

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	SOCIAL ENVIRONMENT	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 □ Learners identify different parts of the body from a chart □ Learners play different games on body parts □ Learners tell the uses of different body parts □ learners to draw and model parts of the body	Realia Charts pictures	1.Observation 2.Oral questions	
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 □ Learners to be taken round the school identifying the people by the work they do □ Learners to mention the work done by people in school □ Learners to role	Realia Charts pictures	.Observation 2.Oral questions	

					the class?			play work done by people at school ☐ Learners to be guided in coming up with rules and regulations of their class ☐ Learners to sing songs about work done by people in the school ☐ 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 ☐ Learners to be taken round the school identifying the people by the work they do ☐ Learners to mention the work done by people in school ☐ Learners to role play work done by people at school ☐ Learners to be guided in coming up with rules and regulations of their class ☐ Learners to sing songs about work done by people in the school	Realia Charts pictures	.Observation 2.Oral questions	

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

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

				e) appreciate people found at home and the work they do.				☐ Learners to discuss the importance of work done by people at home ☐ Learners to role play work done by people at home ☐ Learners to sing songs about work done by people at home ☐ Learners could watch videos on people working			
8	1-5		People found at home	By the end of the sub-strand, the learner should be able to; 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.	1. Who are the people found at home? 2. What work is done by people at home?	Communication and collaboration Self efficacy	Love Respect Unity Peace Patience Responsibility	Learners to be guided in naming people found at home, ☐ Learners to be guided in establishing the relationship of people found at home ☐ Learners to be guided in talking about work done by different people at home ☐ Learners to discuss the importance of work done by people at home ☐ Learners to role play work done by people at home ☐ Learners to sing songs about work	Realia Charts pictures	.Observation 2.Oral questions	

								done by people at home ☐ Learners could watch videos on people working			
9	1-5		Interpersonal Relationship	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 ☐ Learners to practice in groups use of courteous words and greetings ☐ Learners to role play and dramatize use of courteous words ☐ Learners to dramatize sharing play materials and snacks in a courteous way ☐ Learners to recite poems on sharing ☐ Learners to sing songs on greetings at different times of the day ☐ Learners to watch a video on interpersonal relationship and respond ☐ Learners to watch facial animations of different emotions	Realia Charts pictures	.Observation 2.Oral questions	
1	1-		Neighbo	By the end of the sub-		Communication	Love		Realia	.Observat	

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 ☐ Learners tell names of their classmates as immediate neighbours ☐ Learners to talk about friendship ☐ Learners to talk about what they can do to their classmates through guided discussion ☐ Learners to sing songs	Charts pictures	ion 2.Oral questions	
1 1	1- 5		Neighbo urhood	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 ☐ Learners tell names of their classmates as immediate neighbours ☐ Learners to talk about friendship ☐ Learners to talk about what they can do to their classmates through guided discussion ☐ Learners to sing songs classmates as neighbours	Realia Charts pictures	.Observat ion 2.Oral questions	

☐ learners to

solving

☐ Learners to sort

☐ Learners to

☐ In the home

☐ Learners to

☐ Learners to sing

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