in our community 2. identify and list two different types of leaders in their community	1. The meaning of leadership 2. Different types of leaders in Nigerian communities - Traditional leaders - Religious leaders - Elected leaders	Creates discussion that leads pupils to identify community heads or leaders	Pupils to: 1. Explain the meaning of leadership 2. Mention two leaders in their community	1. Pupils textbooks 2. Pictures of different community leaders	Pupils to: 1. explain the word community leadership 2. mention how to identify a community leader in their locality
9	Qualities of community leaders	Pupils should be able to: 1. mention the qualities of community leaders 2. divide community leaders into three types - Political - Traditional - religious	Meaning of qualities of community leaders: Caring, intelligent, wise , patience, integrity, courage, honesty etc.	Guides pupils to mention the qualities of community leaders and show how to choose qualified leader	Pupils should: 1. Mention three qualities of community leaders 2. What proves their qualification to be a community leader	1. Pictures showing the chosen qualified leaders 2. Appreciation and reward of a good leader	Pupils to: 1. state why we must choose qualified leaders 2. appreciate and reward good qualified leaders
10	The duties of community leaders and the reward	Pupils should be able to: 1. mention duties of community leaders in their locality 2. identify types of duties leader in the community should do 3. explain and show how to appreciate and reward the community leader	The duties of community leaders and reward - Settlement of disputes - Ensuring peace - Organizing community work link between government and the community - Appreciate and reward e.g. - Gifts - Visitation - Cooperation etc.	Asks question that leads pupils to: 1. Suggest the duties of the community leaders 2. Invites resource persons to talk about their duties 3. Guide pupils to show how to appreciate and reward good community leaders	Pupils to: 1. Listen and answer questions 2. Listen to resource persons and ask questions 3. Mention how to appreciate and reward the community good leaders	1. Pupils text books 2. Monuments created in honour of some community leaders	Pupils to: 1. mention three duties of the community leaders 2. why a good leader must be rewarded by the community members.
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	The community leaders title holders	Pupils should be able to: 1. explain what title means 2. state at least, three community leaders titled holders in Nigeria	The idea of the community leaders in Nigeria traditional setting e.g. - Yoruba – Oba - Hausa -0 Sarld - Igbo – Eze or Obi - Benin – Enoge - Nupe – Etsu - Ebira – Ohinoyi etc.	1. Explain about the title holding in their community 2. State or mention some of the title holders in their community	Pupils to: Find out in their community why leaders must be a title holders	Pictures hosing community leader title holders.	Pupils to: discuss why our community leader must be a title holders
2	The importance of title holding in the community as a leader	Pupils should be able to: 1. discuss the need for title holding in the community 2. analyze the importance of title holding to the community development	Importance of title holding in the community - Recognition - Community development - Function as king carbonate in the community	Explains: 1. The meaning of title holding 2. Leads the pupils identify some of the title holders in the communities in Nigeria	Pupils to: 1. Listen to teacher’s explanation 2. Contribute to class discussion 3. Copy note	1. Pupils text book 2. Pictures of title holders in the community.	Pupils to: explain the need for title holding in Nigerian communities
3	Leadership (traditional leader) in the community	Pupils should be able to: 1. explain what tradition means 2. how they are formed 3. list three problems of bad traditional leader 4. explain traditional checks and balances to the power of a leader.	1. The meaning of tradition 2. How they are formed 3. What they do 4. Problems created by bad traditional leaders 5. Traditional and political check and balances to the power of a leader	Explains: 1. The meaning of tradition 2. How they are formed 3. What they discuss about the development of the community	Pupils to: 1. Define the meaning of tradition 2. Explain how they are formed 3. Find out and discuss the problems created by the bad traditional leaders	Pictures of the traditional leaders in the community holding a festival ceremony.	Pupils to: 1. explain what tradition means 2. how they are formed 3. list 3 problems of bad traditional leaders/checks and balances the power of a leader

