**PRE- PRIMARY TWO RATIONALISED CREATIVE ARTS ACTIVITIES SCHEMES OF WORK TERM 2**

**TEACHER’S NAME………………………………… SCHOOL…………………………. TERM II YEAR: 2024**

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| **W** **K**  | **Ls n**  | **Strands**  | **Sub-strand**  | **Specific learning outcomes**  | **Key inqury question(s)**  | **Learning experiences**  | **Learning resources**  | **Assessment methods**  | **Refl**  |
| 1  | 1  | Our school  | Swinging and stretching- difference between swinging and stretching  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Watch a video clip on swinging and stretching
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● watch video clips showing learners performing activities on swinging and stretching,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our school | Difference between swinging and stretching  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Watch a video clip on swinging and stretching
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● watch video clips showing learners performing activities on swinging and stretching,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Our school | Difference between swinging and stretching  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Watch a video clip on swinging and stretching
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● watch video clips showing learners performing activities on swinging and stretching,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 4  |  Our school | Performing swinging activities while singing  | By the end of the lesson, the learner should be able to: A. Differentiate swinging and stretching activities through practice,  | How do you stretch and swing?  | The learner is guided to: * Demonstrate swinging activities,
* Talk about safety during swinging activity in pairs,
 | Scissors, glue, sand, grass, feathers, papers, paper bags,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  |  |  | 1. Perform swinging activities while singing a song for fun,
2. Acknowledge the importance of swinging and stretching.
 |  | ● practise swinging the arms, waist, shoulders, head while observing safety,   | Sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  |  |  |
|   | 5-6  |  Our school | Performing swinging activities while singing  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Perform swinging activities while singing a song for fun,
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: Demonstrate swinging activities, Talk about safety during swinging activity in pairs, Practise swinging the arms, waist, shoulders, head while observing safety,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 2  | 1  |  Our school | Performing swinging activities while singing  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Perform swinging activities while singing a song for fun,
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: Demonstrate swinging activities, Talk about safety during swinging activity in pairs, Practise swinging the arms, waist, shoulders, head while observing safety,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our school | Performing stretching activities  | By the end of the lesson, the learner should be able to: 1. State the difference between swinging and stretching
2. Perform stretching activities for gross motor development,
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● demonstrate stretching activities, ● stretch their hands and legs in groups,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Our school | Performing stretching activities  | By the end of the lesson, the learner should be able to: 1. State the difference between swinging and stretching
2. Perform stretching activities for gross motor development,
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● demonstrate stretching activities, ● stretch their hands and legs in groups,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|   | 4-5  |  Our school | Performing stretching activities  | By the end of the lesson, the learner should be able to: 1. State the difference between swinging and stretching
2. Perform stretching activities for gross motor development,
3. Acknowledge the importance of swinging and stretching.
 | How do you stretch and swing?  | The learner is guided to: ● demonstrate stretching activities, ● stretch their hands and legs in groups,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 6  |  Our school | Colouring drawn pictures of learners swinging  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Colour drawn pictures of learners swinging for enjoyment,
3. Acknowledge own and others’ drawn swinging materials.
 | How do you stretch and swing?  | The learner is guided to: Colour drawn pictures of learners swinging and stretching, Display and talk about own and others coloured pictures on swinging and stretching.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 3  | 1  |  Our school | Colouring drawn pictures of learners swinging  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
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 | How do you stretch and swing?  | The learner is guided to: Colour drawn pictures of learners swinging and stretching, Display and talk about own and others coloured pictures on swinging and stretching.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our school | Colouring drawn pictures of learners stretching  | By the end of the lesson, the learner should be able to: 1. Differentiate swinging and stretching activities through practice,
2. Colour drawn pictures of learners stretching for enjoyment,
3. Acknowledge own and others’ drawn swinging materials.
 | How do you stretch and swing?  | The learner is guided to: Colour drawn pictures of learners swinging and stretching, Display and talk about own and others coloured pictures on swinging and stretching.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
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|  |  |  |  | 1. Colour drawn pictures of learners stretching for enjoyment,
2. Acknowledge own and others’ drawn swinging materials.
 |  |  | Sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  |  |  |
|   | 4  | Our school | Parts of the body that can be used as percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Observe pictures of body parts used as percussion instruments.
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: Watch video clips of learners or demonstrations of performance of rhythmic sounds using body parts in groups, Name parts of the body that can be used to perform music (clapping, Stumping, snapping), in pairs,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Our school | Parts of the body that can be used as percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
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| 4  | 1  |  Our school | Parts of the body that can be used as percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
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3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
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|   | 4  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Perform rhythmic sounds using parts of the body when singing in school,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: * Practise rhythmic sounds (clapping, stumping, snapping) using body parts,

