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MIDDLE CLASS (3-4) PRE-MATHEMATICS SCHEMES OF WORK FOR TERM 1 2021

GENERAL OUT COMES: DEVELOP MATHEMATICAL KNOWLEDGE AND VALUES.
AND DEVELOP IN MATHEMATICS FOR EVERYDAY USE.

Teacher:_____

DURATIONS WEEKS	TOPIC	SUB-TOPIC	SPECIFIC OUT COMES	LEARNERS ACTIVITIES	T/L RESOURCES	REFERENCES	REMARKS
1	Classification	Matching & sorting	Match objects according to different properties: Colour, Size, shape, setting a table.	Learners to match objects according to colour	Different objects	ECE page 24 T.G page 9	
2	Classification	Matching & sorting	Sort different objects, colour, size shape	Learners to objects according to size	Pencils, Books, Crayons	ECE page 24 T.G page 9	
3	Classification	Patterns	Make patterns using different objects	Learners to make pattern by using cans, building blocks.	Different objects	ECE page 24 T.G page 10	
4	Number and Notation	Counting	Count orally up to ten (10) objects.	Learners to make patterns by using cans templates. Building blocks.	Different objects e.g. stones, pencils.	ECE page 24 T.G page 11	
5	Number and	Counting	Identify number	Learners to	Learner's	ECE page 24	

	Notation		values up 1-5 Recognizing number values 1-5	identify the number 4 and 5	book	T.G page 12	
6	Number and notation	Counting	Use numerical 1-5 to symbolize	Learners to identify the number 4 and 5	Concrete objects	ECE page 24 T.G page 13	
7	**MID**	**TERM**	**B**	**R**	**E**	**A**	**K**
8	Number and Notation	Pre-writing	Trace numbers from 1-5	Learners to identify the number ‘2’ from the number value chart	Concrete objects and number value chart	ECE page 24 T.G page 14	
9	Plane shape	Lines	Trace different types of lines	Learners to trace straight lines in their books	Learners books	ECE page 25 T.G page 16	
10	Plane shape	Shapes	Colour basic shapes	Learners to groups to make straight lines using the stings.	Chart with basic shapes	ECE page 25 T.G page 16	
11	REVISION						
12	**END OF TERM ONE**						



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MIDDLE CLASS (3-4) EXPRESSIVE ART SCHEMES OF WORK FOR TERM 1 2021

GENERAL OUT COMES: DEVELOP SKILLS IN MOVEMENT, MANIPULATION, CO-ORDINATION CORRELATION, OBSERVATION AND SELF EXPRESSION.

Teacher:_____

DURATIONS WEEKS	TOPIC	SUB-TOPIC	SPECIFIC OUT COMES	LEARNERS ACTIVITIES	T/L RESOURCES	REFERENCES	REMARKS
1	Motor development	Gross motor	Perform simple body movements e.g. jumping crawling and walking	Learners to do warn up activities by stretching.	Learners, whistles and learners	ECE page 27 T.G page 9	
2	Motor development	Locomotor	Play different games e.g. catching, crowing, kicking, hopping and jumping	Learners to do a warm up by jumping up and down.	Teacher, learner's balls.	ECE page 27 T.G page 10	
3	Motor development	Locomotor	Demonstrate some structural body movements, e.g. standing, sitting, and jumping.	Learners to do a warm up of both in breathe out.	Teacher and learners	ECE page 27 T.G page 12	
4	Motor development	Locomotor	Demonstrate physical play with rules e.g. throwing	Learners to do a warm up of breath in breathe out.	Teacher & learners.	ECE page 27 T.G page 12	

