**2024 RATIONALISED PRE-PRIMARY ONE CREATIVE ARTS TERM 2**

**TEACHERS NAME: SCHOOL: YEAR: TERM:**

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| **W**  **K** | **LS**  **N** | **STRANDS** | | | | **Sub-STRAND** | | **SPECIFIC LEARNING OUTCOMES** | **LEARNING**  **EXPERIENCES** | **KEY INQURY QUESTION(S)** | **LEARNING**  **RESOURCES** | **ASSESSMENT**  **METHODS** | **REFL** |
| 1 | 1 | My Home | | | | Modelling materials used in modelling | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. Collect materials used in modelling 3. appreciate own and others’ modelled works. | The learner is guided to:  ● collect materials used in modelling (clay, plasticine), | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | materials used in modelling | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. Collect materials used in modelling 3. appreciate own and others’ modelled works. | The learner is guided to:  ● collect materials used in modelling (clay, plasticine), | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | materials used in modelling | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. Collect materials used in modelling 3. appreciate own and others’ modelled works. | The learner is guided to:  ● collect materials used in modelling (clay, plasticine), | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 4 | My Home | | | | Slab technique | | By the end of the lesson, the learner should be able to:   1. describe slab technique used modelling. 2. Demonstrate modelling through slab technique. 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 5-6 | My Home | | | | Slab technique | | By the end of the lesson, the learner should be able to:   1. describe slab technique used modelling. 2. Demonstrate modelling through slab technique. 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 2 | 1 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 4-5 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 6 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 3 | 1 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Modelling using slab technique | | By the end of the lesson, the learner should be able to:   1. Identify materials used in modelling, 2. model utensils found at home using the slab technique 3. appreciate own and others’ modelled works. | The learner is guided to:  ● watch video clips demonstrating the slab technique,  ● observe utensils such as plate, spoon, pan, cup,  ● share modelling materials amongst themselves equitably,  ● model utensils using the slab technique by observing the actual utensils, | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | Singing action songs | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung about utensils 2. sing action songs on utensils for awareness, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● sing songs as they model utensils,  ● display their modelled work while making some fun movements,  ● clean their working areas and  store the modelled utensils in the creative corner. | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 4 | My Home | | | | Singing action songs | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung about utensils 2. sing action songs on utensils for awareness, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● sing songs as they model utensils,  ● display their modelled work while making some fun movements,  ● clean their working areas and  store the modelled utensils in the creative corner. | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 5-6 | My Home | | | | Singing action songs | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung about utensils 2. sing action songs on utensils for awareness, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● sing songs as they model utensils,  ● display their modelled work while making some fun movements,  ● clean their working areas and  store the modelled utensils in the creative corner. | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 4 | 1 | My Home | | | | Singing action songs | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung about utensils 2. sing action songs on utensils for awareness, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● sing songs as they model utensils,  ● display their modelled work while making some fun movements,  ● clean their working areas and  store the modelled utensils in the creative corner. | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Singing action songs | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung about utensils 2. sing action songs on utensils for awareness, 3. appreciate own and others’ modelled works. | The learner is guided to:  ● sing songs as they model utensils,  ● display their modelled work while making some fun movements,  ● clean their working areas and  store the modelled utensils in the creative corner. | Why do you like  modelling? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | Sounds in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. observe pictures or objects or animals that make sound 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● take a nature walk around the home or neighbourhood,  ● listen to sounds from domestic animals, birds and objects, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 4 | My Home | | | | Sounds in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. observe pictures or objects or animals that make sound 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● take a nature walk around the home or neighbourhood,  ● listen to sounds from domestic animals, birds and objects, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 5-6 | My Home | | | | Sounds in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. observe pictures or objects or animals that make sound 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● take a nature walk around the home or neighbourhood,  ● listen to sounds from domestic animals, birds and objects, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 5 | 1 | My Home | | | | Sounds in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. observe pictures or objects or animals that make sound 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● take a nature walk around the home or neighbourhood,  ● listen to sounds from domestic animals, birds and objects, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Imitating sound in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. imitate sounds from home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● imitate the different sounds of animals, birds or objects heard,  ● march while imitating the various sounds from the environment,  ● imitate musical sounds of domestic animals, objects and birds from the school environment, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | Imitating sound in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. imitate sounds from home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● imitate the different sounds of animals, birds or objects heard,  ● march while imitating the various sounds from the environment,  ● imitate musical sounds of domestic animals, objects and birds from the school environment, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
