



P.1 LITERACY ONE ENGLISH SCHEMES OF WORK

W K	DA Y	LESSO N	THEM E	S/THEM E	L/AREA	CONTENT	COMPETEN CES	METHODS	ACTIVITY	LIFE SKILLS AND VALUES	MATERIAL S	REF	RE M
1	MON	1	WEATHE R	Types and elements of weather	News	Telling/signing news about what they did during the holidays Drawing them	Naming elements of weather Naming types of weather	Story telling	Telling news Listening Speaking Drawing	Effective communicati on	Story book	The National Primary School Curricul	
		2			Mathemat ics	Counting 1-40 Adding numbers whose Sum is less than 20 (Vertically)	Counting numbers 1-40 Adding numbers vertically	Discussion Problem solving	Counting Adding number	Cooperation	A wall chart with nos. 1- 50	um for Uganda page 222 (Trs. Guide)	

		3			Literacy I	Identifying and describing elements of weather Reading new words related to weather e.g sun, rain, clouds, wind Matching pictures to words Playing a reading game	Identifying and describing elements of weather Reading new words Watching Listening to stories	Identification Discussion Question and answer	Identifying Describing Reading Matching Playing games	Decision making Identification Endurance	Weather chart	Primary School Curriculum for Uganda page 29	
					Literacy II	Writing letter pattern 'u' Writing letter 'u' Drawing elements of weather Labelling pictures	Writing letter pattern Draw and labelling elements of weather	Identification Observation	Writing patterns Drawing Labelling		Weather chart		
		4			English	Vocabulary: sun, rain, clouds, wind Structures Is it...? Yes it is No, it is not	Naming elements of weather Naming the types of weather	Group work	Naming elements and types of weather	Self esteem Effective communication	-do-		
1		5			Creative performing arts	Singing Listening Dancing (movement)	Singing and dancing	Rote method	Singing Dancing		Environment	The National Primary School Curriculum for Uganda page 222	
	TUE	1		Types of weather	News	Telling news about weather (wind) Answering questions	Story telling Discovery	Listening Speaking	Confidence Creative thinking	Creative thinking			

		2			Mathematics	Counting nos. 1-50 Adding numbers whose sum is less than 20 (vertically)	Counting numbers Adding numbers	Discussion Problem solving	Counting Adding	Negotiation	Wall chart	(Trs. Guide)	
		3			Literacy I	Interpreting pictures about weather Reading words eg clouds, wind etc Reacting a rhyme about weather Matching word to word	Interpreting pictures Reading words and reciting rhymes Matching words to words	Explanation Discussion	Interpreting Matching			Primary School Curriculum for Uganda page 29	
		3			Literacy II	Writing letter pattern "v" Writing letter 'v' Writing words like cloudy, sunny, rainy, windy, clouds Drawing pictures about weather	Writing letter patterns Drawing pictures	Demonstration Observation	Writing Drawing				
		4			English	Vocabulary: wind, shine, rain, blowing, raining Structures It is(shining/raining) Yes, it is..... No, it is not....	Naming elements of weather Constructing sentences using different structures	Direct approach Look say and use	Naming Constructing sentences	Self-awareness Appreciation Endurance	Our environment Percussion Instruments	The National Primary School Curriculum for Uganda page 222 (Trs. Guide)	
		5			Creative performing arts	Singing Listening Instrumental work	Listening Singing Playing instruments	Rote method Demonstration	Listening Singing Playing instruments		Weather chart		

	WED	1		Types and elements of weather	News	Singing/telling news on what I did after school Talking about weather chart	Telling news about story what I did after school Talking about the weather chart	Story telling	Telling news	Effective communication			
		2			Mathematics	Counting nos 1-100 Identifying number symbols Writing nos. 1-100	Counting numbers Identifying numbers Writing numbers 1-100	Discussion Identification Observation	Counting Identification Writing	Problem solving Responsibilities	Counter like bottle-tops, straws		
		3			Literacy I	Listening to a story about weather Answering questions about a story orally Matching words to pictures about weather	Listening to a story Answering questions Matching words to pictures	Explanation Story telling Questions and answer	Listening Answering questions Matching	Self-awareness Appreciation Endurance Responsibility	Chalkboard illustration	NPSC for UgTrs Guide page 222	
		3			Literacy II	Writing pattern 'n' Drawing the elements of weather e.g cloudy, windy Shading	Writing letter patterns Drawing and labelling Shading	Demonstration Observation	Writing Drawing	Appreciation Effective communication	Colored pencils		

		4			English	Vocabulary: Cold, wet, hot Structures What is the weather like? What is the weather now? It is..... Is it.....? Yes, it is. No, it is not.	Reading vocabulary. Answering questions Naming the types of weather	Direct approach Discussion	Reading Naming the types of weather	Self-awareness	The environment		
		5			Creative performing arts	Any free activity	Role playing different games	Situational approach Substitution approach	Role playing		Real objects		
	THUR	1		Types of weather	News	Signing/Telling folk tales Answering questions	Telling folk tales Listening to folk tales Answering questions	Story telling	Listening to folk tales Answering questions		Story books		
		2			Mathematics	Counting nos 1-100 Identifying number names 1-30 Reading and writing names 1-30	Counting nos Identifying no. names Reading and writing	Explanation Discussion Question and answer	Counting Identifying Writing	Problem solving Self-awareness	Counters	NSC for UgTrs. Guide page 222	

		3			Literacy I	Listening to a story about weather Answering questions about weather Forming short sentences Matching sentences to pictures	Listening to a story Answering questions about weather Forming and matching sentences	Question and answer	Listening Answering questions	Responsibility Creative thinking			
		3			Literacy II	Writing patterns x and i Xxxxx, iiiii Drawing and labelling weather charts	Writing letter pattern x and i Drawing and labelling a weather chart	Observation Discussion	Writing Drawing Labelling	Appreciation Mobility	Pencils and books		
		4			English	Vocabulary: windy, cloudy, sunny, rainy Structures What is the weather like now? It is..... Is it.....? Yes, it is. No, it is not	Reading the vocabulary Answering oral questions	Look, say and use Direct approach	Reading Answering oral questions	Orientation	Chalkboard illustration		
		5			Creative performing arts	Singing Dancing (mov't) Instrumental work	Singing a known song Dancing and drumming	Rote method	Singing and dancing		Teachers' resource		
	FRIDAY	1		Types of weather	News	Listening to a story being read Answering questions	Listening to the story Answering questions	Story telling	Listening Answering questions self esteem	Self esteem	Story book	New NC/son	

		2			Mathematics	Counting numbers 1-100 Matching number symbols to their names 1-30	Counting Matching	Discussion Group work	Discussing Grouping	Problem solving	Wall chart		
		3			Literacy I	Reciting a rhyme related to weather Reading a weather chart Matching words to words and words to pictures	Reciting a rhyme Reading and matching	Explanation Question and answer	Reciting Reading Matching	Observation Appreciation Observation		NPSC for UgTrs' Guide page 222	
		3			Literacy II	Writing letter pattern 'o' Writing letter o Revising letter I, v Writing words and sentences with letter 'o'	Writing Brail patterns and letters	Demonstration Look, say and use	Writing	Mobility	Text books		
		4			English	Revise the vocabulary: Sun, rain, wind, clouds, sunny, rainy, windy, cloudy Structures What is the weather like? It is.....ing Theis..... It is..... Yes, it is No, it is not	Revising the vocabulary for the week Using structures correctly	Direct approach Integrated approach	Reading Answering questions		Chalkboard illustration		
		5			Creative performing arts	Tearing papers Pasting papers Shading and colouring	Tearing, pasting papers	Integrated approach	Demonstration	Endurance	Paper glue	-do- Page 223	

2	MONDAY	1		Activities for different seasons	News	Telling news of previous days Talking about water and its uses through questioning technique	News telling Narrating the uses of weather	Story telling Discussion	Discussing News telling	Appreciation		MK primary MathsBk 1 pg 50	
		2			Mathematics	Counting numbers 1-100 Writing number symbols 1-50 Reading number names Recognizing place value tens and ones Filling in tens and ones	Counting numbers Reading and writing Recognizing and filling in tens and ones (place values)	Explanation Discussion	Counting Reading Writing	Problem solving Decision making Critical thinking	A wall chart		
		3			Literacy I	Naming seasons and their activities e.g wet season Reciting a rhyme related to activities and seasons Reading/Writing words and sentences	Naming seasons Reciting rhymes Reading and writing words plus sentences	Explanation Integrated approach Question and answer	Naming Reciting Reading Writing Drawing	Self-awareness Orientation	A wall chart Chalk board illustration	NPSC for UgTrs Guide page 223	
		3			Literacy II	Writing patterns I, a, and o Drawing and labelling Printing words Printing words about weather	Drawing and labelling Printing words	Observation			Chalkboard illustration		

		4			English	Vocabulary: water, axe, knife, panga Structures What is this/that? It is a This/That is a.....	Using the vocabulary given correctly Using the given structures correctly	Direct approach Discussion	Using the vocabulary and the structures	Critical thinking	c/b illustration	NPSC for Uganda Trs. Guide page 223	
		5			Creative performin g arts	Listening to lullabies Reciting rhymes	Listening to lullabies Reciting rhymes	Rote method	Listening Reciting	Creative thinking	A wall chart showing different garden tools		
2	TUES	1		Activitie s for different seasons	News	Telling news about a rainy and windy day Asking and answering questions about the rainy day	Singing and telling news Answering questions	Story telling	Telling news Answering questions	Inter- personal relationship			
		2			Mathemat ics	Recognizing place values (tens and ones) Filling in tens and ones Drawing tens and ones	Recognizing place values Filling in tens and ones Drawing tens and ones	Demonstratio n Question and answer	Drawing Counting Filling in	Problem solving Cooperation		MK MTC pg 51	

		3			Literacy I	Telling and re-telling stories Answering questions about weather Asking questions and answering Garden tools	Re-telling stories Asking and answering questions Drawing and labelling garden tools Writing letters, patterns, and sentences	Explanation Story telling Demonstration	Drawing garden tools Naming garden tools	Patience			
		3			Literacy II	Writing letter 'm' and 'c' Writing letter patterns Writing words and sentences						MK Primary MathsBk 1 pg 50	
		4			English	Vocabulary: Hoe, spade, rake Structures: What is this/that? That/This is... What do we use...for? We use ..for....	Reading the vocabulary Using the structures and the vocabulary given Answering questions	Question and answer Direct approach	Reading Answering questions	Assertiveness Creative thinking Orientation Assertiveness	Wall chart	NPSC for UgTrs Guide page 223	
		5			Creative performing arts	Dramatising different acts done in different seasons Dancing	Dramatising Dancing	Dramatisation	Dramatising	Problem solving Critical thinking			

	WED	1		Activities for different seasons	News	Signing stories about a sunny day Asking and answering questions Singing a song	Signing stories Asking and answering questions Singing	Question and answer	Answering questions Singing	Care Direct approach			
		2			Mathematics	Recognizing place values Filling in tens and ones Writing number symbols	Filling in tens and ones Writing number symbols	Explanation	Writing	Negotiation Direct approach			
		3			Literacy I	Identifying garden tools Garden tools and their uses Talking about how to care for garden tools (orals)	Identifying garden tools and their uses Talking about how to care for garden tools orally	Observation Discussion	Identifying Caring for garden tools practically				
		3			Literacy II	Forming letter patterns Forming words with the letters Drawing and labelling garden tools	Forming letter patterns, words and sentences Drawing						
		4			English	Vocabulary: Seed, watering can, plant, weed Structures: I plant.....on.. Is she/he ..(weeding) Yes, he/she is... No, he/she is not	Reading Using words and structures	Direct approach	Reading Using words and structures				