**CIVIC EDUCATION
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	The way leader are chosen in the locality	Pupils should be able to: 1. explain the way leaders are chosen in their locality 2. state how many community leaders that are chosen in their locality.	The way leaders are chosen in the locality - Hereditary - Elected leaders e.g Political leader, traditional leaders, village leaders etc.	Finds out: 1. the ways some leaders are chosen in the locality 2. Discuss the hereditary leadership and elected	Pupils to: 1. Find out the various ways of choosing leaders in their locality 2. Discuss findings in the class.	Class pupils to act as leader (dramatization).	Pupils to: mention two ways leaders can be chosen in their locality.
5	Advantages of choosing a leader in the community	Pupil should be able to: 1. stat the advantages of choosing a leader in the community 2. explain the advantages of various forms of leadership.	1. The concept of advantage 2. Development 3. Peace making 4. Job opportunity etc.	1. Explain the meaning of advantage 2. How to develop the community 3. The advantages of various forms of leadership.	Pupils to: Discuss the advantages of different types of leadership.	Pupils text books.	Pupils to: mention three (3) advantages of choosing a leader in their locality.
6	The disadvantages of choosing a leader in the community	Pupils should be able to: 1. state the disadvantages of chosen a leader in the community 2. state the various forms of leadership.	1. Meaning of disadvantage 2. Jealousy 3. Stubbornness 4. Arrogance etc.	Explains: 1. Disadvantages of chosen a leader in the community 2. Explains what disadvantage means.	Pupils to: 1. Discuss the word disadvantage 2. The disadvantage of choosing a leader in the community	1. Guide discussion on findings. 2. Pupils textbooks.	Pupils to: mention three (3) disadvantage of choosing a leader in the community.
7	How political parties are formed in the community	Pupils should be able to: 1. explain the meaning of political party 2. say how the political parties are formed in the community	1. Meaning of political party 2. How they are formed	Explains: 1. Concept of political parties in the community 2. How they are formed	Pupils to: 1. Explain how the political parties are formed 2. The meaning of political parts	1. Pictures of political aspirants and officers 2. Sign and symbols of parties	Pupils to: 1. mention 2 political symbols they know a 2. how they are formed

**CIVIC EDUCATION
PRIMARY II
SECOND TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	The problems created by bad political leaders in the community	Pupils should be able to: 1. list three (3) problems created by bad political leadership 2. the outcome of the problems created by bad political leaders	Problems created by bad political leadership - Qualification - Post - Pride - Finance - Position etc.	1. Explains more and the listed words under content 2. The causes of the problems	Pupils to: 1. Listen and ask questions 2. Copy note	1. Pictures of political leaders and rallies 2. Community ward sitting discussion	Pupils to: guide discussion and findings
9	The importance of political leader in the community	Pupils should be able to: 1. state the importance of political leaders in the community 2. state the need for political leaders in the community	The importance of political leaders in the community - Good government - Speaker for the community - Fore-runner of the community etc.	1. Emphasizes on the importance of political leaders in the community 2. Expansi0.ate on the listed words under content	Pupils to: 1. Listen and asks questions 2. Contribute to the topic discussion	Pictures of projects build by the political leaders	Pupils to: mention two importance of choosing a political leader in the community
10	The checks and balances to the power of leader	Pupils should be able to: 1. explain what checks and balances means 2. list any three political and traditional checks and balances to the power of a leader	1. Meaning of checks and balances 2. Hereditary leaders 3. Traditional leaders 4. Political leaders etc.	Specifies 'dos' and 'don'ts' of a political and traditional leaders to pupils	Pupils to: 1. Listen and ask questions 2. Dramatize on how election were conducted 3. Listen to a tradition leader speech to the community	Pictures of political leaders campaign	Pupils to: discuss on findings
11	REVISION						
12	EXAMINATION						

**CIVIC EDUCATION
PRIMARY II
THIRD TERM**

WEEK	TOPIC/ SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	What is civic	Pupils should be able to define civics as a subject which studies the way governments works and deals with the rights and duties that you have s a citizen and a member of a particular society	<ol style="list-style-type: none"> 1. Meaning of civics 2. Government works 3. Duties as a citizen 4. Member of a particular society 	Leads pupils to: <ol style="list-style-type: none"> 1. Know the meaning of civics 2. Mention those things that are under civics 	Pupils to: <ol style="list-style-type: none"> 1. Listen and ask questions 2. Mention those things civics teaches about 	Textbooks	Pupils to: <ol style="list-style-type: none"> 1. define civics 2. mention those things it teaches about
2	Civic education	Pupils should be able to: <ol style="list-style-type: none"> 1. explain the word 'civic' education 2. mention the things found under civic education 	<ol style="list-style-type: none"> 1. meaning of civic education 2. Why it is officially connected with a town or city (building or leaders) 3. People who lived in a town or city 	Explains: <ol style="list-style-type: none"> 1. The meaning of civic education 2. Things connected to it 	Pupils to: Listen and ask questions	Textbooks	Pupils to: <ol style="list-style-type: none"> 1. explain the word civic education and 2. those things connected to it.
3	The types of civic education	Pupils should be able to: <ol style="list-style-type: none"> 1. mention the types of civic education in our community and Nigeria 2. list out the duties of those things 	The types of civic education in our community and Nigeria <ul style="list-style-type: none"> - Civic centre (Public buildings) - Civic holiday (for foreigners) e.g Canada holidays on the first Monday in August 	<ol style="list-style-type: none"> 1. Teaches the types of civic education in our community and Nigeria 2. The usefulness of civic education centre 3. Why the holiday must be taken only in August 	Pupils to: <ol style="list-style-type: none"> 1. Listen and ask questions 2. Participate in teacher's explanation 	<ol style="list-style-type: none"> 1. Pupils textbooks 2. Trip to health centre or council town hall 	Pupils to: mention three (3) types of civic educational projects in our community and Nigeria
4	Why we study civic education	Pupils should be able to: <ol style="list-style-type: none"> 1. Discuss the need for civic education in Nigeria 2. Mention the things we derive from civic education. 	Why we study civic education <ul style="list-style-type: none"> - To understand democratic civic right and responsibilities -Nurture and sustain democracy. 	Leads pupils to: <ol style="list-style-type: none"> 1. Recall the meaning of civics and civic education 2. Discuss the need for civic education with pupils 	Pupils to: <ol style="list-style-type: none"> 1. Listen to teacher's explanation 2. Contribute to discussions 3. Copy note 	<ol style="list-style-type: none"> 1. Pupils textbooks 2. Pictures of democratic activity and citizens performing some civic responsibilities e.g. senate in session/campaign. 	Pupils to: <ol style="list-style-type: none"> 1. explain the need for civic education in our community and Nigeria 2. the benefit to people of community and Nigeria