			running and cooking.				
5	Music, Games and Dances	Music and dance	Demonstrate ability to sing songs	Learners to breathe out.	Teacher/ pupils	ECE page 27 T.G page 12	
6	Music, Games and Dances	Music and dance	Sing and respond to simple songs and simple song e,g, Rhythm melody and sound.	Learners practice break dance in pairs	Teachers, pupils	ECE page 27 T.G page 15	
7	**MID**	**TERM**	**B**	**R**	**E**	**A**	**K**
8	Art and Crafts	Craft	Fold papers in different shapes	Learners to fold papers to form objects	Teacher, learners	ECE page 27 T.G page 17	
9	Art and Crafts	Craft	Tear papers In different sizes and shapes	Learners to fold stretch and exercise their finger	Paper, teacher and learners	ECE page 27 T.G page 18	
10	Art and Crafts	Craft	Past papers to form patterns	Learners to practice pasting turn paper on the manila to form pattern	Paper, glue, A4 to A4, square to triangle	ECE page 27 T.G page 18	
11	Motor Development	Gross motor locomotor	Perform various walking activities	Learners to practice walking on tip toes with the teacher	Learners, Teacher	ECE page 28 T.G page 19	
12	REVISION						

13	END OF TERM ONE

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MIDDLE CLASS (3-4) ENVIRONMENTAL SCIENCE SCHEMES OF WORK FOR TERM 1 2021

GENERAL OUT COMES: DEVELOP SKILLS IN MOVEMENT, MANIPULATION, CO-ORDINATION CORRELATION, OBSERVATION AND SELF EXPRESSION.

Teacher:_____

DURATIONS WEEKS	TOPIC	SUB-TOPIC	SPECIFIC OUT COMES	LEARNERS ACTIVITIES	T/L RESOURCES	REFERENCES	REMARKS
1	The human body	External parts of the body	Name external Eyes, Head, nose, mouth, hands, legs ears.	Learners to identify the external parts of the body shown in the chart 1 learners books page 1	Learners book, learners	ECE page 18 T.G page 9	

2	The human body	External parts of the body	Talk about the functions of the external parts of the body	Learners to observe demonstration of walking, running, jumping & hopping.		ECE page 18 T.G page 11	
3	Plants	Plants in the locality	Identify different types of plants in the locality. Tress, grass, flowers maize, cabbage etc.	Learners to go but fro nature walk	Chart of a plant, learners book	ECE page 18 T.G page 14	
4	Plants	Plants in locality	Talk about the uses of plants,, firewood, food, shelter	Learners to listen as they talk about uses of plants.	Plants, firewood, shelter, food.	ECE page 18 T.G page 16	
5	Plants	Plants in the locality	Mention some fruit trees in the locality. • Domestic: mango, Banana, lemon, Orange. • Wild: Mabuyu, Masuku, Makole, Intungulu,	Learners to sing song on fruit tree.	Real fruits tress, learners book.	ECE page 18 T.G page 18	

			ifisongole etc.				
6	Plants	Plants in the locality	Identify different types of seeds e.g. bean, maize and groundnut.	Learners to group/identify displayed on the table.	Maize seeds, groundnuts seeds, bean seeds.	ECE page 18 T.G page 19	
7	**MID**	**TER M**	**B**	**R**	**E**	**A**	**K**
8	Animals	Domestic animal	Identify domestic animals by the sounds they make e.g. cow (moo, moo) goat (mee,mee)	Let learners talk about the picture on pg 13 of the learner's book.	Picture books, Learner's books.	ECE page 18 T.G page 20	
9	Animals	Wild animals	Identify common wild animals e.g. Lion, Elephant, Zebra	Learners talk about the picture on page 13 of the learners book	Picture chart Picture books	ECE page 19 T.G page 20	
10	Animals	Birds	Name familiar birds in the locality familiar	Learners to go out for nature walk	Picture books,	ECE page 19 T.G page 20	

			beds: Pigeon, Chicken eagle. Identify sounds of different birds.	to see domestic animals.	Learner's book		
11	Animals	Insects	Identify common insets found in the locality. Identify sounds of different birds.	Learners to mention common insects found in their locality	Leaner's book, model of insect	ECE page 19 T.G page 20	
12	REVISION						
13	END OF TERM ONE						

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MIDDLE CLASS (3-4) SOCIAL STUDIES SCHEMES OF WORK FOR TERM 1 2021

GENERAL OUT COMES: DEVELOP AN UNDERSTANDING OF THE INTERACTION OF HUMAN BEINGS WITH SOCIAL ECONOMIC AND PHYSICAL ENVIRONMENT.