		5			Creative performing arts	Free activity Modeling Drawing	Dramatisation Demonstration	Modeling Drawing	Negotiation				
		1		Activities for different seasons	News	Signing news Answering questions Singing the traditional songs	Signing news Answering questions Singing	Story telling	Singing Answering questions	Assertiveness	Counters	MK Primary MathsBk 1 pg 54-55	
		2			Mathematics	The abacus Counting balls on the abacus Recognizing place values on the abacus	Counting Drawing tens and ones Recognizing place values on the abacus	Explanation Demonstration	Counting Drawing Recognizing	Problem solving Critical thinking Care			
		3			Literacy I	Caring for garden tools Ways of caring for garden tools Listening to a story about harvesting Matching words to pictures	Caring for garden tools Listening Matching Writing Filling in the missing letters	Discussion Observation	Practicing caring for garden tools Listening Matching Writing Filling in missing letters	Direct approach Negotiation		NPSC for UgTrsGuide page 223	
		3			Literacy II	Writing letter patterns 'p' and 'r' Writing letters, words and sentences Filling in the missing letters							

		4			English	Vocabulary: Seed, basket, wheelbarrow Structures: What is this/that? It is a.../that is a... This is /that is a....	Reading Speaking Answering questions	Integrated approach Direct approach	Reading Speaking Answering questions	Endurance Sharing		MK primary MathsBk 1 pg 89	
		5			Creative performin g arts	Singing a work song related to harvesting	Singing Dramatising	Dramatisatio n Rote method	Singing	Critical thinking		NPSC for UgTrs Guide page 223	
	THUR	1		Activitie s for different seasons	News	Signing news Reciting rhymes	Singing Reciting rhymes	Explanation Recitation	Singing Reciting		A chart showing our shapes		
		2			Mathemat ics	Our shapes Drawing and naming shapes	Drawing Naming	Problem solving	Drawing	Assertivenes s	c/board illustration		
		3			Literacy I	Talking about the market day Sequencing season activities of pictures	Listening Speaking Reading	Explanation Discussion	Listening Reading		clay		
		3			Literacy II	Writing letter 'h' Writing words, syllables Filling in the missing words in a guided story	Writing Filling in the missing words in a guided story	Demonstratio n	Writing Filling in	Responsibili ty	Colours		

		4			English	Vocabulary: Review of the previous vocabulary Structures: Revise the structures for the week	Revision work about reading and writing	Direct- approach	Revising		Responsibil ity		
		5			Creative performin g arts	Drawing garden tools Shading and colouring garden tools	Drawing Shading and colouring	Demonstratio n	Shading Colouring		Clay Colours Papers	MK primary MathsBk 1 pg 89	
	FRI	1		Activitie s for different seasons	News	Signing news about the previous day Drawing news about the previous day	Signing news Drawing news	Story telling	Signing and drawing news	Effective communicati on		NPSC for UgTrs Guide page 224	
		2			Mathemat ics	Counting no. of sides of different shapes Identifying no. of shapes in a drawn pictures	Counting Identifying shapes	Experimentat ion Identification	Counting and identifying	Decision making	A wall chart		
		3			Literacy I	Listening to a story on managing of weather Asking and answering questions Matching pictures to words	Listening to a story Asking and answering questions Matching pictures Writing	Question and answer Observation	Listening Answering questions Matching and writing	Self esteem Mobility and orientation	Chalkboard illustration	MK primary MathsBk 1 pg 89	
		3			Literacy II	Writing letter patter 'j' Writing the letter, words and sentences				Responsibili ty		NPSC for UgTrsGu ide page 224	

		4			English	Clothes Vocabulary: shirt, dress, sweater Structures What is this/that? This is a..... That is a.... It is....	Reading Writing Listening	Direct approach	Reading Listening Writing	Sharing Effective communicati on			
		5			Creative performin g arts	Singing Listening	Singing Listening	Rote method	Singing				
	MON	1		Effects and managin g of weather	News	Telling news of the previous days Telling news on how we put on (dressing)	Telling news	Story telling	Telling news		A wall chart	MK primary MathsBk 1 pg 35	
		2			Mathemat ics	Saying multiplication table 2 Forming sets of twos from a big set and count Grouping objects in twos	Saying multiplication tables Forming sets Grouping objects	Recitation Group work	Forming sets	Problem solving		NPSC for UgTrs Guide page 224	
		3			Literacy I	Talking about ways of harvesting water Reading words Practicing water harvesting Mentioning containers used to harvest water	Discussing Reading Practicing water harvesting Answering questions	Discussion Experimentat ion	Discussing Reading		Chalkboard illustration		

		3			Literacy II	Writing letter pattern 's' Writing letters, words and sentences Filling in missing words	Writing	Observation	Writing	Decision making			
		4			English	Vocabulary: Shirt, socks, dress, jacket, hat Structures What colour is that...? It is.....(dress/shirt) It is..... What are those, these? These/Those are...	Listening Speaking Reading Writing Answering questions	Question and answer Direct approach	Listening Speaking Reading Writing	Assertiveness			
		5			Creative performing arts	Role playing using clothes Answering questions	Role playing Answering questions	Role play Question and answer	Role playing				
	TUE	1		Effects and managing of weather	News	Telling news Drawing news for the previous day	Signing news Drawing news	Story telling	Signing news Drawing	Problem solving Critical thinking	A wall chart Chalkboard illustration	MK primary MathsBk 1 pg 36-38 NPSC for UgTrs Guide page 224	

		2			Mathematics	Counting in twos Drawing twos Multiplying by twos repeated addition	Counting Drawing Multiplying using repeated addition	Explanation Demonstration	Counting Drawing Adding	Sharing			
		3			Literacy I	Reciting a rhyme about activities for different weather Giving uses of weather	Reciting Answering oral questions	Recitation Question and answer	Reciting a rhyme Answering oral questions				
		3			Literacy II	Practising letter patterns 'I' and 'o' Colouring and shading the patterns Writing words with double vowels	Writing Colouring/Shading	Demonstration Observation	Writing Shading				
		4			English	Vocabulary: Boots, hat, umbrella, rain coat, shoes Structures What is this/that? This/That is a.... What are these/those? Those/These are.... What colour is it?	Listening Speaking Reading Writing Answering questions	Direct approach Integrated approach	Listening Speaking Reading Writing				
		5			Creative performing arts	Free activity (Practice wearing)	Doing the practical work	Role playing	Practicing wearing				

3	WED	1		Effects and managing of weather	News	Telling news Reciting rhymes	Telling news Reciting rhymes	Story telling Recitation	Telling news Reciting rhymes		Multiplication tables	MK primary MathsBk 1 pg 36	
		2			Mathematics	Completing the twos Multiplying by twos Oral counting in threes	Completing twos Counting and multiplying	Guided discovery	Completing and counting in twos	Interpersonal relationship Critical thinking	Multiplication tables Environment Textbooks	NPSC for UgTrs Guide page 224	
		3			Literacy I	Identifying wind breakers Discussing management of weather Giving the uses of wind and their dangers Picking and disposing of rubbish	Identifying Discussing Practical work	Identification Discussion	Identifying Discussing				
		3			Literacy II	Writing letter pattern 'd' Drawing and labelling the uses of weather	Writing Drawing	Demonstration Observation	Writing Drawing				

		4			English	Vocabulary: Jackets, shirt, dress, blanket, sweater Structures What colour is...? It is..... What is this/that? This is.... That is a... It is a....	Reading Writing Listening Speaking Answering questions	Direct approach	Reading Writing Listening Answering oral questions				
		5			Creative performin g arts	Dancing (Creative)	Dancing	Rote method Demonstratio n	Dancing				
	THUR	1		Effects and managin g of weather	News	Telling news Saying tongue twisters “Humpty Dumpty”	Telling news Saying tongue twisters	Story telling Situational approach	Saying tongue twisters	Problem solving Responsibili ty	Text books Wall charts Chalkboard illustration	MK primary MathsBk 1 pg 38 NPSC for UgTrs Guide page 224	
		2			Mathemat ics	Counting in 2s (Filling in the missing numbers) Counting in 2s (Circling in twos) Counting upto 50	Counting Writing	Discussion Question and answer	Counting and writing				

		3			Literacy I	Talking about uses of the sun Talking about ways of controlling soil erosion Practicing some methods of managing weather Reading syllable words with double consonants	Discussing Reading	Discussion Explanation Excursion Demonstration	Discussing Reading Writing				
		3			Literacy II	Writing patterns and letters 'a' and 'b' Writing short sentences							
		4			English	Vocabulary: e.g rake, hoe, slasher Stricture: What is this/that? This/That is.... What do you use...for? I use....for...ing	Listening Speaking Reading Writing	Direct method	Listening Speaking Reading and writing				
		5			Creative performing arts	Modelling Drawing	Modelling Drawing	Role play	Modelling Drawing				

Theme: Accident and Safety

Learning outcome: The child is able to identify and know the common; understand the effects and importance of taking Precaution

Mon	1	Accidents and Safety at home	News	Telling news about accidents and safety. As I was coming to school, I saw an accident.	Tells news , Draws pictures expresses news.	Story telling	Telling news Drawing	Self expression Self awareness		Teachers' collection
	2		Maths	<u>Addition of a two digit number with sum up to 99</u> E.g 14 34 45 +5 +2 +2	- Counts up to 99 - Adds the two digit number to one	Whole class discussion Group work	Counting Adding	Problem Solving Accuracy Critical thinking	Counters, bundles of straws place value tins.	MK Primary Math Bk 1
	3		Lit 1& 2	<u>Accidents at home</u> What is an accident? An accident is an unexpected danger. The common accidents at home are; Cuts, falls, burns, e.t.c	- Defines an accident. - Names some accidents at home	Brain Storming Discussion Demonstration Guided discovery	Reading Writing Answering questions	Effective communication Assertiveness Critical thinking	Illustrated text books	MK Inter Pri. Sci. Bk 1 Pg 68 Oxford Pri Sci Bk 1 Pg 48
	4 (i)		English	<u>Verbs that add "ed" in past tense.</u> E.g regular verbs. Wash – washed Pick – Picked Wait – waited Clean – cleaned Walk – walked <u>Sentences</u> - She washed her clothes yesterday. - He waited for me at the airport	- Identifies regular verbs Reads, writes and constructs the sentences	Discussion look and say	Reading and writing Verbs that add "ed" Constructing sentences in the past simple tense	Effective communication Creative thinking Critical thinking	A chart showing verbs where we add "ed"	Std Aid Pg 19

	4		Music	A song (Tune London Bridge) Our bridge is falling down, falling down, our bridge is falling down, Our dear teacher, Built it up with wood and clay, wood.	Sings Dances claps	Rote method Demonstration	Singing Dancing Clapping	Self esteem Self expression	Clappers	The Nat Pri Sch. Curri For Uganda Pg 32
	(ii)		English	<u>Vocabulary/New words</u> Falling, cutting, climbing, bandage, tying, razorblade, axe, hoe, knife, running, e.t.c. Filling exercise using words in sentences. -What do we use for? We usefor.... - What is happening in/to...? Theis.....is..... - Who is?is	- Reads, spells and pronounces the vocabulary - Constructs the sentences using learnt vocabulary	Listen Say and Use	Reading Writing Oral practice	Self esteem Decision making Creative thinking	Read objects like knife, hoe, razorblade, e.t.c Illustrated text books	English Course for Uganda Pp's Bk 1 Pg 73 - 74
	5	Causes of Accidents and Safety	Art & Craft	Imaginative drawing	- Draws - Colours	Whole class discussion instruction	Drawing Colouring	Creative thinking Interpersonal relationship	Coloured pencils Papers Crayons Photocopied drawing sheets	Discovering Art TA KADERBH At Pg 16 - 17
Tue	1		News	Telling news about accidents at home. Drawing pictures expressing news	Tells news Draws the pictures	Story telling	Telling news Drawing	Self expression Self esteem	Illustrated Text books	Tr's collection