**CIVIC EDUCATION
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Why we study civic education in the community	Pupils should be able to: 1. to know the value of civic education in the community 2. to achieve goals with other people in the state level.	1. For enlightenment 2. To know the values of civic education 3. To achieve good goals with other people in the state level	Finds out: 1. Reasons for studying civic education in the community/benefits	Pupils to: 1. Listen and ask questions 2. Copy note.	Pictures of citizens performing some civic responsibilities in a democratic power	Pupils to: 1. explain the need for civic education in the community 2. the benefit of civic education to the people of the community
6	Why we study civic education in the state level	Pupils should be able to: 1. enlighten the pupil on what civic is all about 2. understand the benefits 3. state the responsibilities	1. For enlightenment 2. Benefits 3. Responsibilities etc.	Leads pupils to: 1. Know the enlightenment in civic education 2. Understand the benefit of studying civic education in the state level.	Pupils to: 1. Listen attentively and ask questions 2. Participate in discussions.	Pictures of citizens performing some civic responsibilities in a democratic power e.g. house of assembly.	Pupils to: 1. mention three (3) needs for civic education in the state level/benefits.
7	The importance of civic education to national development	Pupils should be able to: 1. explain the importance of civic education to national development 2. state 3 importance of civic education to National development	1. What National development means 2. To learn about systems and institution of government, democratic processes - Acquire skills such as to achieve citizenship, cooperation etc.	Leads pupils to: 1. Identify specific benefits of having civic education 2. Understand the importance of civic education to national development	Pupils to: 1. Listen to teacher's explanation 2. Contribute to class discussion	1. Pictures of citizens performing some civic responsibilities in democratic power 2. Campaign and voting	Pupils to: enumerate the benefits derived from studying civic education

**CIVIC EDUCATION
PRIMARY II
THIRD TERM**

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Stimulation of civic engagement in political social and economic process	Pupils should be able to: 1. state the stimulation of civic engagement in the stimulated areas 2. understand the word stimulation.	Stimulation of civic engagement in the - Political - Social and - Economic processes	Discuss the need for civic stimulation engagement in the politics	1. Pupils to listen and ask questions 2. Copy note.	Textbooks	Pupils to: mention two (2) civic engagement in the stimulated area
9	The citizenship in education	Pupils should be able to: 1. know the meaning of citizenship 2. analyze the importance of citizenship 3. mention the roles of citizen in the society.	The citizenship in education on their multiple roles in society - As produces - As consumers goods and services etc.	Explains: 1. Citizenship as legal right to belong to a particular country 2. The state of being citizen and accepting the responsibilities of it. 3. An education that prepares young people for citizenship.	Pupils to listen and ask questions.	Picture of different people as citizens of different countries	Pupils to: 1. define the word: citizenship. 2. state the way to identify a citizen.
10	The citizen in civic pride	Pupils should be able to: 1. define the word pride 2. state civic duties responsibilities.	The citizen in civic pride - Pride that people feed for their town or city - Civic duties/responsibilities	Explains: 1. What pride means 2. The civic duties/responsibilities	Pupils to listen and ask questions connecting to the topic taught.	Textbooks Picture of top officials in the politics	Pupils to: 1. give meaning of pride. 2. explain the duties/responsibilities in civic.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY II
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	The meaning of social studies	Pupils should be able to: 1. explain scope of social studies. 2. define social studies.	1. Meaning of scope of social studies. 2. The areas which social studies focuses to solve man's problems of solver.	Guides pupils to: 1. explain the scope of social studies. 2. define social studies.	Find out from home how family takes its social and economic decisions such as association to join and food to eat	Textbooks	Pupils to: explain scope of social studies.
2	The areas which social studies focuses	Pupils should be able to: 1. identify areas of focus in social studies. 2. explain what social studies is all about.	Areas which social studies focuses are: - critical thinking - reflective thinking - problem solving	Guides pupils to: identify areas of focus in social studies.	1. Find out the areas which social studies focus. 2. The benefits	Teachers pupils discussion	Pupils to: 1. mention the areas which social studies focuses. 2. explain the words: - critical thinking - reflective thinking and problem solving.
3	Our physical environment	Pupils should be able to: 1. explain physical environment. 2. identify a physical environment e.g. a. classroom b. family	1. Our physical environment. 2. Some people live in desert condition. 3. Others live in fertile places. 4. Some near lakes. 5. Some in mountains climate varies tremendously over the globe.	Leads pupils to discover our different physical environment.	1. Listen and ask questions. 2. Participate in class discussion.	Pictures showing different environment.	Pupils to: identify or different physical environment.
4	Our culture	Pupils should be able to: 1. explain the meaning of culture. 2. list the things that make up a culture.	Our culture: 1. the meaning of culture. 2. our way of life. 3. the food we eat. 4 dressing and dancing.	Discusses: 1. what culture is. 2. the things that we connected to culture.	1. Explains what culture means. 2. Mention 2 things that should be used as a cultural person.	Pictures of different traditional leaders on ceremony with traditional attires.	Pupils to: 1. explain the meaning of culture. 2. mention 2 things that is a cultural term.

