

WEEK	LESSON	STRANDS	S-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	CORE COMPETENCE	VALUES	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT	REFL
1	1										
2	1-5	<b>SOCIAL ENVIRONMENT</b>	Myself	By the end of the sub-strand, the learner should be able to; a) talk about body parts (head, ears, eyes, mouth, hand,) for self-awareness, b) Tell the uses of ears, nose mouth and eyes. for self-awareness, c) Appreciate one’s body parts for self-esteem.	What are the parts of your body?  2. What are the uses of your body parts	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	Learners sing songs and say poems on body parts <input type="checkbox"/> Learners identify different parts of the body from a chart <input type="checkbox"/> Learners play different games on body parts <input type="checkbox"/> Learners tell the uses of different body parts <input type="checkbox"/> learners to draw and model parts of the body	Realia Charts pictures	<b>1.Observation</b> <b>2.Oral questions</b>	
3	1-5		Our School	By the end of the sub-strand, the learner should be able to; a) talk about work done by different people in the school b) participate in developing classroom rule (Dos and Don’ts) for interpersonal relationships c) appreciate the school community for harmonious living	Who are the people found at school?  2. What work is done by people at school?  3. How do we come up with rules and guidelines?  4. What are the dos and don’ts in	Communication and collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative	Love Respect Unity Peace Patience Responsibility	Learners to name people found at school eg teachers, watchman, driver etc <input type="checkbox"/> Learners to be taken round the school identifying the people by the work they do <input type="checkbox"/> Learners to mention the work done by people in school <input type="checkbox"/> Learners to role	Realia Charts pictures	<b>.Observation</b> <b>2.Oral questions</b>	

					the class?			play work done by people at school <input type="checkbox"/> Learners to be guided in coming up with rules and regulations of their class <input type="checkbox"/> Learners to sing songs about work done by people in the school <input type="checkbox"/> Learners to draw and model people in school			
4	1-5		Our School	By the end of the sub-strand, the learner should be able to; a) talk about work done by different people in the school b) participate in developing classroom rule (Dos and Don'ts) for interpersonal relationships c) appreciate the school community for harmonious living	Who are the people found at school?  2. What work is done by people at school?  3. How do we come up with rules and guidelines?  4. What are the dos and don'ts in the class?	Communication and collaboration  Critical thinking and problem solving	Love Respect Unity Peace Patience Responsibility	Learners to name people found at school eg teachers, watchman, driver etc <input type="checkbox"/> Learners to be taken round the school identifying the people by the work they do <input type="checkbox"/> Learners to mention the work done by people in school <input type="checkbox"/> Learners to role play work done by people at school <input type="checkbox"/> Learners to be guided in coming up with rules and regulations of their class <input type="checkbox"/> Learners to sing songs about work done by people in the school	Realia Charts pictures	<b>.Observation</b> <b>2.Oral questions</b>	

								<input type="checkbox"/> Learners to draw and model people in school			
5	1-5		<p><b>Our Home</b></p> <p><b>1.3.1 Structures/buildings</b></p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Name different structures and buildings found at home,</p> <p>b) Identify different buildings and structures at home,</p> <p>c) Talk about the uses of buildings and structures at home,</p> <p>d) Appreciate buildings and structures</p>	<p>Which are the buildings and structures found at home?</p> <p>2. What are the uses of different structures and buildings found at home</p>	<p>Communication and collaboration</p> <p>Critical thinking and problem solving</p>	<p>Respect</p> <p>Responsibility</p>	<p>Learners to name different structures and buildings at home</p> <p><input type="checkbox"/> Learners identify structures found at home in the environmental activities area in the classroom</p> <p><input type="checkbox"/> Learners talk about uses of buildings and structures at home</p> <p><input type="checkbox"/> Learners view videos of buildings and structures at home</p> <p><input type="checkbox"/> Learners to observe charts of peoples working, buildings, structures and tools used at</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p>Observation</p>	

6	1-5		<p><b>Our Home</b></p> <p><b>1.3.1 Structures/buildings</b></p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) Name different structures and buildings found at home,</p> <p>b) Identify different buildings and structures at home,</p> <p>c) Talk about the uses of buildings and structures at home,</p> <p>d) Appreciate buildings and structures</p>	<p>Which are the buildings and structures found at home?</p> <p>2. What are the uses of different structures and buildings found at home</p>			<p>Learners to name different structures and buildings at home</p> <p><input type="checkbox"/> Learners identify structures found at home in the environmental activities area in the classroom</p> <p><input type="checkbox"/> Learners talk about uses of buildings and structures at home</p> <p><input type="checkbox"/> Learners view videos of buildings and structures at home</p> <p><input type="checkbox"/> Learners to observe charts of peoples working, buildings, structures and tools used at</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p>	
7	1-5		<p><b>People found at home</b></p>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) name people found at home for self-awareness,</p> <p>b) tell the relationships between people found at home for harmonious living</p> <p>c) talk about people found at home for harmonious living</p> <p>d) talk about work done by people at home</p>	<p>1. Who are the people found at home?</p> <p>2. What work is done by people at home?</p>	<p>Communication and collaboration</p> <p>Self efficacy</p>	<p>Love</p> <p>Respect</p> <p>Unity</p> <p>Peace</p> <p>Patience</p> <p>Responsibility</p>	<p>Learners to be guided in naming people found at home,</p> <p><input type="checkbox"/> Learners to be guided in establishing the relationship of people found at home</p> <p><input type="checkbox"/> Learners to be guided in talking about work done by different people at home</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p>	