2	Maths	Adding of 2 digit numbers. $20 + 30 = 43 + 34$ 2 0 4 3 +3 0 +3 4	Counts Adds the two digit numbers	Group work Whole class discussion	Counting Adding	Problem solving Critical thinking Creative thinking	Counters	MK Thematic Mtc. Practice Bk 1 Pg 49
3	Lit 1 & 2	<u>Causes of accidents.</u> Burns are caused by playing near hot things like stoves, cookers, lamps, hot food, e.t.c	Mentions the causes of accidents	Whole class discussion Brain Storming Demonstration	Answering oral questions Drawing sharp objects	Effective communication Assertiveness Critical thinking	Broken bottles, drug, pest killers, pins, knives, e.t.c	MK Inter Pri. Sci Bk 1 Pg 68
4(i)	English	<u>Verbs that add "ed" in past</u> Eg Cry - cried Try - tried Dry - dried Fry - fried Carry - carried	Identifies verbs that change "y" to "i" and add "ed" in the past time. Constructs sentences using the learnt words.	Discussion look and say Demonstration Role play Simulation	Reading and writing words and sentences forming the past simple of given verbs.	Effective communication Creative thinking	A chart showing some verbs.	Jun, Eng Bk 1 Pg 39
5	Music	A poem My dear children, never play with fire. My dear children never play with pins. They are sharp. My dear children never play with knives. They can cut. My dear children never step in pot holes. You can break	- Recites the poem - Answer the questions	Rote method	Reciting Singing	Self esteem Self expression	A match box	The Nat. Pri. Sch. Curr For Uganda Pg 32
(ii)	English	Structures: -What do we use for? We usefor.... - What is happening	- Reads the structures - Constructs sentences	Looks say and use	Sentence construction Reading Writing Answering	Effective communication Critical thinking Creative thinking	Illustrated Text books	Monitor English Course for Uganda Pp's Bk1 Pg

	2		Maths	Adding of 2 digit numbers. 20 + 30 = 43 + 34 2 0 4 3 +3 0 +3 4	Counts Adds the two digit numbers	Group work Whole class discussion	Counting Adding	Problem solving Critical thinking Creative thinking	Counters	MK Thematic Mtc. Practice Bk 1 Pg 49
	3		Lit 1 & 2	<u>Causes of accidents.</u> Burns are caused by playing near hot things like stoves, cookers, lamps, hot food, e.t.c	Mentions the causes of accidents	Whole class discussion Brain Storming Demonstration	Answering oral questions Drawing sharp objects	Effective communication Assertiveness Critical thinking	Broken bottles, drug, pest killers, pins, knives, e.t.c	MK Inter Pri. Sci Bk 1 Pg 68
	4(i)		English	<u>Verbs that add "ed" in past</u> Eg Cry - cried Try - tried Dry - dried Fry - fried Carry - carried	Identifies verbs that change "y" to "i" and add "ed" in the past time. Constructs sentences using the learnt words.	Discussion look and say Demonstration Role play Simulation	Reading and writing words and sentences forming the past simple of given verbs.	Effective communication Creative thinking	A chart showing some verbs.	Jun, Eng Bk 1 Pg 39
	5		Music	A poem My dear children, never play with fire. My dear children never play with pins. They are sharp. My dear children never play with knives. They can cut. My dear children never step in pot holes. You can break	- Recites the poem - Answer the questions	Rote method	Reciting Singing	Self esteem Self expression	A match box	The Nat Pri. Sch. Curr For Uganda Pg 32
	(ii)		English	Structures: -What do we use for? We usefor.... - What is happening	- Reads the structures - Constructs sentences	Looks say and use	Sentence construction Reading Writing Answering	Effective communication Critical thinking Creative thinking	Illustrated Text books	Monitor English Course for Uganda Pp's Bk1 Pg

					in/to...? Theis..... - Who is? is			oral questions			73 - 74
					Sound "st" <u>Words with sound "st"</u> Stem, stand, stop, still, e.t.c <u>Sentences with words of the given sound.</u> This is a stem	Oral practice Reads Writes Formulates words with the given sound	Phonic awareness Look and say	Reading Writing Formulating words and sentences Taking dictation	Effective communication Creative thinking Critical thinking	Flash cards showing words with the given sound.	Sound and Read Bk 1
Wed	1	Accidents and Safety	Effects of accidents	News	<u>Recite a rhyme.</u> As you walk along the road, always walk on the right. Then if you want to cross, look right, look left, look right again. When it's safe to cross but do not run.	Recites the rhyme	Rote method.	Reciting a rhyme	Self esteem Self expression	A picture of a car.	Tr's collection
	2			Maths	Word problems involving additions. - Mugisha had 44 apples and Kevin had 5 apples. How many apples did they have altogether? - What is 54 plus 5?	- Reads the given words - Adds the given words	Whole class discussion Discovery	Reading Adding	Problem solving Critical thinking Creative thinking	A chart	MK Mtcs BK 1
	3			Lit 1 & 2	Injuries from accidents. - Falls cause broken bones, bruises and bleeding. Burns cause scalds, blisters and burns.	Names the effects of accidents	Whole class discussion Brain storming	Reading Writing Answering questions.	Critical thinking Effective communication Assertiveness	Bones, stones, knives, broken bottle, illustrated pictures, e.t.c	MK Inter. Pri. Sci. Bk1 Pg 69. Fountain, Pri. Sci. Bk 1 Pg 29

	4 (i)	English	<u>Verbs that change "y" to "i" and then add on "d"</u> Eg. Pay - paid Say - said Lay - laid <u>Sentences.</u> -He paid my school fees in time. The hen laid big eggs.	Identifies verbs where we change "y" to "i" and add "d". Constructs sentences using the identified verbs.	Discussion Look and say Demonstrations Role play Simulation	Reading and writing words and sentences. Forming the past simple of given verbs,	Effective communication Creative thinking	A chart showing some verbs	Jun Eng. Bk 1 Pg 39.
	(ii)	English	<u>Picture Interpretation.</u> Interpreting the pictures about accidents and safety in Monitor Bk 1 Pg 73 – 74. Answering questions about the given pictures	Answers both oral and written questions. Reads Writes.	Look and say Discovery	Reading Writing Answering oral questions	Effective communication Critical thinking Assertiveness	Illustrated Text books	Monitor English Course of Uganda Pp's Bk 1 Pg 73 - 74
	5	Spell / Dictation	<u>Sound "ight"</u> <u>Words with sound "ight"</u> <u>Light, fight, right, sight, etc</u> <u>Sentences with words of the given sound.</u>	Reads Writes Formulates words with the given sound.	Phonic awareness Look and say	Reading Writing Formulating words and sentences Taking dictation	Effective communication Creative thinking Critical thinking	Flash cards Showing words with the given sound	English Course Bk 1
Thurs	1	Maths	Adding vertically and horizontally up to sum less than 99. 2 1 3 4 + 1 1 +4 3	Counts Adds	Group work Whole class discussion	Counting Adding	Problem solving Critical thinking Creative thinking	Counters Bundles of straws Place values Tins	MK Thematic Mtc. Practice Bk 1Pg 49.
	2	English	Verbs which end in "y" and we just add on "ed" in past tense.	Constructs sentences. Reads	Look and say Simulation	Reading Writing	Effective Communication Creative thinking	A chart showing	English Course Bk 1

				<p>If "y" is preceded by a vowel letter then just add on "ed" E.g Stay – stayed Play – played Sentences. - He played with my son yesterday. - We prayed for her so much.</p>	Writes	Demonstration	Constructing sentences.	Critical thinking	some verbs	
	3	Common accidents at school Accidents and Safety	Lit 1 & 2	<p>Common accidents at school and their causes. - Running up and down which causes falling down. One gets bruises, bleeding and sometimes broken bone.</p>	<p>-States the causes of common accidents. - Gives the effects of accidents.</p>	Whole class discussion Brain storming	Reading Writing Drawing things that cause accidents.	<p>Critical thinking Effective communication Creative thinking.</p>	<p>Bones, stones, knives, broken bottle, drugs, plant killers, illustrated pictures, e.t.c</p>	<p>Pri. Sci. Bk1 Pg 69. Fountain Pri. Sci. Bk 1 Pg 51</p>
	4 (i)		Spell/Dictation	<p><u>Sound "oi" words with sound "io"</u> Oil, coin, point, e.t.c <u>Sentences with words of the given sound.</u> - Put oil in the engine.</p>	<p>Reads Writes Formulates words with the given sound</p>	Phonic awareness Look and say	<p>Reading Writing Formulating words and sentences Taking dictation</p>	<p>Effective communication Critical thinking</p>	Flash cards	English Course Bk 1
	(ii)		English	<p>Pre-composition Write these sentences correctly. - Riding Kapere bicycle is - Looking aeroplane is the at He.</p>	<p>Orders Reads Writes Formulates sentences</p>	Look and say Whole class discussion Simulation	<p>Ordering Reading Writing Constructing sentences</p>	<p>Effective communication Critical thinking Creative thinking</p>	Work cuts	English Course Bk 1
	5		Free Activity	<p>Drawing Colouring</p>	<p>Draws Colours</p>	Instruction	<p>Drawing Shading</p>	<p>Friendship formation Empathy Interpersonal</p>	Play materials	Tr's collection

				Shading Role playing	Shades		Role Playing	relationship		
Fri	1		Maths	Adding horizontally. - 21 + 17 = - 34 + 43 = - 40 + 31 = - 44 + 15 = - 53 + 24 = - 12 + 65 =	Counts Adds the digits	Group work Whole class discussion	Counting Adding	Problem solving Critical thinking Creative thinking	Counters like straws	MK Thermatic Mtcs Pract. Bk 1 Pg 41
	2			<u>Accidents at water sources.</u> - Examples of water sources are well, rivers, lakes, bore holes, streams, e.t.c	Reads Writes Mentions sources of water.	Brain storming Whole class discussion	Reading Writing	Effective communication Critical thinking	A chart showing accidents illustrated text books.	Oxford Pri. Sci. Bk 1 Pg 53 Fountain Pri. Sci. Bk 1 Pg 33.
	3		English	Verbs where we double the last letter before we add on "ed" in past tense. Eg. Clap - clapped Stop - stopped Wag - wagged Pin - pinned Beg - begged Sentences; - She stopped me on the way. - The boy clapped his hands.	Identifies verbs that double the last letter Reads Writes Formulates sentences.	Look and say Simulation Demonstrati on	Identifying verbs Reading Writing constructin g Sentences	Effective Communication Creative thinking Critical thinking	A chart showing some verbs	MK Bk 1 Pg 74
	4		English	Picture interpretation Writing sentences about the picture of accident in MK Pg 74	Describes pictures Reads Writes Formulates sentences.	Looks and say Whole class discussion	Describing Reading Writing Constructin g sentences	Effective Communication Creative thinking Critical thinking	Photocopied work Illustrated text books	MK Bk 1 Pg 74