Teacher:_____

DURATIONS WEEKS	TOPIC	SUB-TOPIC	SPECIFIC OUT COMES	LEARNERS ACTIVITIES	T/L RESOURCES	REFERENCES	REMARKS
1	Family	Nuclear family	Identify oneself. Self-identify: name, Sex, age	Learners to mention their age to each other e.g.	Learner's book plates, crayons paper, book and pencil	ECE page 12 T.G page 9	
2	Family	Nuclear family	Describe oneself (likes, dislikes, friends). Gender role: Identify nuclear family members. (family members, fathers, mother, brother, sister)	Learners to describe themselves & what they like a dislike in pairs	Learners washing paste, swab, plates, doom.	ECE page 12 T.G page 8	
3	Religion	God	Talk about God. God: love, creator healer, protector, provider	Learners to say what they know about God	Learner's book teacher's guide.	ECE page 12 T.G page 11	
4	Home	Houses	Mention	Learners to	Chart	ECE page 12	

			different types of houses • Types of houses: Huts, Tinned houses, mud houses, brick/block houses)	identify the brick house	showing types of houses. Learner's book pg 8	T.G page 12	
5	Home	Houses	Identify rooms found in a house • Rooms: siting room, bedroom, bathroom, toilets and kitchen.	Learners to identify different rooms in a house	Learners book, chart showing different rooms	ECE page 12 T.G page 13	
6	Home	Houses	Identify items found in each. • Items found in each room of a house, sitting room: TV, Radio. • Bedroom: Bed, blankets. • Bathroom: soap, Sponge.	learners to point and mention items found in the sitting room	Learners book showing different room	ECE page 12 T.G page 14	
7	**MID**	**TER M**	**B**	**R**	**E**	**A**	**K**
8	Home	Houses	Discuss responsibilities	Learners to carry	Learner's Book,	ECE page 12 T.G page 12	

			in the home e.g. cooking, sweeping, bathing. Etc.	different responsibilities in a home.	Learners, Teachers Guide.		
9	Home	Houses	Room of a House. • Sitting Room: Television, radio. • Bedroom: soap, sponge • Toilet: Tissue, tippy tap. • Kitchen: Stove, triangle stand	Learners to identify different rooms in a house.	Learner's book, chart showing different rooms.	ECE page 12 T.G page 12	
10	Community	My Community	Mention things found in the community e.g. trees pets, house, roads, drinks, markets, shops, etc.	Learners identify the tree and house the picture by pointing.	Chart showing 2 houses, learners book.	ECE page 12 T.G page 14	
11	Community	My Community	Identify ways of caring for property e.g. keeping environment clean.	Learners to mention, how they care for their toys.	Toy, learners books, learners	ECE page 12 T.G page 14	
12	REVISION						

13	END OF TERM ONE

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MIDDLE CLASS (3-4) LANGUAGE AND LITERACY SCHEMES OF WORK FOR TERM 1 2021

GENERAL OUT COMES: DEVELOP LISTENING SPEAKING, PRE-READING AND PRE-WRITING SKILLS.