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|  | 5-6 | My Home | | | | Imitating sound in the immediate environment | | By the end of the lesson, the learner should be able to:   1. identify sound from the home environment, 2. imitate sounds from home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● imitate the different sounds of animals, birds or objects heard,  ● march while imitating the various sounds from the environment,  ● imitate musical sounds of domestic animals, objects and birds from the school environment, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 6 | 1 | My Home | | | | Singing musical rhymes with sounds from the home environment | | By the end of the lesson, the learner should be able to:   1. identify objects or animals that produce sounds at home. 2. sing musical rhymes with sounds from the home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● produce the sounds they heard for fun with peers, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Singing musical rhymes with sounds from the home environment | | By the end of the lesson, the learner should be able to:   1. identify objects or animals that produce sounds at home. 2. sing musical rhymes with sounds from the home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● produce the sounds they heard for fun with peers, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3-4 | My Home | | | | Singing musical rhymes with sounds from the home environment | | By the end of the lesson, the learner should be able to:   1. identify objects or animals that produce sounds at home. 2. sing musical rhymes with sounds from the home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● produce the sounds they heard for fun with peers, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 5 | My Home | | | | Singing musical rhymes with sounds from the home environment | | By the end of the lesson, the learner should be able to:   1. identify objects or animals that produce sounds at home. 2. sing musical rhymes with sounds from the home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● produce the sounds they heard for fun with peers, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 6 | My Home | | | | Singing musical rhymes with sounds from the home environment | | By the end of the lesson, the learner should be able to:   1. identify objects or animals that produce sounds at home. 2. sing musical rhymes with sounds from the home environment for enjoyment, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● produce the sounds they heard for fun with peers, | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
| 7 | 1 | My Home | | | | Colouring pictures of objects or animals that produce sound | | By the end of the lesson, the learner should be able to:   1. identify materials used in colouring. 2. colour pictures of objects or animals that produce sounds at home, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● in groups colour pictures of objects or animals that produce sounds at home,  ● talk about and appreciate the sounds of domestic animals, birds and objects in the locality. | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 2 | My Home | | | | Colouring pictures of objects or animals that produce sound | | By the end of the lesson, the learner should be able to:   1. identify materials used in colouring. 2. colour pictures of objects or animals that produce sounds at home, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● in groups colour pictures of objects or animals that produce sounds at home,  ● talk about and appreciate the sounds of domestic animals, birds and objects in the locality. | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 3 | My Home | | | | Colouring pictures of objects or animals that produce sound | | By the end of the lesson, the learner should be able to:   1. identify materials used in colouring. 2. colour pictures of objects or animals that produce sounds at home, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● in groups colour pictures of objects or animals that produce sounds at home,  ● talk about and appreciate the sounds of domestic animals, birds and objects in the locality. | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 4 | My Home | | | | Colouring pictures of objects or animals that produce sound | | By the end of the lesson, the learner should be able to:   1. identify materials used in colouring. 2. colour pictures of objects or animals that produce sounds at home, 3. appreciate the different sounds from the home environment for musical awareness. | The learner is guided to:  ● in groups colour pictures of objects or animals that produce sounds at home,  ● talk about and appreciate the sounds of domestic animals, birds and objects in the locality. | What do you do when you hear sounds? | Clay, plasticine, water, picture  cutouts of utensils, real utensils,  digital devices, Bell, vehicles, | Observation schedule,  observation checklist,  portfolio, oral questions,  records |  |
|  | 5-6 | My School | | | | Crawling  and bending – difference between crawling and bending | | By the end of the lesson, the learner should be able to:   1. differentiate between crawling and bending activities through practice, 2. watch a video clip on bending and crawling 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● watch a demonstration or videos showing learners engaged in bending and crawling activities, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 8 | 1 | My School | | | | difference between crawling and bending | | By the end of the lesson, the learner should be able to:   1. differentiate between crawling and bending activities through practice, 2. watch a video clip on bending and crawling 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● watch a demonstration or videos showing learners engaged in bending and crawling activities, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2 | My School | | | | difference between crawling and bending | | By the end of the lesson, the learner should be able to:   1. differentiate between crawling and bending activities through practice, 2. watch a video clip on bending and crawling 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● watch a demonstration or videos showing learners engaged in bending and crawling activities, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 3 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4-6 |  |  |  |  | | **HALF TERM** | | | | | | |