	5			Art & Craft	Straw painting	Paints Formulates interesting patterns.	Whole class discussion	Painting	Creative thinking Interpersonal relationship Self awareness	Paint Brushes Drawing papers	Children's Art & Craft Pg 56
Mon	1			News	Tell a short story about accident and safety.	Listens to the story Answers both oral and written questions about the story	Story telling	Answering both oral and written questions	Assertiveness Empathy Critical thinking		The Nat Pri. Sch. Curr for Uganda Pg 23
	2			Maths	Subtracting using concrete objects up to 10 Eg: 5 6 7 9 -2 -4 -0 -1	Counts Subtracts the given numbers	Whole class discussion group work Demonstration	Counting Subtracting	Problem Solving Creative thinking Critical thinking	Counters, like straws, e.t.c	Understanding Mtc Bk 1 Pg 47 - 48
	3			Lit 1 & 2	Common accidents on the road Moto accidents involving cars, motorcycles and bicycles.	Reads Writes Answers oral questions	Brain storming Whole class discussion	Reading Writing Answering questions	Effective Communication Critical thinking	Illustrated text books	Oxford Pri. Sci. Bk 1 Pg 52
	4 (i)			English	Verbs that change completely in past in past time or past tense. E.g. Go - went Sit - sat Do - did Is - was Sentences: - I went to the market yesterday. - He did his work neatly.	Identifies irregular verbs that change completely in past time. Reads and Writes past forms of the given words. Constructs sentences using the learnt words.	Discussion Look and say Simulation Dramatization Demonstration	Reading Writing Constructing sentences.	Effective Communication Creative thinking Critical thinking	A chart showing some of the verbs	Jun. Eng. Bk 1 Pg 38 Std Eng. Bk 2 Pg 47

	5		Music	A song My dear children x 2 I love you x 2	Sings Dances Claps	Rote method	Singing Dancing Clapping	Self esteem Self awareness	Clappers	The Nat Pri. Sch. Curr. For Uganda Pg 38.
	(ii)		English	Pre-composition An exercise on Pg 33 of Eng Wk Bk 1.	Reads Writes Joins sentences	Look and say Discussion simulation	Joining sentences	Effective Communication Creative thinking Critical thinking	Illustrated text books	Eng. Wk Bk 138
	6		Art and Craft	Imaginative drawing Drawing things we find on the way to school. Coloring	Draws the objects	demonstratio n	Drawing coloring	Assertiveness Self awareness	Art pencil Plain papers	NCDC Page
Tue	1		News	Singing a short story about accidents and safety.	Tells news Answers oral questions and written questions about accidents	Story telling	Answering both oral and written questions	Assertiveness Empathy Critical thinking		The Nat Pri. Sch. Curr. For Uganda page 28.
	2		Maths	Subtracting single digit from a two digit number. e.g 11 – 5 = 13-7 = 14 – 8 = 15-1= 16 – 4 = 17-9=	Counts Subtracts	Whole class discussion Group work Demonstrati on	Counting Subtracting	Problem solving creative thinking Critical thinking	Counters like straws, etc	Understan ding Mtc Bk 1 Pg 47 – 48 Tr's guide Pg 76.
	3		Lit 1 & 2	Causes of road accidents. - Playing on the road - Over speeding vehicles - Car tyre burst	Reads Writes Answers oral questions	Brain storming Whole class discussion	Reading Writing Answering questions	Effective communication Critical thinking	Illustrated text books	Ox & Pri. Sci. – Bk 1 Pg 68

4		English	<u>Junior</u> Using "was" and "were" e.g. - "Was" used for one person or thing. - "Were" is used for many people or things also. - "you" takes up "were" E.g He ____ here yesterday.	Reads Writes Constructs sentences using "was" or "were" Identifies sentences to fill in was or were.	Discussion Look & say Simulation	Reading Writing Answering questions	Effective communication Critical thinking Creative thinking	C/b illustration Objects in the class room.	Standard Aid Bk 2 Pg 32 Essential Eng. Mk Bk 1 Pg 33.
5		Music	<u>A song</u> Stomach's paining x3 Just now x2 Call the doctor... Operation.... Now an alright...	Sings Dances Claps	Rote method demonstration	Singing Reciting Dancing Clapping	Self esteem Self awareness	clappers	The Nat. Pri. Sch. Curr. For Uganda Pg 28.
6		English	<u>Picture Interpretation.</u> Interpreting the pictures about accidents and safety in	Reads Writes Answers oral questions about the given pictures.	Look and say Discussion Whole class discussion.	Describing Reading Writing Constructing	Effective Communication Creative thinking	Illustrated text books Photocopied work.	Monitor Eng. Bk 1 Pg 23 - 24
		Spell & Dictation	Sound /O/ <u>words with sound /O/.</u> Got, lot, not, knot, e.t.c <u>Sentences:</u> He got my book	Oral practice Reads Writes Formulates words with the given sound.	Phonic awareness Look and say	Reading Writing Formulating words and sentences with the given sound. Taking dictation	Effective Communication Creative thinking	Flash cards showing words with the given sound.	English Course Bk 1

Wed	1		News	Making a short poem about accident and safety.	Recites Poems Reads	Rote method	Reciting a poem Telling news	Self expression Creative thinking Assertiveness	Illustrated text books	
	2		Maths	Measuring weight using non-standard unit. Comparing weight using 'heavier than' and 'lighter than'. E.g. Which is heavier? Which is lighter?	Reads Records Describes	Discovery Problem solving	Reading Writing	Effective communication Critical thinking	Real objects Simple balances, rulers and hands.	The Nat. Pri. Sch. Curr. For Uganda Pg 28
	3		Lit 1 & 2	Ways of preventing road accidents. - Cross the road where there is a Zebra crossing.	Reads Writes	Whole class discussion Brain storming	Reading Writing	Critical thinking Creative thinking	Illustrated text books	Oxford Pri. Sci Bk 1 Pg 73
	4 (i)		English	Opposites: Opposites of verbs e.g. - come - go - Sit - stand - Start - stop - Walk - run - Laugh - cry Sentences They are going now. (coming)	Reads Writes Constructs sentences using the opposite of the given words.	Look and say Demonstration	Reading Writing Constructing sentences.	Critical thinking Creative thinking	A chart showing some verbs and their opposite	Jun. Eng. Bk 1 Pg 38.
	(ii)	Accidents and first Aid	English	<u>Picture Interpretation</u> Writing sentences about the pictures of an accidents.	Reads Writes Formulates sentences about an accident	Look and say Discussion Whole class discussion	Describing Reading Writing Constructing sentences.	Effective Communication Creative thinking	Illustrated text books Photocopied work	Monitor Eng. Bk 1 Pg 73
		Accidents and Safety	Spell & Dictation	Sound /oa/ <u>words with sound /oa/.</u> Goat, boat, coat,	Reads Writes Formulates words with	Phonic awareness	Reading Writing Formulating words	Effective Communication Creative thinking	Flash cards showing words with the given	English - Course Bk 1

				e.t.c. Sentences: The goat is eating grass	the given sound	Look and say	and sentences with the given sound. Taking dictation		sound.	
Thurs	1		Maths	Comparing and recording weight using simple balances. - The price of chalk is lighter than the stone. - The stone is heavier than the piece of chalk.	Reads Writes Records	Group of work Discovery Whole class discussion	Reading Writing Recording	Problem solving Critical thinking creative thinking	Real objects	MKPri. Mtcs 2000 Bk 1 Pg 134-139 Understand Mtcs Tr's Guide Bk 1 Pg 119 - 120 Pupil's Bk 1 Ph 83
	2		English	Opposite of nouns. - boy - girl - aunt - uncle - man - woman - Sir - madam, e.t.c Sentences. The <u>boy</u> is smart. (girl) My <u>mother</u> is good. (father)	Reads Writes Identifies opposites of nouns	Look and say Discussion Whole class discussion Demonstration	Writing Reading	Effective communication Assertiveness Creative thinking	A chart showing opposites. C/b illustration.	Oxford Pri. Eng. Bk 1 Pg 16 - 17 Standard Eng. Bk 1 Pg 24 - 25
	3		Lit 1 & 2	<u>First Aid</u> What is First Aid? First Aid is the first help that is given to an injured person before being taken to the hospital. <u>Importance of first</u>	Reads Writes	Whole class discussion Brain	Reading Writing	Effective communication	Illustrated text books	Fountain Pri. Sci. Bk 1 Pg 30 Oxford Pr. Sci. Bk 1 Pg 49, 52, 53

				Aid. First Aid saves life.	Answers oral questions	storming				
	4		Spell /Dictation	Sound /oi/ <u>words with sound /oi/.</u> Soil, moil, oil, coin, e.t.c Sentences: I have enough oil in the bottle.	Oral practice Reads Writes Formulates words with the given sound.	Phonic awareness Look and say	Reading Writing Formulating words and sentences Taking dictation	Effective communication Creative thinking	Flash cards showing words with the given sound.	English Course Bk 1
	5		English	Answering questions about accidents on the way	Reads Writes Answers oral questions about the given picture.	Look and say Discussion Whole class discussion Demonstration	Reading Writing	Effective communication Assertiveness Critical thinking	Photocopied work.	Understanding Integrated Sci Bk 1 Pg 49
			Free Activity							

Fri	1	Accidents and Safety	First Aid Kit	Maths	Comparing weight using the sea saw. - Patience is heavier than Mirembe. - Mirembe is lighter than Patience.	Measures Records Describes the objects given to them by their Tr.	Discovery Problem solving	Measuring Recording Describing	Critical thinking Creative thinking	Real objects	MK Mtc Bk 1
	2			Lit 1 & 2	The First Aid kit (box) - A first aid kit as a box where things used to give first aid are kept. - Things found in first aid kit. - First aid kit is used to keep the following; cotton, wool, plaster, etc.	Reads Writes Identifies opposites of nouns. Defines first aid kit. Names the items in it.	Whole class discussion Brain storming Guided discovery	Writing Reading	Effective communication Critical thinking	Illustrated books First aid box - Cotton - Plaster - Surgical blade, etc.	Fountain Pri sci. Bk 1 Pg 45.
	3 (i)			English	Opposites of adjectives. - Big – small - Tall – short - Strong – weak - Long – short - Good – bad Sentences ; She has a <u>short</u> pencil /long.	Reads Writes Constructs sentences using the opposite of adjectives.	Role play Discussion Look & say	Writing Reading Constructing sentences	Effective communication Critical thinking Creative thinking	Real objects	Jun. Eng. Bk 1 Pg 88 Standard Eng. Aid Bk 2 Pg 47
	(ii)			English	A story sequency about an accident. - Luckily a man saw him fall. - One day Angus went fishing. - That man fished poor Angus out. - He bent over too far and fell into the	Reads and writes the story	Whole class discussion Demonstration Instruction	Drawing Colouring	Pencils Paper Paint	Children's Art & Craft Pg 53	English Course Bk 1

Mon	1	Accidents and Safety	First Aid for animal bites	News	<u>Giving First Aid for cuts.</u> - A cut is an injury caused by a sharp object. - Cuts can cause severe bleeding and can cause death.	Reads Writes	Brain storming Whole class discussion	Reading Writing	Effective communication Critical thinking		Oxford Sci Bk 2 Pg 49
	2			Maths	Counting numbers (1-70) 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70	Identifies the given numbers Counts the numbers 1 to 70	Brain storming Whole class discussion Problem solving	Counting Writing	Self esteem Self awareness	Number chart 1 - 70	MK 2000 Mtcs Bk Pg 62
	3 and 4			Lit 1 & 2	First Aid for animal bites. - Animal bites include bites of dogs, cats, foxes, wolves, monkeys and snakes.	States the first aid for animal bites	Brain storming Whole class discussion	Reading Writing	Effective communication Critical thinking	Illustrated text books	Fountain Pri. Sci. Bk 1 Pg 38
	5			English	Pronouns Progressive pronouns. These are words that show the ownership of something E.g mine, their, yours, its, his, e.t.c. E.g. This is my book.	Reads Writes and Constructs sentences using possessive pronouns.	Look and say Demonstration	Reading Writing Constructing sentences	Effective communication Self awareness	Illustrated text books	Oxford Pri. Eng. Bk 2 Pg 41 Essential Work Bk 1 Pg 65