**SOCIAL STUDIES
PRIMARY II
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5	Ways of persevering our culture	Pupils should be able to: 1. know how to preserve their cultures. 2. enumerate the customs and traditions that should be preserved.	Ways of preserving our culture: - cultures that can be preserved. - how we can preserve our culture. - customs that cannot be preserved.	Find out and discusses: 1. the ways of preserving our culture. 2. the culture that can be preserved. 3. how we can preserve our own culture and 4. customs that cannot be preserved.	1. Listen and ask question. 2. Explains good ways to preserve their culture. 3. How they can preserve it.	1. Pictures of some different leaders with their cultures. 2. Pupils to demonstrate on their own customs.	Pupils to: 1. mention the ways of preserving their culture. 2. customs that cannot be preserved.
6	What is food	Pupils should be able to: 1. define what food is. 2. name the different types of food we eat. 3. identify food materials in their homes.	1. The meaning of food. 2. Identification of food. 3. Types of food we eat.	1. Teaches what food means. 2. Lists different kinds of food in our homes. 3. Discusses with the pupils why we eat food.	Listen identify the various food items on their nature corner.	Food charts showing various food items.	Pupils to: 1. state the meaning of food. 2. list three food items.
7	The type food we eat in our culture as family members	Pupils should be able to: 1. mention different types of food we eat. 2. identify food materials in their homes. 3. classify foods as carbohydrates, protein, vitamin, fat and oil.	The type of food we eat in our cultures and family members: yam, Eba, Amala, Tuwo, Shinkafa, Rice, Plantain, Beans, Coco-yam, Pounded yam, Akpu, Starch etc.	Uses guided questions to lead pupils to name the various foods we eat in our culture.	1. Make their contribution. 2. Identify the various food items on the nature corner in their class.	Pupils to fine out in their nature corner various food items/homes.	Pupils to: state two types of food eaten in their home.

**SOCIAL STUDIES
PRIMARY II
FIRST TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Classification of food (nutrients)	Pupils should be able to: 1. identify the types of food we eat. 2. classify foods as carbohydrates, proteins. 3. list the nutrient in the food we eat.	Classification of foods (Nutrients) 1. Carbohydrates: yam & bread 2. Protein: meat, fish and egg 3. Vitamins: fruits and vegetable 4. Fats and oil: butter and cheese	1. Leads pupils to identify the classes of foods. 2. Discusses why foods are classified. 3. Identifies the functions of the nutrients in food we eat.	Listen; ask question why foods are classified.	Picture of different types of foods and their classes.	Pupils to: 1. why we classify food. 2. the type of foods to be classified.
9	Consequences of eating together as a family	Pupils should be able to: 1. explain what family means. 2. mention the reasons why we eat together as a family.	Consequences of eating together as a family e.g. - Promotes - Communalism - Happiness - Family unity and loyalty.	Mentions reasons why we eat together as a family.	1. Respond to teachers questions on the topic of food we eat. 2. Explain why we should eat together as a family.	Pictures of happy mood of people eating together in their family.	Pupils to: state reasons why we should eat together as a family.
10	The importance of food to our growth	Pupils should be able to: 1. explain the importance of food to our body. 2. why food makes us grow healthy.	The importance of food to our growth: - supply energy - build our body - keep the body healthy. - provide heats and energy.	1. Guides pupils to identify the functions of food nutrients we take. 2. Carbohydrates supplies energy to the body. 3. Protein builds our body. 4. Vitamins to keep our body healthy. 5. Fats and oil to provide heat and energy.	1. Draw different types of food and say the importance to growth. 2. Respond to the teacher's questions on the topic.	1. Textbooks 2. Real object of food from their locality.	Pupils to: mention the importance of food and to our growth.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY II
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	What is respect?	Pupils should be able to: 1. explain what respect means. 2. state the importance of respect. 3. recognize greetings as a way of showing respect.	What is respect: greetings is a way of showing respect to people and appreciating them.	Guides pupils through questioning to list ways of greeting in their locality.	Find out more ways of greetings in our culture.	Pictures of different ways of greeting.	Pupils to: explain the meaning of greetings.
2	Forms of greetings	Pupil's should be able to perform various acts of greetings in their locality.	Forms of greeting include: - kneeling - prostrating - shaking of hands - clenching of first etc.	Demonstrates the various ways of greeting in our culture.	Draw different ways of greetings they can identify.	Pictures of different ways of greeting.	Pupils to: list different ways of greeting from different cultures in Nigeria.
3	The importance of greetings	Pupils should be able to recognize the importance of greeting.	The importance of greetings: - it promotes tolerance - good neighbourliness - courtesy - friendliness etc.	Leads pupils to know the importance of greetings all over Nigeria.	1. Find out why a greeting is very important. 2. The reward of someone who greets.	Pictures of the pupils or people who receive reward of their greetings.	Pupils to: mention some of the importance of greeting in our community.
4	The meaning of environment	Pupils should be able to: 1. explain what environment means. 2. mention 3 things found in an environment.	The meaning of environment: - condition (weather) - physical condition - unhappy homes - political environment.	1. Leads pupils out to observe the immediate environment. 2. Assists them to show their awareness on what they see around them and what goes on around them.	1. Observe carefully and notice details compounds and their neighbours. 2. Discuss these in class with emphasis on special features of the houses and compounds (colours of the houses).	1. The immediate environment. 2. Pictures, calendars of various types of environment.	Pupils to: describe and draw houses in their compounds and home grounds.