| 9 | 1 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2-3 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 5 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 6 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 10 | 1 | My School | | | | Performing crawling | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform crawling activities in the school playing field, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate crawling on safe and clean surface,  ● cooperatively, practise crawling on safe and clean surface in groups or pairs, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 3 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 5-6 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 11 | 1 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2 | My School | | | | Performing bending | | By the end of the lesson, the learner should be able to:   1. state the difference between crawling and bending 2. perform bending forward and sideways for gross motor development, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● individually, demonstrate bending on safe and clean surface,  ● display calmness and practice bending forward and sideways in groups or pairs while picking balls from the ground, | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 3 | My School | | | | Singing action songs involving bending and crawling | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung while bending and crawling 2. sing action songs involving crawling and bending movements, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● sing action songs while performing crawling and bending movements,  ● collaborate and play crawling and bending fun game,  ● use appropriate language in talking about own and others performance in crawling and bending. | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4 | My School | | | | Singing action songs involving bending and crawling | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung while bending and crawling 2. sing action songs involving crawling and bending movements, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● sing action songs while performing crawling and bending movements,  ● collaborate and play crawling and bending fun game,  ● use appropriate language in talking about own and others performance in crawling and bending. | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 5-6 | My School | | | | Singing action songs involving bending and crawling | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung while bending and crawling 2. sing action songs involving crawling and bending movements, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● sing action songs while performing crawling and bending movements,  ● collaborate and play crawling and bending fun game,  ● use appropriate language in talking about own and others performance in crawling and bending. | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 12 | 1 | My School | | | | Singing action songs involving bending and crawling | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung while bending and crawling 2. sing action songs involving crawling and bending movements, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● sing action songs while performing crawling and bending movements,  ● collaborate and play crawling and bending fun game,  ● use appropriate language in talking about own and others performance in crawling and bending. | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2 | My School | | | | Singing action songs involving bending and crawling | | By the end of the lesson, the learner should be able to:   1. identify action songs that can be sung while bending and crawling 2. sing action songs involving crawling and bending movements, 3. appreciate own and others’ performance in crawling and bending activities in the school playing field | The learner is guided to:  ● sing action songs while performing crawling and bending movements,  ● collaborate and play crawling and bending fun game,  ● use appropriate language in talking about own and others performance in crawling and bending. | 1. Why is bending  necessary?  2. How can one  perform bending  forward and  sideways? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 3 | My School | | | | Items used in singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. collect materials used in singing game. 3. appreciate self and others performance in singing games. | The learner is guided to:  ● collect and name items used in singing game such as bean bags, toys, skipping ropes, improvised balls and dolls,  ● pick and share items equitably in  groups or pairs, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4 | My School | | | | Items used in singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. collect materials used in singing game. 3. appreciate self and others performance in singing games. | The learner is guided to:  ● collect and name items used in singing game such as bean bags, toys, skipping ropes, improvised balls and dolls,  ● pick and share items equitably in  groups or pairs, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs , balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 5-6 | My School | | | | Items used in singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. collect materials used in singing game. 3. appreciate self and others performance in singing games. | The learner is guided to:  ● collect and name items used in singing game such as bean bags, toys, skipping ropes, improvised balls and dolls,  ● pick and share items equitably in  groups or pairs, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs , balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 13 | 1 | My School | | | | Items used in singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. collect materials used in singing game. 3. appreciate self and others performance in singing games. | The learner is guided to:  ● collect and name items used in singing game such as bean bags, toys, skipping ropes, improvised balls and dolls,  ● pick and share items equitably in  groups or pairs, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs , balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 2 | My School | | | | Performing singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. perform singing games in school for enjoyment, 3. appreciate self and others performance in singing games. | The learner is guided to:  ● perform singing games using the  collected items, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 3 | My School | | | | Performing singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. perform singing games in school for enjoyment, 3. appreciate self and others performance in singing games. | The learner is guided to:  ● perform singing games using the  collected items, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 4 | My School | | | | Performing singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. perform singing games in school for enjoyment, 3. appreciate self and others performance in singing games. | The learner is guided to:  ● perform singing games using the  collected items, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
|  | 5-6 | My School | | | | Performing singing games | | By the end of the lesson, the learner should be able to:   1. identify items used in singing games at school, 2. perform singing games in school for enjoyment, 3. appreciate self and others performance in singing games. | The learner is guided to:  ● perform singing games using the  collected items, | Why are singing  games performed? | Digital devices, balls, bean bags,  hulahoop, skipping rope.  coloured pencils, crayons, drawn  pictures, skipping rope, bean bags,  scarfs ,balls. | Observation schedule,  observation checklist,  portfolio oral questions |  |
| 14 |  | **ASSESSMENT AND END TERM CLOSING** | | | | | | | | | | | |