Tue	1	Accident and Safety	First Aid for broken bones	Music	A rhyme To garden x 3 today, bring all the hoes, pangas, knives, e.t.c. What shall we do in the garden today? Digging, Cutting and planting today. Call all the children and tell them to work. To garden x work.	Sings Dances Claps Recites the rhyme	Rote method Demonstration	Singing Reciting Dancing Clapping	Self esteem Self expression	Clappers	Tr's collection
	2			English	Guided composition	Reads and Writes the composition	Looks and say Demonstration Whole class discussion	Reading Writing	Effective communication Self awareness	Illustrated text books	English Wk Bk 1 Pg 12
	3			Art & Craft	Crayon resist	Draws Colours and Paints	Discussion Demonstration Instruction	Drawing Colouring	Creative thinking Interpersonal relation	Pencils Papers Coloured pencils Crayons	Children's Art & Craft Pg 73
	4			Lit 1 & 2	<u>First Aid for broken bones.</u> - Falling from a high ground or being knocked by a vehicle can cause broken bones.	States the first aid of broken limbs	Brain storming Whole class discussion	Reading Writing	Effective communication Critical thinking	Illustrated text books	Oxford Pri. Eng. Bk 2 Pg 152
	5			Maths	<u>Writing numbers names (60-70)</u> Sixty Sixty five Sixty one Sixty seven Sixty two Sixty eight Sixty three Sixty nine Sixty four Seventy	Reads and Writes the number names	Brain storming Whole class discussion	Reading Writing	Self esteem Self awareness	A chart showing words.	MK 2000 Bk 1

LIVING TOGETHER

WK	DAY	LESSON	THEME	SUBTHEME	LEARNING AREA	CONTENT	COMPETENCES	METHODS	ACTIVITIES	LIFE SKILLS/VALUES	INSTR. MAT	REF	REMARKS
7	MON	1	Living together	The family	News	Telling/signing news Singing a song	A learner tells news -Draws the family Sings a song	Story telling	Listening Singing Drawing	Effective comm Self-awareness	Story book	The National Primary School Curriculum for Uganda Page 284	
7		2	Living together	The family	Mathematics	Discussing and identifying sets of family members Grouping sets according to sex Making sets Matching sets	Identifies sets Groups sets Makes sets Matches sets	Discussion Group work	Identifying Grouping Matching	Cooperation Self-awareness	Family photos	The National Primary School Curriculum for Uganda Page 284	
7		3	Living together	The family	Literacy I	Identifying and naming Reading new words Matching pictures with words e.g father, mother, sister, brother, grandfather	Identifies family members Reads the words Matches pictures to words	Story telling Group work	Identifying Reading Matching	Interpersonal relationships Self awareness	Family photos	The National Primary School Curriculum for Uganda Page 284	
	MON		Living together	The family	Literacy II	Writing Words Listen and write father, mother	Writes words Draws family members	Group work	Reading Drawing Spelling	Cooperation	Family photos	NPSC page 284	
7	MON	4	Living together	The family	English	Vocabulary: Father,mother, sister, brother Structures This is my/our.. His/her name is....	Uses the words Uses the structures	Group work	Spelling Reading Use the given structures	Effective communication	Family photos	NPSC page 284	

7		5	Living together	The family	Creative performing arts	Singing songs related to family members Movement	Sings songs Dances	Rote method	Singing Dancing	Cooperation	Shakers Drums	NPSC page 284	
7		1	Living together	The family	News	Telling news Reciting rhyme	Tells news Recite the rhymes	Story telling	Listening Reciting	Effective communication	Photos	NPSC page 284	
7	TUE	2	Living together	The family	Mathematics	Counting 61-70 Writing number names 11-25	Counts numbers Writes numbers Matches numbers	Problem solving	Counting Writing Matching	Critical thinking	Number chart	NPSC page 284	
7	TUE	3	Living together	The family	Literacy I	Describes pictures related to family members' roles Matching	Names family members Matches	Discussion	Naming Matching	Interpersonal relationships	Photos	NPSC page 284	
	TUE		Living together	The family	Literacy II	Writing words Cooking, digging, farmer, driver	Writes words					NPSC page 284	
7	TUE	4	Living together	The family	English	Vocabulary: Son, daughter, uncle, aunt Structures: This is our..(mother, father) This is my/his/her (aunt, uncle)	Uses the words Uses the structures	Group work	Reading Spelling	Effective communication	Photos	NPSC page 284	
7	TUE	5	Living together	The family	Creative performing arts	Role playing	Listens to the song Takes up roles Reads words	Group work Dramatisation	Listening to the instructions Reading	Effective communication	Water Hoes Knives basin	NPSC page 284	

7		1	Living together	The family	News	Telling/singing Drawing	Tells news Draws the news	Story telling	Listening Drawing	Effective comm	Pictures	NPSC page 284	
7	WED	2	Living together	The family	Mathematics	Numbers 0-50 Sequencing number symbols	Counts numbers 1-50 Writes number symbols	Problem solving	Counting Writing number symbols	Critical thinking	A chart	NPSC page 284	
7	WED	3	Living together	The family	Literacy 1	Joining jigsaws of family members Reading new words and revising other known reading words	Joins jigsaws Reads new words	Discussion	Reading Spelling Writing	Interpersonal relationship	A chart	NPSC page 284	
7	WED	4	Living together	The family	English	Vocabulary Baby, nephew, niece Role playing different family roles and introduce family members Structures: This is his/her...	Uses the words Uses the structures	Group work	Reading Spelling Writing	Effective communication	A chart	NPSC page 284	
7	WED	5	Living together	The family	Free activity	Free activity Reading flash cards Smelling Joining jigsaws Role playing	Reads the words Spells the words Joins the jigsaws takes up roles	Explanation	Reading Spelling Joining jigsaws	Problem solving	Cards Jigsaw	NPSC page 284	
7	THUR	1	Living together	The family	News	Telling/signing news about people they live with at home Saying similes	Tells news Says similes	Story telling	Listening Reciting	Effective comm	A chart	NPSC page 284	

7	THUR	2	Living together	The family	Mathematics	Counting groups of 10 10, 20, 30, ____, __100	Counts in 10s Adds upto 50 without carrying	Problem solving	Counting Adding	Critical thinking	A chart	NPSC page 284	
7	THUR	3	Living together	The family	Literacy I	Joining jigsaws of sister, brother Reading new words Saying simple sentences	Joins the jigsaws Matches Draws family members	Discussion Story telling	Reading Matching Drawing	Cooperation	A chart	NPSC page 284	
	THUR		Living together	The family	Literacy II	Drawing family members Writing words						NPSC page 284	
7	THUR	4	Living together	The family	English	Vocabulary Grandfather, grandmother Structures This isher/his... His/her name is ...	Use the words Use the structures	Group work	Spelling Reading Writing	Effective communication	Flash cards	NPSC page 284	
7	THUR	5	Living together	The family	Creative performing arts	Listening Singing Movement	Listens to the song Sings the song Dances	Rote method	Singing Dancing	Cooperation	Drum Shakers	NPSC page 284	
7	FRI	1	Living together	The family	News	Telling/signing news Reading legends (story)	Tells the news Reads the stories	Story telling		Effective comm	Story books	NPSC page 284	
7	FRI	2	Living together	The family	Mathematics	Adding upto 50 without carrying vertically	Adds Counts	Group work	Adding counting	Critical thinking	A chart	NPSC page 284	

7	FRI	3	Living together	The family	Literacy I	Matching words to pictures Reading words Filling in missing letters	Matches words to pictures Fills in the missing letters	Discussion Group work	Matching Reading Filling in Drawing	Cooperation	Flash cards pictures	NPSC page 284	
7	FRI		Living together	The family	Literacy II	Drawing family tree Reading and writing	Draws a family tree					NPSC page 284	
7	FRI	4	Living together	The family	English	Vocabulary Draw a family picture and describe it e.g My mother si..(cooking food) My aunt is...(driving a car)	Draw a family tree Use the given structures Draws a family tree Uses the given structures	Group work	Drawing Reading Spelling	Effective communication	Flash cards	NPSC page 284	
7	FRI	5	Living together	The family	Creative performing arts	Drawing and colouring family members	Draws Colours family members	Demonstration	Drawing Colouring	Cooperation	Papers Colours	NPSC page 284	
8	MON	1	Living together	Ways of living together in the school	News	Telling g/signing news Singing a song	Tells news Sings a song	Story telling	Listening Singing	Interpersonal relationship	Story book	NPSC page 284	

8	MON	2	Living together	Ways of living together in the school	Mathematics	Matching symbols to number names (1-20) Playing missing number game Counting upto 70	Matches Fills in the missing numbers Counts numbers (1-70)	Problem solving	Matching Counting	Problem solving	A chart	NPSC page 285	
8	MON	3	Living together	Ways of living together in the school	Literacy I	Telling school rules and regulations orally	Reads the words Recites the school rules	Group work	Sweeping Cleaning Picking rubbish	Co-operation	School rules	NPSC Page 285	
8	MON				Literacy II	Reading and writing sentences e.g. John is slashing the	Reads and writes sentences	Group work	Reading writing	Effective commn	School rules	NPSC Page 285	
8	MON	4	Living together	Ways of living together in the school	English	Vocabulary e.g. clean, Wash. Structures: What is he/she doing..... What are you doing? I am.....	Uses the words Uses the structures	Group work	Reading Writing	Effectice Commn	Flash Cards	NPSC Page 285	
8	MON	5	Living together	Ways of living together in the school	Creative performin g Arts	Singing Dancing	Sings Dances	Rote method	Singing Dancing	Cooperation	Drums	NPSC Page 285	
8	TUE	1	Living together	Ways of living together in the school	News	Telling/singing news Reciting a rhyme	Tells news	Story telling	Listening Reciting	Cooperation	Story Book	NPSC Page 285	

8	TUE	2	Living together	Ways of living together in the school	Mathematics	Counting(1-70) Story sums for addition sum less than 50 without carrying. Adding sums Writing number symbols 41-50	Adds sums Writes number symbols	Problem Solving	Counting Adding Writing	Critical Thinking	A chart Counter s	NPSC Page 285	
8	TUE	3	Living together	Ways of living together in the school	Literacy I	Discussing ways of living together (sharing and working Saying the school motto Arranging words to make the motto	Shares ways of living together Arranges words	discussion	Sharing Reciting	Cooperation	Achart	NPSC Page 285	
8	TUE		Living together	Ways of living together in the school	LiteracyII	Writing the school motto	Writes the school motto	Discussion	Writing	Sharing	Flash Cards	NPSC Page 285	
8	TUE	4	Living together	Ways of living together in the school	English	Vocabulary: Work, dig, Sweep Structures: What do you do everyday? I....everyday. we...everyday	Uses the words Uses the structures	Group Work	Reading Spelling Writing	Effective Communication	Flash Cards	NPSC Page 285	
8	TUE	5			Creative Performing Arts	Singing the school Anthem	Sings the anthem	Rote method	Singing	Cooperation	A chart	NPSC Page 285	