**SOCIAL STUDIES
PRIMARY II
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
5	The types of environment we should keep clean	Pupils should be able to: 1. mention the type of environment we should keep clean. 2. explain how to keep the environment clean.	The type of environment we should keep clean: - dirty environment. - pieces of paper - dry leaves - rags - empty tins and bottles.	1. Understands the type of environment we should keep clean. 2. The benefit of keeping the environment clean.	1. Observe carefully the type of environment we should keep clean. 2. Discuss on how to keep the environment clean.	1. Picture of dirty environment. 2. Picture of 2 pupils. a. Healthy b. Unhealthy.	Pupils to: 1. Mention the types of environment to be kept clean. 2. How the environment looks like.
6	Ways of keeping our environment clean	Pupils should be able to: 1. mention ways of keeping our environment clean. 2. state how to dispose the disposals.	1. Ways of keeping our environment clean. 2. Proper disposal of waste. 3. Proper use of the toilet/urinary 4. Provision of wastes bins. 5. Allowing drains to flow. 6. Clearing a weeping round our surrounding.	1. Asks questions to lead pupils to: -suggest ways of keeping environment clean. 2. Gets the pupils practically involved in different ways of keeping their environment clean.	1. Respond to teachers questions on the ways to keep our environment clean. 2. Practical involvement in acts of keeping the environment clean.	Picture showing clean and dirty environment.	Pupils to: mention three ways of keeping our environment clean.
7	The tools used for cleaning the environment	Pupils should be able to: 1. enumerate the tools used for leaning the environment. 2. state the duties of each tools.	The tools used for cleaning the environment: - a broom - a hard brush - a rake - cutlass - a dust pan etc.	1. Asks questions to lead pupils to name the tools and their duties. 2. Gets the pupils practically to observe the tools.	1. Respond to teachers questions on the ways to make use of our tools. 2. Mention three tools used to keep the environment clean.	Pictures showing different types of tools used in cleaning our environment.	Pupils to: mention some of the tools needed carrying out different cleaning activities.

**SOCIAL STUDIES
PRIMARY II
SECOND TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVE	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	Benefits of a clean environment	Pupils should be able to: 1. explain the benefits of a clean environment. 2. state the reward of a clean environment.	Benefits of a clean environment: 1. beautiful 2. good health 3. free from bad smell 4. drives away germs and diseases	Discusses the benefits of a clean environment in our society.	Mention three benefits of a clean environment.	Picture of a healthy and unhealthy child.	Pupils to: 1. explain the reward of a clean environment. 2. state 3 rewards of a clean environment.
9	What is an accident?	Pupils should be able to: explain the meaning of accidents.	Meaning of accident “Accidents are: unplanned events that lead to injury, damage of death.	Uses guides questions to explain the meaning of accidents.	1. Pupils should respond to the teachers questions. 2. Participate in class discussion.	1. Pupils textbooks 2. Pictures showing dangerous and sharp objects.	Pupils to: explain the meaning of accidents.
10	The causes of accident in school and home	Pupils should be able to: 1. identify causes of school and home accidents. 2. identify the school sign post to cross.	The causes of accident in school and home, school accidents: - falls - cuts - electric shock - burns etc. home accident 1. Water on the floor 2. Banana peels 3. Hot water on the stove 4. Kitchen knife etc.	1. Explains the causes of accidents in the school and home. 2. Identifies causes of accidents in the school and home.	Demonstrate how to avoid accidents.	Pictures showing zebra crossing.	Pupils to: identify causes of home and school accidents.
11	REVISION						
12	EXAMINATION						