Teacher:_____

DURATIONS WEEKS	COMPONENTS	TOPIC	SPECIFIC OUT COMES	LEARNERS ACTIVITIES	T/L RESOURCES	REFERENCES	REMARKS
1	Listening and speaking. Pre-reading. Pre-writing	Name Sounds Posture	Tell own name. - Identify sounds made by different domestic animal. - Demonstrate appropriate sitting posture. Tell friends names; - Identify sounds made by different objects (shakers, drums) - Demonstrate appropriate sitting posture.	Discuss with learners the picture in the learners book on page (1)	Learners name tags (name chart) domestic animals buds.	ECE page 3 T.G page 7	
2	Listening and	Names	Name	Learners to	Nuclear	ECE page 10	

	speaking. Pre-reading. Pre-writing		relationships of immediate family. - Identify sounds made by different musical instruments. - Demonstrate finger manipulation (finger flexing, kneading using clay soil.) - Demonstrate finger manipulation (picking stones, kneading using clay soil.) - Demonstrate finger manipulation (tearing papers, kneading using clay soil.)	identify members of the nuclear.	family chart, drum shaker.	T.G page 8	
3	Listening and speaking. Pre-reading.	Greetings Sounds	Use common greetings at different times of the day. - Imitate	Ask learners to demonstrate and say the greetings	Learners, learner's books.	ECE page 4 T.G page 13	

	Pre-writing	Handwriting	sounds made by domestic animals. - Demonstrate eye-hand co-ordination (Threading). - Use specific greetings for different situations. - Imitate sounds in the local environment. - Demonstrate ability to arrange objects from left to right (e.g. stone, buildingblocks.)	used at different times of the play.			
4	Listening and speaking. Pre-reading. Pre-writing Listening and speaking Pre-reading.	Greetings Books handling Handling tools Greetings Greetings	Use common greetings at different times of the day at school. • Demonstrate book handling. • Demonstrate holding writing tools (e.g. big pencil) • Use specific	Use different scenarios to show greeting at different times of the day at school eg. Morning, afternoon,	Learner's books, crayons, pencils and sticks.	ECE page 4 T.G page 17	

	Pre-writing	Handwriting	greetings for different situations. • Imitate sounds in the local environment. • Demonstrate ability to arrange objects from left to right (e.g. stones, building blocks). • Use common greetings at different times e.g. at school. • Demonstrate book handling.				
5	Listening and speaking. Pre-reading. Pre-writing	Commands Books handling Handling tool.	Listen and respond to commands and simple instructions. • Demonstrate book handling • Demonstrate holding writing tools	Play with learners a game on command e.g. follow and follow. Follow the leader.	Learners, learners books, crayons, pencils sticks.	ECE page 5 T.G page 20	

6	Listening and speaking. Pre-reading. Pre-writing	Conservation Sounds Handwriting	Talk about family experiences. • Sound out /a/ • Do pattern work for letter 'a'(circular)	Learners in groups to talk about what they do at home	Learner'sletter. Cards.	ECE page 5 T.G page 21	
7	**MID**	**TERM**	**B**	**R**	**E**	**A**	**K**
8	Listening and speaking. Pre-reading. Pre-writing	Conservation Sounds Handwriting	Talk about family experiences. • Sound out /a/ • Trace letter 'a'	Learners in groups to talk about what they do at school.	Learners pictures or objects that depit the vowel a.	ECE page 5 T.G page 25	
9	Listening and speaking. Pre-reading. Pre-writing	Conservation Sounds Handwriting	Talk about family experiences. • Sound out /e/	Ask learners to mention the foods they like/dislike.	Learner's letter e card.	ECE page 5 T.G page 27	

			• Trace letter 'e'				
10	Listening and speaking. Pre-reading. Pre-writing	Conservation Sounds Handwriting	Talk about family experiences. • Sound out /e/ • Do pattern work for letter 'e'	Ask learners, letter card e, learners book the food they like/dislike (picture 14)	ECE pag 6 TG pg 28 Learner's book	ECE pg 6 TG pg 28	
11	Listening and speaking. Pre-reading. Pre-writing	Conservation Sounds Handwriting	Talk about what they like and dislike about school. • Sound out /o/ • Trace letter 'o'	Ask learners to mention the like and dislike of school.	Learners, learners book, letter card, O.	ECE page 6 T.G page 6	
12	REVISION						
13	END OF TERM ONE						