8	WED	1	Living together	Ways of living together in the school	News	Telling/singing news Saying tongue Twisters	Tells news Says the tongue Twisters	Story telling	Listening Saying the tongue Twisters	Effective Commn	Flash cards	NPSC Page 285	
8	WED	2			mathematics	Identifying2 Halves that make awhole Saying a number rhyme	Cuts shapes Says the number rhyme	Problem solving	Cutting shapes Naming shapes	Problem solving	Fruits knife	NPSC Page 285	
8	WED	2			Literacy 1	Discussing ways of living together. (caring and helping Reading words and sentences Saying mission statement	Readings the words Writes the words	Discussion	Reading writing	cooperation	Flash cards	NPSC page 285	
	WED		Living together	Ways of living	Literacy 11	Writing words from the school Anthem						NPSC page 285	
8	WED	4		Together in the school	English	Vocabulary Knowing vocabulary e.g.care,play,learn Structures: What do you do everyday? i...everyday we...everyday	Uses the words Uses the structures	Group work	Reading Spelling writing	Effective commn	Flash cards	NPSC page 285	

8	WED				Creative performin g arts	Free activity	Reads the words. Matches. Recites the rhymes	Story telling	Reading Matching Filling in reciting	cooperation	Flash cards	NPSC page 285	
8	THURS	1			News	Telling/signing news Reading a story	Tell news Read a story	Story telling	Listening reading	cooperation		NPSC page 285	
8	THURS	2			Mathemat ics	Subtracting-up to 20 vertically no borrowing Subtracting up to horizontally	Subtract up to 20 vertically and horizontally	Problem solving	subtracting	Problem solving Critical thinking	counter s	NPSC page 285	
8	THURS		Living togethe r	Ways of living together in the school	Literacy 1 Literacy 11	Discussing ways of living together (playing and learning) Writing school prayer	Reads the words Writes the words	Discussion group work	Reading writing	cooperation	Flash cards	NPSC page 285	
8	THURS				English	Vocabulary: Read,write,draw Structures: Whatdo you do everyday? i...everyday we...everyday	Uses the words Uses the structures	Group work	Reading writing	Effective commn	Flash cards		

8	THURS	5			Creative performing arts	Role playing	Listen to the instructions Takes up roles	Group work	Acting cleaning	cooperation			
8	FRI	1			News	Telling/signing news Saying jingles	Tells news Says jingles	Story telling	Listening Saying jingles	Effective commn	Story book		
8	FRI	2			mathematics	Subtracting up to 20 vertically no borrowing playing a number game	Plays a number game	Problem solving	Subtracting Playing a game	Critical thinking	Counters Counting cards		
8	FRI	3	Living together	Ways of living together in the school	Literacy 1 Literacy 11	Revising the school motto, anthem, and prayer in relation to living	Recites the school anthem, school motto	discussion	Reciting writing	cooperation	Flash cards	NPSC page 285	
8	FRI	4			English	Vocabulary Revise Structures from the whole week using dialogue	Uses the sentences. Uses the sentences	Group Work	Reading Spelling Reciting	Effective Commn	Flash cards		
8	FRI	5			Creative performing arts	Modeling Materials for work	models	Group work	Modelling cleaning	cooperation	Water Clay containers		
9	MON	1	Living together	Ways of living together in the community	news	Telling news Reciting a rhyme	Tells news Recites a rhyme	Story telling	Listening reciting	Effective commn		NPSC page 286	

9	MON	2			mathematics	Drawing rectangular objects Comparing different shapes	Draws objects Comparing shapes	Problem solving	Drawing comparing	Critical thinking	Different shapes	The National Primary School Curriculum for Uganda page 286	
9	MON	3	Living together	Ways of living together in the community	Literacy 1	Talking about ways of living together in the community e.g communal work Reading words and sentences related to possessive pronouns e.g.his,hers,theirs,my,ours Writing words and sentences	Reads words Writes words	Dramatisation	Reading writing	Creative thinking	Flash cards	NPSC page 286	
9	MON	4			English	Vocabulary Cook, care, help Structures: What is he/she doing? He/she is... What are they doing? They are...	Use the words Use the sentences	Group work	Reading Spelling writing	Effective communication	Flash cards A chart		
9	MON	5			Creative performing arts	Listening Singing Playing percussion instruments	Listens to the song dances	Rote method	Singing dancing	cooperation	drums		

9	TUE	1		Ways of living together in the community	news	Tells news singing	Telling news Draws news	Group work	Listening listening	Effective communication	Story book	NPSC page 286	
9	TUE	2	Living together		mathematics	Identifying Counting (61-70) Measuring rectangular objects using non-standard units	Measures rectangular objects Counts numbers	Problem solving	Counting measuring	Critical thinking	Boxes b/board	NPSC page 286	
9	TUE	3			Literacy 1 Literacy 11	Asking and answering oral questions Reading words related to living together Reading polite notices Writing words e.g.cow,goat,flower. Writing sentences with the above words	Reads words Writes words	discussion	Reading writing	cooperation	flashcards		

9	TUE	4	Living together	Ways of living together in the community	English	Vocabulary Village market,clean Structures: What are they doing? They are... They are going to the market	Use the words Use the sentences	Group work	Reading Spelling Writing	Effective commn	Flash cards	NPSC page 286	
9	TUE	5			Creative performing arts	Singing dancing	Sings dances	Rote method	Singing dancing	cooperation	drums		
9	WED	1			news	Telling/singing news drawing	Tells news draws news	Story telling	Listening drawing	do	Papers pencils		
9	WED	2			mathematics	Identifying Talking aboutlength,breadth, width by measuring the classroom. reporting	Identifies measures Records the findings	Problem solving	Measuring Recording reporting	Critical thinking	Boxes B/board		

9	WED		Living together	Ways of living together in the community	Literacy 1 Literacy 11	Talking about occasions when people need to work together Forming simple sentences e.g the cow is grazing. Matching pictures to sentences Copying words and sentences formed e.g the cow is grazing	Matches pictures Copies	discussion	Matching writing	cooperation	Flash cards A chart	NPSC page 286	
9	WED	4			English	Vocabulary Share, clean, dig. Structures: What are they doing?	Uses the words Use the structures	Group work	Reading spelling	Effective communication	Flash cards		
9	WED	5			Creative performing arts	Free activity Reciting Reading Writing Joining jig saws	Recites words Reads words Writes words	Group work	Reciting Reading writing	cooperation	Flash cards		
9	THU	1	Living together	Ways of living together in the community	News	Telling/singing news Reciting rhymes	Tells news Recites rhymes	Group work	Listening Reciting rhymes	Effective communication		NPSC page 286	

9	THU	2			Mathematics	Counting in 10s Multiplying by 10 using repeated addition	Counts in 10s Multiplies by 10	Problem solving	Counting multiplying	Critical thinking	A chart		
9	THU	3			Literacy 1 Literacy 11	Talking about the importance of working together. Reading new words e.g. children, plants, buses, bicycle Matching pictures to words Forming and reading new sentences Writing words	Reads words Matches words to pictures Forms new sentences Writes words	Discussion Group work	Reading Matching writing	cooperation	Flash cards		
9	THU	4	Living together	Ways of living together in the community	English	Vocabulary Plant, slash Structure: What is he/she doing? He/She is...	Uses the words Uses the structures	Group work	Reading Spelling writing	Effective communication		NPSC page 286	
9	THU	5			Creative performing arts	Acting out community roles	acts	Group work	Digging Cleaning sweeping	cooperation	Brooms Slashers hoes		
9	FRI	1			news	Telling/singing news Reading a story	Tells news Reads a story	Story telling	Listening reading	Interpersonal relationships	Story book		

9	FRI	1			mathematics	Counting in 10s Playing missing number games in 10s Multiplying by 10	counts in 10s Plays games Multiplies by 10	Problem solving	Counting Playing games multiplying	Critical thinking	A chart cards		
9	FRI	3			Literacy 1 Literacy 11	Practicing communal work Singing motivating songs do	Digs around Cleans around Sings a song	Story telling	Sweeping Cleaning singing	Interpersonal relationships	Brooms hoes		
9	FRI	4	Living together	Ways of living together in the community	English	Vocabulary Revise all the vocabulary and structures for the week	Use the words Use the structures	Group work	Spelling Reading matching	Effective commn	A chart Flash cards	NPSC page 286	
9	FRI	5			Creative performing arts	Drawing Colouring shading	Draws Colours shades	Group work	Drawing Colouring shading	Cooperation	Papers Colours		

HILLSDPRIMARY SCHOOL

W K	DA Y	LESS ON	THEME	SUB THEME	LEARNING AREA	CONTENT	COMPETEN CES	METHODS	ACTIVITY	LIFE SKILLS & VALUES	INSTR. MAT	REF
10	MONDAY	1	Food and nutrition	Names and sources of food	News	Telling news about the food they ate yesterday Reciting a rhyme	A learner:- -Tells the news about the food they ate -Recites a rhyme	News telling	Tells the news Answers oral questions Recites a rhyme	Effective communication Self esteem	Real foods	NPSC for Ug. Tr's Guide pgs 308
		2	Food and nutrition	Names and sources of food	Mathematics	Naming foods Grouping foods Counting 71-80 Writing number symbols 61-80	A learner:- Names the foods Groups the foods Writes number symbols 61-80	Participating approach	Learners name and group the foods Count and write number symbols	Appreciation Care Self-awareness Responsibility	Real foods A chart showing food	NPSC for Ug P.1 page 39
		3	Food and nutrition	Names and sources of food	Literacy I	Matching number symbols to number names 16-20 Naming types of food Reading names of food e.g fish	A learner: Matches symbols to number names Names the types of food Reads the news of foods	Discussion Whole class Observation	Learners name the types of food Read the names of foods		Word cards A chart showing food Crayons Colored pencils	
			Food and nutrition	Names and sources of food	Literacy II	Writing patterns and letter 'f' Drawing and naming types of food Coloring the types of food	A learner: Writes the pattern and letter Draws the food Names the food Colours the food		Learners write the pattern and letter Draw and name the food Colour the food		Paper Word cards A chart showing sources of food	

			Food and nutrition	Names and sources of food	English	Vocabulary: clean, cover, wash, smoke, structures. What are you doing? I am We are.....	A learner: Gives the sources of food Uses the structures correctly	Discussion Dialogue	Learners give the sources of food using the given structures			
		5	Food and nutrition	Names and sources of food	Creative Performing Arts (Music)	Reciting rhymes about names and sources of food	A learner recites the rhyme related to food	Discussion Whole class and group Rote method	Learners recite the rhyme	Effective communication		
		1	Food and nutrition	Names and sources of food	News	Telling news Reciting a rhyme To market x 3 today	A learner: Tells the news Recites a rhyme	Discussion News telling	Learners tell their news and recite a rhyme	Care		
										Responsibility		
										Cooperation		
10		2	Food and nutrition	Names and sources of food	Mathematics	Counting 71-80 Adding vertically up to 60 no carrying (tens and ones)	A learner: -Counts 71-80 Adds tens and ones without carrying	Participatory approach	Learners count numbers 71-80 Add tens and ones without carrying			
	TUESDAY	3	Food and nutrition	Names and sources of food	Literacy I	Naming types of food Reading the names of food Playing a game Matching words to pictures	A learner: Names the types of food Reads the names of food	Discussion Whole class	Learners name the types of food Read the names of food Match words to pictures		Picture cards Word cards	
			Food and nutrition	Names and sources of food	Literacy II	Writing patterns and letters 'f' and 'e'	A learner Writes the patterns Writes the letters		Learners write the patterns and letters		Letter cards C/board illustration	