**SOCIAL STUDIES
PRIMARY II
THIRD TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
1	Prevention of accidents in the school/home	Pupils should be able to: 1. explain what prevention means. 2. mention ways of preventing accidents in school/home.	Prevention of accidents in the school/home: - remove all dangerous objects from the surrounding. - do not play with dangerous or sharp objects. - avoid exposed electricity sources (naked wires). - removing what has caused the accident.	1. Identifies causes of accident in the school and home. 2. States ways of preventing accidents around the school and home.	1. Listen, ask questions and 2. Participate in class discussion.	1. Picture of people obeying the zebra crossing. 2. Electric wire connections.	Pupils to: 1. identify causes of home and school accidents. 2. mention three (3) ways we can avoid accidents in the school and at home.
2	Caring for accident victims	Pupils should be able to: list steps of caring for accidents victims in the school and home.	Caring for accident victims: - report accident in school or home to parents/elderly persons/teacher. - take victims to nearby hospitals/clinic.	1. Guides pupils to suggest ways to take care of victims. 2. Demonstrates different ways of caring for accident victims.	1. Respond to the teachers questions. 2. Demonstrate how to prevent accidents in the school.	Picture of an accident victim receiving treatment in the hospital.	Pupils to: 1. remunerate four ways of preventing accident. 2. list two steps to be taken when accidents occur.
3	What is drug?	Pupils should be able to: 1. explain the “word” drug. 2. list types of drugs they know.	1. What is drug 2. Meaning of drug 3. Any substance other than food which when taken can change the body function.	Leads pupils to explain the meaning of drug.	Ask and answer questions.	Recommended Textbook.	Pupils to: explain the meaning of drugs.

**SOCIAL STUDIES
PRIMARY II
THIRD TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
4	The categories of drugs	Pupils should be able to: 1. mention the categories of drugs. 2. write down the different types of drugs they know.	The categories of drugs: - legal drugs. - socially acceptable drugs. - illegal drugs.	Asks questions to lead pupils to list the categories of drugs.	1. Ask and answer questions. 2. Participate in class discussion.	Pictures or photographs that show different categories of drugs.	Pupils to: mention categories of drugs
5	What is drug abuse	Pupils should be able to: explain the meaning of drug abuse.	1. What is drug abuse? 2. Meaning of drug abuse: -use of drugs without the advice of a qualified doctor/pharmacist.	Organizes class discussion on drug abuse and dangers.	Explain the meaning of drug abuse.	Recommended Textbook.	Pupils to: explain the meaning of drug abuse.
6	The dangers of drug abuse	Pupils should be able to: mention dangers of drug abuse.	The dangers of drug abuse: - mental illness - accident - addiction - drop-out of school	Invites resource persons to talk on the dangers of drugs.	List dangers involved in drugs abuse.	Photographs showing drug addicts.	Pupils to: mention two dangers of drug abuse.
7	The ways of preventing drug abuse	Pupils should be able to: mention ways of preventing drug abuse.	The ways of preventing drug abuse: - avoid bad friends. - seek advice of doctors/nurses and pharmacist before taking drugs. - avoid buying medicines in buses or unauthorized stores. - avoid self medication.	Organizes class discussion on the ways of preventing drug abuse.	Respond to resource persons.	Poster on war against drug abuse.	Pupils to: mention two ways of preventing drug abuse.

**SOCIAL STUDIES
PRIMARY II
THIRD TERM**

THEME: SOCIAL STUDIES

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	PUPILS		
8	What is a harmful substance?	Pupils should be able to: 1. explain the meaning of harmful substances. 2. state types of harmful substances.	1. What is a harmful substance? 2. Meaning of harmful substances, food, water, fruits, drugs that are unfit for human consumption.	Leads pupils in discussion to discover harmful substances when taken into human body.	Participate in the discussion.	Recommended Textbook.	Pupils to: explain the meaning of harmful substances.
9	The examples of harmful substances	Pupils should be able to: 1. give examples of harmful substances. 2. state places where the drugs or substances can be discovered.	The examples of harmful substances: - state foods - poorly cooked foods - rotten foods - infested foods - expired foods/drugs - un-ripped fruits - impure water	Takes pupils to local shops and markets to identify harmful substances in their environment.	1. Respond to the teachers questions. 2. Participate in field trip.	Real objects of harmful substances in their environment.	Pupils to: mention two examples of harmful substances.
10	The ways of preventing intake of harmful substance	Pupils should be able to: mention ways of preventing intake of harmful substances.	The ways of preventing intake of harmful substances: - avoid eating stale, poorly cooked, dirty and infested foods. - avoid taking expired food/drugs. - take only drugs that are prescribed by the doctor/physician.	Asks questions to lead pupils to identify ways of preventing intake of harmful substances.	1. Respond to the teacher's questions 2. Participate in field trip.	1. Pupils text books. 2. Real objects of harmful substances in their environment.	Pupils to: mention two (2) ways of preventing intake of harmful substances.
11	REVISION						
12	EXAMINATION						