● practise singing while clapping, stumping and snapping in groups, ● record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded musical rhythms using body percussions.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: A. Identify parts of the body that can be used as percussion in performance of music in school,  | How can we use parts of our body to create musical rhythms?  | The learner is guided to: Practise rhythmic sounds (clapping, stumping, snapping) using body parts, ● practise singing while clapping, stumping and snapping in groups,  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  | Our school |  | 1. Perform rhythmic sounds using parts of the body when singing in school,
2. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 |  | Record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded musical rhythms using body percussions.  | Ropes, hula hoops, swings,  |  |  |
| 5  | 1  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Perform rhythmic sounds using parts of the body when singing in school,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: Practise rhythmic sounds (clapping, stumping, snapping) using body parts, ● practise singing while clapping, stumping and snapping in groups, ● record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded musical rhythms using body percussions.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Perform rhythmic sounds using parts of the body when singing in school,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: Practise rhythmic sounds (clapping, stumping, snapping) using body parts, ● practise singing while clapping, stumping and snapping in groups, ● record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded musical rhythms using body percussions.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Perform rhythmic sounds using parts of the body when singing in school,
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: Practise rhythmic sounds (clapping, stumping, snapping) using body parts, ● practise singing while clapping, stumping and snapping in groups, ● record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  |  |  | C. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.  |  | Musical rhythms using body percussions.  |  |  |  |
|   | 4  |  Our school | Performing rhythmic sounds using parts of body  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Perform rhythmic sounds using parts of the body when singing in school,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: * Practise rhythmic sounds (clapping, stumping, snapping) using body parts,

● practise singing while clapping, stumping and snapping in groups, ● record in turns their performances in creating musical rhythms using body percussions, Talk about own and others recorded musical rhythms using body percussions.  | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Our school | Colouring drawn pictures of parts of the body used a percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Colour drawn pictures of parts of the body used as percussions for gross motor development,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: ● colour drawn pictures of parts of the body used as body percussions,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 6  | 1  |  Our school | Colouring drawn pictures of parts of the body used a percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Colour drawn pictures of parts of the body used as percussions for gross motor development,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: ● colour drawn pictures of parts of the body used as body percussions,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|   | 2  |  Our school | Colouring drawn pictures of parts of the body used a percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Colour drawn pictures of parts of the body used as percussions for gross motor development,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: ● colour drawn pictures of parts of the body used as body percussions,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3-4  |  Our school | Colouring drawn pictures of parts of the body used a percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Colour drawn pictures of parts of the body used as percussions for gross motor development,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: ● colour drawn pictures of parts of the body used as body percussions,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5  |  Our school | Colouring drawn pictures of parts of the body used a percussion  | By the end of the lesson, the learner should be able to: 1. Identify parts of the body that can be used as percussion in performance of music in school,
2. Colour drawn pictures of parts of the body used as percussions for gross motor development,
3. Appreciate own and other’s efforts in using parts of the body as percussion in a performance.
 | How can we use parts of our body to create musical rhythms?  | The learner is guided to: ● colour drawn pictures of parts of the body used as body percussions,   | Scissors, glue, sand, grass, feathers, papers, paper bags, sacks, old small pieces of clothes, digital devices, tyres, ropes, hula hoops, swings,  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 6  | Our market | Colouring – colour of items in the market  | By the end of the lesson, the learner should be able to: A. Identify colours of items found in the market,  | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, Portfolio,  |   |

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|  |  |  |  | 1. Observe pictures of common items found in the market.
2. Appreciate own and others coloured items.
 |  |   |  | Checklist.  |  |
| 7  | 1  |  Our market | Colour of Items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),   | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our market | Colour of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),   | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Our market | Colour of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),   | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 4  |  Our market | Colour of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),   | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|   | 5-6  |  Our market | Colour of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Observe pictures of common items found in the market.
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● watch video clips showing colours of common items found in the market (fruits, grains, clothes),   | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 8  | 1  |  Our market | Colouring drawn pictures of items in the market  | Be aA. B. D.  | By the end of the lesson, the learner should ble to: identify colours of items found in the market, colour the drawn pictures of items found in the market for fine motor development, appreciate own and others coloured items.  | Why do people go to the market?  | The learner is guided to: ● collect and name materials used for colouring, Pick and share equitably the colouring materials among themselves in groups, Colour pictures of items found in the market in groups, Colour pictures of items found in the market individually,  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Our market | Colouring drawn pictures of Items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Colour the drawn pictures of items found in the market for fine motor development,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● collect and name materials used for colouring, Pick and share equitably the colouring materials among themselves in groups, Colour pictures of items found in the market in groups, Colour pictures of items found in the market individually,  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Our market | Colouring drawn pictures of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Colour the drawn pictures of items found in the market for fine motor development,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● collect and name materials used for colouring, Pick and share equitably the colouring materials among themselves in groups, Colour pictures of items found in the market in groups,  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  |  |  |  |  | ● colour pictures of items found in the market individually,  |  |  |  |
|   | 4-6  | **Half term** |
| 9  | 1  |  Our market | Colouring drawn pictures of items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Colour the drawn pictures of items found in the market for fine motor development,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● collect and name materials used for colouring, Pick and share equitably the colouring materials among themselves in groups, Colour pictures of items found in the market in groups, Colour pictures of items found in the market individually,  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2-3  |  Our market | Colouring drawn pictures of Items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Colour the drawn pictures of items found in the market for fine motor development,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: ● collect and name materials used for colouring, Pick and share equitably the colouring materials among themselves in groups, Colour pictures of items found in the market in groups, * Colour pictures of items found in the market individually,
 | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 4  |  Our market | Performing singing game on items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Perform a singing game about items found in the market, while making movements,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: Hold their coloured pictures as they march in a singing game, Display and talk about their coloured pictures, Clean their working areas and dispose waste appropriately.  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5  |  Our market | Performing singing game on items in the market  | By the end of the lesson, the learner should be able to: A. Identify colours of items found in the market,  | Why do people go to the market?  | The learner is guided to: ● hold their coloured pictures as they march in a singing game,  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, Portfolio,  |   |