		4	Food and nutrition	Names and sources of food	English	Vocabulary: potatoes, bananas, fish, millet, Structures What are these? They/These are..... Yes, they are..? No, they are not.	A learner: Gives names and sources of food Pronounces the words correctly Uses correctly		Learners name the foods using the structures			
		5	Food and nutrition	Names and sources of food	Creative performing arts (Music)	Singing and dancing Playing percussion instruments	A learner: -Sings a song and dance -Plays the instruments	Rote	Lernegrs will sing a song and dance to rhythm	Effective communication Care Responsibility Cooperaion Appreciation Critical thinking	Drums Shakers h	
	WEDNESDAY	1			News	Telling news Drawing and coloring	A learner: Tells the news Draws their news Colours the news	Representati on Drawing	Learners will tell, draw and Colour the news			NPSC for Ug. Tr's Guide pgs 308
		2			Mathematics	Writing number names 26-30 Adding vertically upto 80 no carrying (tens and ones)	A learner: Writes number names Adds tens and ones without carrying	Participatory approach	Learners will write number names Add tens and ones			

		3			Literacy 1	Talking about appropriate sources of food Reading words Reading short sentences related to names and sources of food	A learner: Names the sources of food Reads the words correctly Reads short sentences related to names and sources of food	Discussion Whole class Participatory approach	Learners will talk about the appropriate sources of food. Read words Garden, shop, market Read sentences We get food from the garden		Word cards, strip cards A chart showing sources of food	NPSC for Ug P.1 page 39 Understanding Ppils Bk 1 pages 53-54
		4			Literacy 2	Writing patterns Writing letters "e", f, l" Writing words and sentences	A learner: Writes the patterns Writes the letters Writes the words and sentences		Learners will write the patterns, letters, words and sentences			Monit or Eng
		4	Food and nutrition	Names and sources of food	English	Vocabulary Groundnuts, peas, beans Structures: What are these/those? These/Those are....	A learner: Names the foods and their sources Pronounces the words correctly Uses the structures correctly	Discussion Dialogue	Learners name the foods using the structures	Effective communication Care Self esteem Appreciation Critical thinking	Real food	
10		5			Creative performing arts	Drawing the foods Colouring	A learner: Names the foods Draws the foods	Participatory approach	Learners draw and Colour the food		Crayons	NPSC for Ug. Tr's Guide

	THURSDAY	1			News	Telling news Listening to a folk tale	A learner: Tells news Listens to a folk tale Answers questions about the story	Discussion News telling	Learners tell their news Listen to a folk tale answer questions	Creative thinking Respect		pgs 308
		2			Mathematics	Subtracting numbers upto 30 without borrowing (tens and ones) Counting numbers upto 80	A learner: Subtracts tens and ones without borrowing Counts numbers upto 80	Participatory approach	Learners count numbers upto 80 Subtract tens and ones		Abacus place value tins	
		3			Literacy I	Reading the words Matching food to their sources Telling stories about food	A learner: Reads the words correctly Matches food to their sources		Learners read the words Match food to their sources Answer questions about the story		Word cards A picture/chart showing sources of food	
		3	Food and nutrition	Names and sources of food	Literacy II	Writing the pattern Writing letters e, f, o Writing the words and sentences	A learner: Writes the pattern Writes the letters Writes the words	Discussion Whole class Participatory approach	Learners write the pattern, letters, words and sentences	Appreciation Care Responsibility Effective communication Critical thinking	c/board illustration on cards with letters Real food Picture cards	

		4			English	Vocabulary: Eggs, hens, beans, Structures How many..are there? -There are.... -Do you like..? -Yes, I do. No, I don't -What are these/those? -These/Those are -They are...	A learner: -Gives names and sources of food -Pronounces the words correctly -Uses the structures correctly		Learners give the names of foods and their sources using the given structures		Real food Picture cards	
		5			Creative Performing Arts (Music)	Telling stories about names and sources of food Singing songs about names and sources of food	A learner: Listens to the story and answers questions' Sings a song about food	Discussion Story telling Role	Learners answer oral questions about the story Sing a song with appropriate actions			
		1			News	Telling news Saying tongue twisters	A learner: Tells their news Says tongue twisters	Discussion News telling	Learners tell news and say tongue twisters	Effective communication Self esteem Critical thinking Care Appreciation	Used up markers Abacus Place value this Strip cards Letter cards	
	FRIDAY	2			Mathematics	Subtracting numbers upto 30 without borrowing (tens and ones)	A learnersubtract s tens and ones	Participatory approach	Learners subtract tens and ones			

		3			Literacy i	Talking about simple food taboos Making work out of the cut out letters Reading words and short sentences	A learner: -Talks about simple food taboos -Forms words out of the cut-out letters -Reads words and short sentences		Learners talk about simple food taboos Form words out of cut out letters Read words and simple sentences about food			NPSC for Ug. Tr's Guide pgs 308
		4			Literacy II	Writing the patterns Writing letters f,e,o Writing simple sentences	A learner: Writes the letters Writes simple sentences	Demonstration	Learners write the patterns, letters and simple sentences			NPSC for Ug P.1 page 39
					English	Revising all the vocabulary and structures	A learner: Gives the names and sources of food -Uses the structures correctly	Discussion Dialogue	Learners revise all the vocabulary and structures learnt during the week	Effective communication Self esteem Critical thinking Care Respect Cooperation	Real food Word cards Strip cards crayons	Understanding Ppils Bk 1 pages 53-54
		5			Creative Performing Arts	Drawing types of food Colouring	A learner: Draws types of food Colours the pictures	Observation	Learners draw and Colour the food			Monitor or En
11	MONDAY	1	Food and Nutrition	Uses of food	News	Telling news Drawing news Coloring their news	A learner: Tells their news Draws the news Colours the news	Discussion News telling	Learners tell the news, draw and colour the news			

		2			Mathematics	Telling time for meals Adding up to 70 without carrying	A learner: Tells time for meals Adds upto 70 without carrying	Participatory approach	Learners tell different times for meals. Count upto 80 and add upto 70 without carrying			
		3			Literacy I	Naming the different foods they eat e.g bananas, fish Describing uses of food e.g eating, selling Reading the names of foods	A learner: Names the different foods they eat Describes the uses of food to our bodies Reads the names of different foods	Discussion Participatory approach	Learners name different foods they eat, describe the uses of food and read the names of different foods	Effective communication Respect Care Appreciation Self esteem Critical thinking	Real food Word cards	NPSC for Ug. Tr's Guide pgs 308
					Literacy II	Writing patterns Writing letter f Writing names of foods	A learner -Writes the patterns -Writes letter "f" -Writes names of foods	Observation	Learners write the patterns, letter and words			NPSC for Ug P.1 page 39
		4			English	Vocabulary: Potatoes, bananas, fish, groundnuts, Structures Present continuous: I like..... What am I? I am eating... What is he/she eating? He/She is eating...	A learner: Gives the foods we eat Uses the structures correctly	Discussion Dialogue	Learners give the foods we eat using the structures			Understandi ng Ppils Bk 1 pages 53-54 Monit or En

		5			Creative Performing Arts	Singing a song related to uses of food e.g We can play because we eat Listening	A learner: -Sings a song related to uses of food	Rote	Learners sing a song related to uses of food	Effective communication Self esteem Care Respect Appreciation Critical thinking	A picture showing uses of food	
	TUESDAY	1			News	Telling news Singing songs "Thank you for the world so sweet"	A learner Tells the news Sings a song	Discussion News telling	Learners tell their news and sing a song and dance to the rhythm			NPSC for Ug. Tr's Guide pgs 309
		2			Mathematics	Counting 71-80 Adding up to 70 without borrowing	A learner: Counts numbers 71-80 Adds numbers upto 70	Participatory approach	Learners count and add numbers upto 70			
		3			Literacy I	Match names of foods to their uses Read words related to uses of food e.g eat, sell Read short sentences in present tense	A learner: Matches names of foods to their uses, Reads the words related to uses of food Reads short sentences in present tense		Learners match names of food to their uses, Reads the words and sentences		Word cards Sentence cards	NPSC for Ug P.1 page 40 Trs Resource Bk pg 43
					Literacy II	Writing patterns Writing letters I, a Writing names of food Writing sentences	A learner: Writes the patterns Writes the letters Writes names of food Writes the sentences	Observation	Learners write the patterns, letters, names of food and the sentences		C/board illustration	

		4			English	Vocabulary: Potatoes, bananas, fish, groundnuts Structures I like..... I don't like... Do you eat...? Yes, I do. No, I don't	A learner: Gives the names of food Uses the structures correctly	Discussion dialogue	Learners give the names of food Use the structures Play the situational game	Effective communication Acceptance Decision making Self esteem Appreciation	Real food	
	WEDNESDAY	5			Creative Performing Arts	Reciting a rhyme about uses of food	A learner: Recites a rhyme about uses of food	Rote	Learners recite a rhyme		A picture showin g uses of food	NPSC for Ug. Tr's Guide pgs 309
11		1			News	Telling news Reciting a rhyme "One, two, wash your hands,"	A learner; Tells their news Recites a rhyme	Discussion News telling Rote	Learners tell the news and recite a rhyme			
		2			Mathematics	Counting numbers 71-80 Matching number symbols to number names 11- 20 Writing number names 10-20	A learner: Counts numbers 71-80 Matches number symbols to their names Writes number names correctly	Participatory approach	Learners count numbers, match and write number names		Word cards	NPSC for Ug P.1 page 40 Trs Rsc Bk
		3			Literacy I	Telling stories on the uses of food Answering oral questions Reading sentences on uses of food	A learner: -Tells stories on the uses of food -Reads sentences on uses of food	Discussion Story telling	Learners tell stories, answer oral questions and read sentences on uses of food		Strip cards	Eng pg 43

					Literacy II	Writing patterns Writing letters f,t,k,l Copying simple sentences related to uses of food (future tense)	A learner, Writes the patterns Writes the letters Copies simple sentences related to uses of food	Discussion Observation	Learners write the patterns, letters and sentences	Effective communication Appreciation Care Self esteem Assertiveness Acceptable Perseverance	C/board illustration on Strip cards	
		4			English	Vocabulary Simsim, beans, meat Structures: I like...ing + noun I don't like ...ing + noun We don't eat	A learner: Gives foods and their uses Uses the structures correctly	Discussion Dialogue	Learners give foods and their uses using the structures correctly			NPSC for Ug. Tr's Guide pgs 309
		5			Creative Performing Arts	Free activity Drawing foods Colouring foods Matching names to pictures	A learner: Draws the foods Colours the foods Matches names to pictures	Participatory approach	Learners carrying out a variety of activities e.g drawing, colouring, matching		Crayons Pictures Word cards	NPSC for Ug P.1 page 40
	THURSDAY	1			News	Telling news Saying tongue twisters	A learner: Tells his/her news Says the tongue twisters	Discussion News telling Rote	Learners tell their news and say the tongue twisters			
		2			Mathematics	Counting numbers 71-80 Subtracting numbers upto 30 vertically without borrowing	A learner: Counts numbers 71-80 Subtracts numbers vertically without borrowing	Participatory approach	Learners count numbers and subtract vertically without borrowing		Number chart	