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

THEME: ARTS AND CRAFTS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHERS	PUPILS		
1-2	Shapes and sizes	Pupils should be able to identify different shapes and sizes of objects	Drawing basic shapes of objects e.g. rectangle, circle, triangle, square etc.	Draw basic shapes: squares, circles, rectangle	Observe different shaped objects displayed	Observe different shaped objects displayed by the teacher	Pupils to: draw and object of different shape and sizes e.g square, circles rectangle etc.
3-4	Shapes and sizes	Pupils should be able to draw shapes and sizes of objects that are big and small	Sizes of objects big and small rectangles, big and small circles, big and small etc.	Displays rectangle, square and circular shaped objects of different sizes.	Draw different shapes and sizes of objects	Real objects of different shapes and sizes, pencil drawing book, pictures of objects	Pupils to: draw any object of different shapes and sizes e.g big and small circle.
5-6	Colouring functional art works	Pupils should be able to: 1. draw two different functional art items 2. apply different colours to each of the drawing	Colouring functional art works	1. Displays different art works 2. Apply colour to each of the drawing	1. Observe the displays by the teacher 2. Apply different colours to their drawings	Pictures, real art works, pencils, crayons, card board, drawing books	Pupils to: 1. draw any two of the functional arts works 2. apply at least 3 different colours to their drawing.
7-8	Introduction to craft making	Pupils should be able to: 1. identify more types of craft 2. identify materials for craft making	1. Other types of craft. i., Paper craft ii. Fabric craft iii. Women craft 2. Materials for craft making i. Paper ii. Fabric iv. Scissors etc	1. Explains further what crafts are: 2. Explain other types of crafts 3. Displays some materials for craft making	1. Listen to the explanations 2. Identify types of crafts 3. Observe displayed materials for craft making	Paper, glue, scissors, coloured pencils fabric scraps, pieces of wood etc.	Pupils to: 1. identify 3 types of crafts 2. identify some materials for making crafts.
9-10	Designing patterns of basic shapes	Pupils should be to: 1. design simple patterns using basic shapes 2. draw basic shapes e.g circles	1. Designing patterns using basic shapes 2. Drawing basic shapes	1. Lists and explains basic shapes 2. Explains what patterns are	1. Listen and draw different basic shapes	Diagrams of basic shapes, pencils colours pencils, eraser, drawing books	Pupils to: make one design using basic shapes.
11-12	REVISION AND EXAMINATION						

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

THEME: ARTS AND CRAFTS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-2	Designing patterns of basic shapes	Pupils should be able to make patterns using different shapes	Making patterns using basic shapes	Demonstrates how to make patterns	Make simple patterns using basic shapes	Diagrams of basic shapes, pencil, colours pencil, eraser, drawing books	Pupils to: produce 3 patterns using different shapes
3-4	Paper craft making and decoration	Pupils should be able to: 1. identify crafts made from paper 2. state uses of paper craft	1. Types of paper craft i. Kite ii. Fan iii. Aeroplane 2. Uses of paper crafts	1. Displays different paper craft 2. Explain the uses of paper crafts	1. Identify paper crafts 2. Illustrate the uses of the paper crafts	Paper, paper gum, glue, threads, pencil, scissor or razor blade etc.	Pupils to: 1. identify 3 types of paper crafts 2. state 2 uses of paper crafts
5-6	Paper craft making and decoration	Pupils should be able to: 1. design basic shapes of paper crafts 2. make paper crafts	1. Designing paper crafts 2. Making paper crafts	1. Illustrates basic shapes of paper crafts 2. Demonstrate how to make basic paper crafts	1. Observe how to make paper crafts folding, gluing etc. 2. Produce a basic paper craft item	Paper, paper gum, glue, threads, pencils, scissors, razor blade etc.	Pupils to: 1. design basic shapes of paper craft 2. produce a basic paper craft item.
7-8	Pattern making using motifs and colours	Pupils should be able to: 1. create simple motifs 2. make patterns using motifs. 3. apply colour to patterns.	1. Drawing different motifs 2. Arranging motifs to make simple repeated patterns 3. Colouring patterns.	1. Explains what motifs are 2. Draws different types of motifs. 3. Illustrates how to make simple repeated patterns	1. Listens and observe the drawing of different types of motifs. 2. Drawing simple motifs.	Diagrams of different types of motifs, pencils, colours, erasers, drawing books.	Pupils to: 1. draw their own motifs 2. produce simple pattern using motifs 3. apply colours to the simple motifs