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|  |  |  |  | 1. Perform a singing game about items found in the market, while making movements,
2. Appreciate own and others coloured items.
 |  | Display and talk about their coloured pictures, Clean their working areas and dispose waste appropriately.  |  | Checklist.  |  |
|   | 6  |  Our market | Performing singing game on items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Perform a singing game about items found in the market, while making movements,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: Hold their coloured pictures as they march in a singing game, Display and talk about their coloured pictures, Clean their working areas and dispose waste appropriately.  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 10  | 1  |  Our market | Performing singing game on items in the market  | By the end of the lesson, the learner should be able to: 1. Identify colours of items found in the market,
2. Perform a singing game about items found in the market, while making movements,
3. Appreciate own and others coloured items.
 | Why do people go to the market?  | The learner is guided to: Hold their coloured pictures as they march in a singing game, Display and talk about their coloured pictures, Clean their working areas and dispose waste appropriately.  | Crayons, leaves, pencils, charcoal, pictures of different fruits, real fruits.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  | Animals  | Modelling- materials for modelling  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Collect materials used for modelling.
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Collect materials used in modelling, ● name materials used in modelling in pairs, Share in groups materials used in modelling , Observe modelled items of domestic animals in groups,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Animals | Materials for modelling  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Collect materials used for modelling.
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Collect materials used in modelling, Name materials used in modelling in pairs, Share in groups materials used in modelling ,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  |  |  |  |  | ● observe modelled items of domestic animals in groups,  |  |  |  |
|   | 4  |  Animals | Materials for modelling  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Collect materials used for modelling.
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Collect materials used in modelling, Name materials used in modelling in pairs, Share in groups materials used in modelling , Observe modelled items of domestic animals in groups,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Animals | Materials for modelling  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Collect materials used for modelling.
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Collect materials used in modelling, ● name materials used in modelling in pairs, Share in groups materials used in modelling , Observe modelled items of domestic animals in groups,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 11  | 1  | Animals  | Materials for modelling  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Collect materials used for modelling.
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Collect materials used in modelling, ● name materials used in modelling in pairs, Share in groups materials used in modelling , Observe modelled items of domestic animals in groups,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Animals | Modelling domestic animals using  | By the end of the lesson, the learner should be able to: A. Identify materials for modelling,  | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils,  | Observation schedule, oral questions, Portfolio,  |   |

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|  |  |  | Rolling technique  | 1. Model domestic animals using rolling technique for skill acquisition,
2. Appreciate modelled objects using rolling technique.
 |  | And put them in appropriate places, ● display and talk about their modelled work.  | Charcoal, manilla paper.  | Checklist.  |  |
|   | 4  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 12  | 1  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places,  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils,  | Observation schedule, oral questions, portfolio, Checklist.  |   |

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|  |  |  |  | C. Appreciate modelled objects using rolling technique.  |  | ● display and talk about their modelled work.  | Charcoal, manilla paper.  |  |  |
|   | 4  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Animals | Modelling domestic animals using Rolling technique  | By the end of the lesson, the learner should be able to: 1. Identify materials for modelling,
2. Model domestic animals using rolling technique for skill acquisition,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: Model domestic animals in groups using rolling technique, Collect used and unused materials and put them in appropriate places, ● display and talk about their modelled work.  | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 13  | 1  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 4  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 5-6  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
| 14  | 1  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 2  |  Animals | Reciting rhymes about domestic animals  | By the end of the lesson, the learner should be able to: 1. Identify domestic animals found at home.
2. Recite rhymes about domestic animals,
3. Appreciate modelled objects using rolling technique.
 | Why do we model?  | The learner is guided to: ● recite rhymes about domestic animals,   | Plasticine, clay, water, paper mache, digital devices, crayons, coloured pencils, charcoal, manilla paper.  | Observation schedule, oral questions, portfolio, Checklist.  |   |
|   | 3-6  | **End term assessment/closing** |