	THURSDAY	3			Literacy I	Telling stories Reading short sentences on the uses of food Reciting a rhyme	A learner: Tells stories on food -Reads short sentences on the uses of food -Recites a rhyme	Discussions Story telling	Learners tell stories on food, read sentences on uses of food and recite a rhyme	Effective communication Self esteem Assertiveness Care Appreciation Critical thinking	Strip cards Letter and word cards Real food	
		4			Literacy II	Writing patterns Writing letters a,o,f Writing simple sentences related to uses of food -Filling in the missing letters	A learner: Writes the patterns Writes the letters Writes the sentences Fills in the missing letters	Observation	Learners write the patterns, letters, sentences and fill in the missing letters			NPSC for Ug. Tr's Guide pgs 309
		4			English	Vocabulary: Rice, millet, vegetables, Structures I like... I don't like... Do you like...? Yes, I do/No I don't. We do not like...	A learner: Gives foods and their uses Uses the structures correctly	Discussion dialogue	Learners give the food and their uses using the structures correctly			NPSC for Ug P.1 page 40 Trs Rsc Bk Eng pg 44
		5			Creative performing arts	Telling stories about uses of food Reciting a rhyme "Rickity, Pickity"	A learner Tells stories about uses of food. Recites a rhyme		Learners tell stories about uses of food and recite a rhyme			

	FRIDAY	1			News	Telling news Singing a lullaby	A learner: Tells his/her news Sings a lullaby	Discussion News telling Rote	Learners tell the news and sing a lullaby	Effective communication Crae Appreciation Self esteem Critical thinking	Counter s Number cards	
		2			Mathematics	Subtracting numbers up to 30 vertically without borrowing Playing number game	A learner: Subtracts numbers without borrowing -Plays the number game	Participatory approach	Learners subtract numbers without borrowing Play the number game			
	FRIDAY	3			Literacy I	Talking about foodsthey like and dislike and why? Revise reading names of foods and their uses Revise reading short sentences related to uses of food.	A learner: Talks about food he/she likes and dislikes Reads sentences related to uses of food		Learners talk about foods they like and dislike, read names of food and short sentences		Flash Cards	NPSC for Ug. Tr's Guide pgs 309
					Literacy II	Writing patterns Writing letters e,f,l,o,a Filling in the missing letters	A learner: Writes the patterns Writes the letters Fills in the missing letters	Observation Participatory approach	Learners write the patterns, letters and fill in the missing letters			NPSC for Ug P.1 page 40

		4			English	Vocabulary (2) Revise all the vocabulary including meat, cabbage, carrots, Revise all the structures Recites a rhyme "for health and strength"	A learner: Gives the foods and their uses Uses the structures correctly		Learners give the foods and their uses using the structures correctly		Picture cards	Trs Rsc Bk Eng pg 43
		5			Creative Performing Arts (Art and Crafts)	Drawing a market scene Colouring/painting their drawings	A learner: -Draws a market scene Colours/paints his/her drawings	Observation Discussion	Learners talk about where food comes from, draw a market scene and colour	Effective communication Self esteem Critical thinking Caring Honesty Responsibility		
	MONDAY	1		Keeping food safe	News	Telling news Singing songs	A learner: Tells his/her news Sings songs	Participatory approach Discussion News telling Rote	Learners tell news and sing songs			NPSC for Ug. Tr's Guide pgs 309 to 310
		2			Mathematics	Counting numbers 71-80 Counting in 3s Multiplication as repeated addition Drawing and shading multiples of 3	A learner: Counts in 3s Multiplies by using related addition Circles the multiples of 3	Participatory approach	Learners count numbers, count in 3s, circle the multiples of 3, add and multiply			

		3			Literacy I	Naming ways of keeping food safe Discussing ways of keeping food safe Reading words related to keeping food safe eg cleaning, covering	A learner: Names ways of keeping food safe Discusses ways of keeping food safe Reads words related to keeping food safe	Discussion	Learners Name ways of keeping food safe and discuss them Read words related to keeping food safe		Pictures of keeping food safe	NPSC for Ug P.1 page 40-41
					Literacy II	Writing patterns Writing letter f Writing sentences	A learner: Writes the pattern Writes the letter Writes the sentences	Observation	Learners write the pattern, letters and sentences		Strip cards	
		4			English	Vocabulary: Clean, cover, wash, smoke Structures What are you doing? I am..... We are.....	A learner: Names ways of keeping food safe Uses the structure correctly	Discussion Dialogue	Learners name ways of keeping food safe Use the given structures	Effective communication Self esteem Critical thinking Caring Honesty Responsibility Decision making	Pictures showing ways of keeping food safe	
		5			Creative Performing Arts	Singing songs related to keeping food safe. “Thank you for the world so sweet...”	A learner: Sings a song related to keeping food safe	Rote	Learners sing the song “thank you for the world so sweet”			NPSC for Ug. Tr’s Guide pgs 310
	TUESDAY	1	Keeping food safe		News	Telling news Reciting a rhyme “Bake a cake”	A learner: Recites a rhyme Tells their news	Discussion News telling Rote	Learners tell their news and recite a rhyme			

		2			Mathematics	Counting in 3s Multiplying the table of 3s	A learner Counts in 3s Multiplies by 3	Participatory approach	Learners count in 3s and multiply by 3			NPSC for Ug P.1 page 41
		3			Literacy I	Identifying edible and non-edible foods	A learner: Identifies edible and non edible foods Matches pictures to words Reads the words correctly Reads the sentences correctly		Learners identify edible and non-edible foods, match pictures to words, read words and sentences		Picture cards Word cards Strip cards	Trs Rsc Bk Eng pg 45
					Literacy II	Writing patterns Writing letters t, f Writing simple words related to keeping food safe e.g washing, smoking	A learner, Writes the patterns Writes the letters Writes the words	Observation Participatory approach	Learners write the patterns, letters and words	Effective communication Self awareness Self esteem Critical thinking Caring Honesty Responsibility	Letter card C/board illustrati on Word cards P[pictur e cards Shakers Drums Real food	

	TUESDAY	4			English	Vocabulary: Clean, cover, wash, smoke, Structures: What are you doing? I am..... What is she doing? He/She is.....	A learner: Names ways of keeping food safe Uses the structures correctly	Discussion- dialogue	Learners name ways of keeping food safe using the given structures			
		5			Creative Performing Arts	Singing Playing percussion instruments Dancing "Three blind mice"	A learner: Sings the song Plays the percussion instruments Dances to the rhyme	Rote Participatory approach	Learners sing, play the instruments and dance to the rhyme			NPSC for Ug. Tr's Guide pgs 310
	WEDNESDAY	1	Keeping food safe		News	Telling news Drawing the news	A learner: Tells their news Draws their news	Discussion News telling	Learners tell and draw their news			NPSC for Ug P.1 page 41 Trs Rsc Bk Eng pg 45
		2			Mathematics	Dividing to show the concept of halves and a whole Drawing and writing to show halves and wholes	Divides the foods into halves and a whole Draws and writes halves and wholes	Participatory approach	Learners divide the foods into halves and wholes Draw and write halves and wholes			
		3			Literacy I	Talking about ways of keeping food safe Fitting jog-saws Reading words fitted with jig saws e.g cooking, salting	A learner: Talks about ways of keeping food safe Fits jig saws correctly Reads the words correctly	Discussion Participatory approach	Learners talk about ways of keeping food, fit jigsaws and read the words	Effective communication Self-awareness Critical thinking Honesty Caring Responsibility	Picture cards Jigsaws Letter cards Word cards Strip cards	

					Literacy II	Writing patterns Writing letters a, e, I, o, u Writing the words “cooking, salting” Copying sentences	A learner: Writes the patterns Writes the letters Writes the words Copy the sentences	Observation	Learners write the patterns, letters, words and sentences			
	WEDNESDAY	4			English	Vocabulary: Cook, salt, Structures: What are you doing? I am..... What is she/he doing? He/She is.....	A learner: Names ways of keeping food safe Uses the structures correctly	Discussion dialogue	Learners name ways of keeping food safe using the given structures			NPSC for Ug. Tr's Guide pgs 310 NPSC for Ug P.1 page 41
		5			Creative Performing Arts	Free activity	A learner: Names ways of keeping food safe Carries out various activities in their groups	Discussion in groups Participatory approach	Learners carry out a variety of activities of keeping food safe			
	THURSDAY	1	Keeping food safe		News	Telling news Singing a traditional song Telling stories	A learner: Tells their news Sings a traditional song Tells the stories	Discussion News telling Story telling Rote	Learners tell their news Sing a song and tell stories	Effective communication Self esteem Self awareness Critical thinking Care Honesty Appreciation Responsibility	Real foods Word cards	Trs Rsc Bk Eng pg 45

		2			Mathematics	Dividing using foods to show concepts of halves Drawing and shading to show halves and wholes	A learner Divides foods to show halves Draws and shades halves and wholes	Participatory approach	Learners divide foods to show halves, draw and shade halves, quarters and wholes			
		3			Literacy I	Reciting rhymes related to keeping food safe Reading words related to keeping food safe e.g sun-drying, smoking Filling in missing words	A learner Recites rhymes related to keeping food safe Reads the words correctly Fills in the missing words		Learners recite the rhymes, read the words and fill in the missing words “Smoke your fish”			
					Literacy II	Writing patterns Writing letters I, o, e, u Writing the words e.g sun-drying	A learner: Writes the patterns Writes the letters Writes the words	Observation	Learners write the patterns, letters and words			
		4			English	Vocabulary: Sun-dry, wash, store Structures: What are you doing? I am..... What is he/she doing? He/She is... What are they doing? They are.....	A learner: Names ways of keeping food safe Uses the structures correctly	Discussion-dialogue	Learners name ways of keeping food safe using the given structures	Effective communication Self esteem Self awareness Critical thinking Care Honesty Responsibility		

		5			Creative Performing Arts	Story telling Role playing e.g washing Singing	A learner: Listens to the story Role plays in groups Sings a song	Discussion Story telling and groups	Learners role play in groups keeping food safe e.g cleaning, covering		Basket Water t Towel	
		1	Keeping food safe		News	Telling news Reciting a rhyme	A learner: Tells their news Recites a rhyme	Discussion News telling	Learners tell news and recite a rhyme			
	FRIDAY	2			Mathematics	Comparing measures (weight) e.g salt, beans, using non standard materials e.g mugs, cups, polythene papers recognizing shapes of different food containers	A learner: Compares measures of different items Recognizes shapes of different food containers	Participatory approach	Learners compare measures of items using heavier than or lighter than		Salt, beans, sand, cups Plastic bags	
		3			Literacy I	Talking about the importance of keeping food safe e.g avoid -Contamination -Rotting, diseases -Bad smell Reading words and short sentences	A learner: Talks about the importance of keeping food safe Reads the words Reads the sentences	Discussion group Participatory approach	Learners talk about the importance of keeping food safe Read the words and sentences	Effective communication Self esteem Self awareness Honesty Care Responsibility Critical thinking	Letter cards	NPSC for Ug. Tr's Guide pgs 310
					Literacy II	Writing patterns Writing letters T,e,o,a,u,i Writing short sentences on keeping food safe in present tense	A learner: Writes the patterns Writes the letters Writes the sentences in present tense	Observation	Learners write the patterns, letters and sentences		Word cards Strip cards	NPSC for Ug P.1 page 41

		4			English	Vocabulary: Revise all the words learnt. Structures: What are you doing? I am..... What is she/he doing? She/he is..... They are.....	A learner: Names the ways and importance of keeping food safe. Uses the structures correctly	Discussion- Dialogue	Learners name the ways and importance of keeping food safe and use the given structures		Word cards Strip cards	Trs Rsc Bk Eng pg 45
		5			Creative Performing Arts	Printing using leaves	A learner prints using leaves on paper	Observation Participatory approach	Learners print leaves on paper Display their work and talk about it		Simple items with prints, leaves, paint	