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

THEME: ARTS AND CRAFTS

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
9-10	Traditional songs/folk songs	Pupils should be able to: 1. identify the folk songs in their languages 2. performs a local/traditional song in unison (i.e are part singing) 3. say the uses and function of nigerian traditional music.	1. Introduction to Nigerian traditional folk songs 2. Uses and functions of Nigerian traditional music	1. Explain the characteristics of folk/traditional music 2. State the uses and functions of traditional songs 3. Play a Nigerian traditional folk song of the locality in an audio type, CD or handset 4. Guide the pupils to imitate the song played.	1. Listen to audio or video recorded song of the locality. 2. Listen and sing along with the teacher 3. Clap to the rhythm of the song	Tape recorders C.D players DVD players television Notebooks, pencils	Pupils to: 1. identity traditional song. 2. give 3 functions of traditional music 3. sing a specified traditional song in unison using the lyrics and clapping to the rhythm.
11-12	REVISION AND EXAMINATION						

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

THEME: PERFORMING ARTS AND ENTERTAINMENT

WEEK	TOPIC/SKILLS	PERFORMANCE OBJECTIVES	CONTENT	ACTIVITIES		TEACHING AND LEARNING RESOURCES	EVALUATION GUIDE
				TEACHER	STUDENTS		
1-2	Traditional dances	Pupils should be able to: 1. identify and explain a traditional dance; 2. watch a video of a traditional dance 3. perform a specified traditional cultural dance	1. Traditional dances in Nigeria (e.g. Gods, Bata, Karoso, Atilogwu, Swage, Sharo, Ekombi, Unekisin, Abigolo, Jarawa etc. 2. A specified traditional dance	1. Explains what traditional dances are and their uses 2. Discusses the different occasions for performing them 3. Demonstrate a specified local dance using the basic movement 4. Introduces drumming	1. Identify traditional dances 2. Imitates the dances movements as observed in the video 3. Practices a specified dance guided by the teacher 4. Performs in a group with musical accompaniment	Musical instrument e.g. dance, gong, pattlers or stakers wooden drum, xylophones, clappers etc. pictures of dancers performing. DVDs or VCDs recording of dances	Pupils to: 1. identify one traditional dance of their area. 2. perform a specified dance in a group
3-4	Melodic patters of traditional song	Pupils should be able to: 1. explain melodic patterns 2. identify the melody of a specified song 3. sing a simple melody using tonic solfa notation and clap to it.	1. Melodic pattern of a music 2. Singing to tonic solfa the scale of a natural key. d:r:m:f:s:l:t:d. 3. Introduction of a modular chart	1. Creates exercises using the modulation 2. Guides pupils on melody making 3. Composes a simple melody using solfa notation within an octave	1. Pupils practices random movement with the modulator 2. Sing a melody pattern written by the teacher 3. Copy a given melody	- Note books - Music manuscripts - Chalk boards - Modulator charts.	Pupils to: 1. identify the melody of a given music 2. run the scale with the modulator 3. sing a song using the melodic pattern given by the teacher in solfa notation.
5-6	Dramatization of story telling	Pupils should be able to play a role using identified character in a storyline.	Creation of story using identified character.	1. Introduces a popular story from the locality 2. Highlight the major characters	Listens attentively and note down important points of the story.	Illustrations in story books, characters in story books, cardboard paper etc.	Pupils to identify two major characters in the story.

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7	Dramatization of storytelling.	Pupils should be able to dramatize the character of a story teller.	Dramatize elements in storytelling.	Ask pupils questions on the good and the bad behaviors of the characters in the story. 2. Encourages and assist pupils on playing the role of a story teller.	1. Answer question about the behavior of the character. 2. Take the lead in storytelling.	Illustration in story books, characters in story books, cardboard paper etc. Video clips on storytelling.	Pupils to: act the part of a storyteller.
8-9	Traditional festivals.	Pupils should be able to : 1. identify the different traditional festivals. 2. give examples of different traditional festivals.	1. Different traditional festivals. 2. examples of different traditional festivals.	1. explains the different traditional festivals. 2. Gives examples of traditional festivals and where they are practiced.	1. Explain the different traditional festivals in their locality. 2. Gives examples of traditional festivals and where they are practiced.	Costumes worn during some festivals, pictures of some costumes, accessories used during the festivals or pictures of the accessories.	Pupils to: 1. identify 2 different traditional festivals. 2. gives 2 examples of different traditional festivals.
10	Traditional festivals	Pupils should be able to: 1. identify things associated with festivals. 2. mention important values derived from the festivals.	1. Things associated with traditional festivals. 2. Important values derived from traditional festivals.	1. Explains things associated with festivals. 2. Discusses the values associated with traditional festivals.	1. Identify things associated with traditional festivals. 2. Suggest some values in the festivals.	Costumes worn during some festivals, pictures of some costumes, Accessories used during the festivals or pictures of the accessories.	Pupils to: 1. identify two things associated with festivals. 2. list three values derived from traditional festivals.
11-12	REVISION AND EXAMINATION						