				e) appreciate people found at home and the work they do.				<input type="checkbox"/> Learners to discuss the importance of work done by people at home <input type="checkbox"/> Learners to role play work done by people at home <input type="checkbox"/> Learners to sing songs about work done by people at home <input type="checkbox"/> Learners could watch videos on people working			
8	1-5		<b>People found at home</b>	<p>By the end of the sub-strand, the learner should be able to;</p> <p>a) name people found at home for self-awareness,  b) tell the relationships between people found at home for harmonious living  c) talk about people found at home for harmonious living  d) talk about work done by people at home  e) appreciate people found at home and the work they do.</p>	<p>1. Who are the people found at home?</p> <p>2. What work is done by people at home?</p>	<p>Communication and collaboration</p> <p>Self efficacy</p>	<p>Love</p> <p>Respect</p> <p>Unity</p> <p>Peace</p> <p>Patience</p> <p>Responsibility</p>	<p>Learners to be guided in naming people found at home,</p> <p><input type="checkbox"/> Learners to be guided in establishing the relationship of people found at home</p> <p><input type="checkbox"/> Learners to be guided in talking about work done by different people at home</p> <p><input type="checkbox"/> Learners to discuss the importance of work done by people at home</p> <p><input type="checkbox"/> Learners to role play work done by people at home</p> <p><input type="checkbox"/> Learners to sing songs about work</p>	<p>Realia</p> <p>Charts</p> <p>pictures</p>	<p><b>.Observation</b></p> <p><b>2.Oral questions</b></p>	

								done by people at home <input type="checkbox"/> Learners could watch videos on people working			
9	1-5		<b>Interpersonal Relationship</b>	By the end of the sub-strand, the learner should be able to; a) Identify Courteous words used in day today life b) Talk about the use of courteous words in day to day life for interpersonal relationship c) Appreciate the need to use courteous words d) Use greetings and respond with actions appropriately  e) Show empathy to the needy	which words do you use to show respect to other people? 2. How do you greet different people	Communication and collaboration  Critical thinking and problem solving Self efficacy	Love Respect Unity Peace Patience Responsibility	Learners to be guided to identify courteous words used in their community <input type="checkbox"/> Learners to practice in groups use of courteous words and greetings <input type="checkbox"/> Learners to role play and dramatize use of courteous words <input type="checkbox"/> Learners to dramatize sharing play materials and snacks in a courteous way <input type="checkbox"/> Learners to recite poems on sharing <input type="checkbox"/> Learners to sing songs on greetings at different times of the day. <input type="checkbox"/> learners to watch a video on interpersonal relationship and respond <input type="checkbox"/> learners to watch facial animations of different emotions	Realia Charts pictures	<b>.Observation</b> <b>2.Oral questions</b>	
1	1-		Neighbo	By the end of the sub-		Communication	Love		Realia	<b>.Observat</b>	

0	5		urhood	strand, the learner should be able to; a) identify the classmates by names for harmonious living  b) name the classmates as neighbours for interpersonal relationships c) identify physical features in the	1. Who is a neighbour? 2. What are the names of my classmates? 3. What physical features found in your neighbourhood	and collaboration Critical thinking and problem solving Imaginative and creative	Respect Unity Peace Patience Responsibility	Learners listen to a story on the neighbourhood and answer questions <input type="checkbox"/> Learners tell names of their classmates as immediate neighbours <input type="checkbox"/> Learners to talk about friendship <input type="checkbox"/> Learners to talk about what they can do to their classmates through guided discussion <input type="checkbox"/> Learners to sing songs	Charts pictures	<b>ion</b> <b>2.Oral</b> <b>questions</b>	
1	1-1	5	Neighbourhood	By the end of the sub-strand, the learner should be able to; a) identify the classmates by names for harmonious living  b) name the classmates as neighbours for interpersonal relationships c) identify physical features in the  neighbourhood for safety and security d) appreciate the classmates as their neighbours	1. Who is a neighbour? 2. What are the names of my classmates? 3. What physical features found in your neighbourhood	Communication and collaboration	Love Respect Unity Peace Patience Responsibility	Learners listen to a story on the neighbourhood and answer questions <input type="checkbox"/> Learners tell names of their classmates as immediate neighbours <input type="checkbox"/> Learners to talk about friendship <input type="checkbox"/> Learners to talk about what they can do to their classmates through guided discussion <input type="checkbox"/> Learners to sing songs  about their classmates as neighbours	Realia Charts pictures	<b>.Observation</b> <b>2.Oral</b> <b>questions</b>	

								<input type="checkbox"/> learners to identify physical features in their neighbourhood eg churches, rivers, hills mountains etc.			
1 2	1- 5		<b>Dressing</b> By the end of the sub-strand, the learner should be able to; a) identify clothes worn at different times b) dress and undress appropriately c) to put on shoes correctly d) appreciate one's clothes for self-esteem	Which clothes do we wear at different occasions and ceremonies? 2. How do we put on clothes	Communication and collaboration Critical thinking and problem solving	Respect Responsibility	<input type="checkbox"/> Learners to sort and group clothes worn at different times <input type="checkbox"/> Learners to sort and group clothes according to the occasion and ceremony <input type="checkbox"/> Learners to watch videos on clothes worn at different occasions and ceremony <input type="checkbox"/> In the home corner; learner to practice wearing clothes shoes/tying laces and wearing socks <input type="checkbox"/> Learners to practice putting on clothes(sweater, jackets, shirts, shoes, shorts, skirts, blouses) <input type="checkbox"/> Learners to sing songs, and recite poems about clothes	Realia Charts pictures	<b>.Observation</b> <b>2.Oral questions</b> <b>3.written questions</b>		
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