

REPUBLIQUE DU CAMEROUN
Paix-Travail-Patrie

.....
REGION DU LITTORAL

.....
DELEGATION REGIONALE DE L'EDUCATION DE BASE

.....
INSPECTION DE COORDINATION DES
ENSEIGNEMENTS

.....
BP. 1271 DOUALA – Tél 6 77 66 20 64



REPUBLIC OF CAMEROON
Peace-Work-Fatherland

.....
MINISTRY OF BASIC EDUCATION

.....
REGIONAL DELEGATION OF BASIC EDUCATION

.....
INSPECTORATE FOR THE COORDINATION OF EDUCATION

.....
P.O. BOX 1271 DOUALA – Phone 6 77 66 20 64

REGIONAL MONTHLY INTEGRATED LEARNING PLAN FOR PRIMARY SCHOOLS LEVEL TWO (CLASS 3)

FOREWORD

These integrated monthly plans are a breakdown of the Cameroon primary and nursery school curricula for the English sub system into teachable units. The work has been done taking into consideration the six national core skills and five broad based competences as well as the eight integrated learning themes, disciplines, units/contents, expected learning outcomes, teaching learning resources etc. These aspects have been tailored contextually to adapt to the geographical and socio-cultural realities of littoral region.

This is the fruit of hard work by teachers and the pedagogic chain in the region. Its layout makes the schemes possible to be exploited without difficulties.

What are the objectives of these regional monthly integrated plans?

- To harmonize the teaching/learning contents, activities and periods in relation to curricula coverage, vary pedagogic projects according to pupils' environment and improve learners' performance in the region.
- To help teachers to identify and organize the teaching contents, expected learning outcomes, appropriate teaching/learning strategies and resources for the week, month, term and academic year. Note should be taken of the fact that the teaching/learning resources and strategies are not exhaustive. Teachers have the pedagogic liberty to use any other teaching resources and strategies that they deem appropriate.
- To facilitate the preparation of lessons
- To create an objective instrument for pedagogic supervisors to follow up, remediate, evaluate, take timely decisions and make timely suggestions to hierarchy on difficulties.

Teachers are expected to use the schemes to prepare weekly integrated plans, individual lesson plans and pedagogic project forms. The choice of which pedagogic projects to integrate the monthly integrated learning themes and contents is left open to be decided by pupils and teachers. Pedagogic supervisors should be vigilant to make sure preparation of lesson plans by teachers follow the schemes and that no activity/discipline is neglected.

This integrated learning plan should be used alongside the curriculum for better exploitation. Teachers can readjust some contents where necessary. While exploiting the integrated learning themes (ILT), teachers should break each ILT into sub integrated learning themes (context) to avoid monotony. For example, 'the home' can be broken down into kitchen, sitting room, bedrooms, activities at home and the neighborhood etc. Following the new dispensation prescribed by the MINEDUB, all the components of mathematics should be taught within a week. Any short coming identified should be forwarded to hierarchy for correction.



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MONTHLY SCHEMES OF WORK FOR ENGLISH LANGUAGE

MONTH /PERIOD: 1

INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT:

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOMES
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Greetings: morning, afternoon, night - Sight word - Upright joint script - Verbs: Auxiliary verbs - Adventure 	<ul style="list-style-type: none"> - Greet people and respond to greetings appropriately at different periods of the day - Read words - Copy out short texts of at least five different sentences several times legibly and consistently - Appropriate use of Auxiliary verbs - Read pictures, adventure stories 	<ul style="list-style-type: none"> - Flashcards - Magazines - Pens - Charts - Adventure stories 	5

2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Songs /words - Multisyllabic words - Spelling and dictation-words with apostrophes' - Kinds of nouns: Common, Proper, Concrete - Stories 	<ul style="list-style-type: none"> - sing songs using correct tones and melody - read short texts audibly - write sentences with apostrophes' correctly - identify and use nouns in simple sentences - read picture adventure stories 	<ul style="list-style-type: none"> - telephone - cartoons - simplified dictionaries - charts - adventure stories 	5
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Songs – popular (traditional) - Pictures - Words with apostrophe s' - Kinds of nouns: common, proper, concrete - Stories 	<ul style="list-style-type: none"> - sing songs using correct tones and melody - show love for reading - write sentences with apostrophe s' correctly - identify and use nouns in simple sentences - read stories with short texts 	<ul style="list-style-type: none"> - telephone, radio - pictures - related textbooks - relevant charts - story books 	5

MONTH / PERIOD 2

INTEGRATED LEARNING THEME: THE VILLAGE AND TOWN; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT:

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING	DIDACTIC MATERIALS/	N° OF
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				OUTCOMES	TEACHING RESOURCES	LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Polite language (polite request, polite responses) - Things found in Town - Reading comprehension. The pattern "th" - Writing sentences and paragraphs on a Town - The simple present tense - Cartoons 	<ul style="list-style-type: none"> - Use polite forms and respond appropriately and politely to people. - Describe life in Town - Read sentences with the pattern "th" - Show the readiness to write - Appreciate present tense - Put self in the position of a character in a story 	<ul style="list-style-type: none"> - Pictures - Newspapers - Sentences to be copied - Charts - Short stories 	5
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Personalities In Town - Read short texts with the "ch" sound - Writing numbers in figures and words from 100, to 200 - The simple past tense - Cartoons 	<ul style="list-style-type: none"> - Dialogue about personalities in Town - Show willingness to pronounce correctly - Show willingness to write numbers - Manipulate verbs and appreciate past tense - Deduce a moral lesson from cartoons 	<ul style="list-style-type: none"> - Pictures - Flash cards - Related textbooks - Cartoons 	5
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar 	<ul style="list-style-type: none"> - Things found in the village - Read short stories about the village. - the "sh" sound 	<ul style="list-style-type: none"> - Describe live /dialogue activities in the village - Read texts silently and answer questions - Spell words with the 	<ul style="list-style-type: none"> - Pictures - Passage - Dictionaries - Pictures, flash cards 	

		<ul style="list-style-type: none"> and vocabulary - Literature 	<ul style="list-style-type: none"> - Dictation - Adjectives: kinds of adjectives/opposites - Adventure stories 	<ul style="list-style-type: none"> “sh” sound - Identify and use common and proper adjectives - Read picture/ adventure stories with short texts 	<ul style="list-style-type: none"> - Adventure story books 	5
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Reading comprehension - The sound /ai/ e.g cry, sky - Narrative essay - Plural information (s,es,ies) - Rhymes - Integration activities, Assessment and remediation 	<ul style="list-style-type: none"> - Write narrative essays of about 80 words - Use the plurals of countable nouns - Deduce a moral lesson from a rhyme - Use knowledge ,skills and attitudes acquired to apply in daily life situations 	<ul style="list-style-type: none"> - Pictures - Text - Pictures - Noun list and puzzles - Rhyme - Check list Observations grill Tests, quiz Portfolios, broadsheets 	3

MONTH / PERIOD 3

INTEGRATED LEARNING THEME: THE VILLAGE AND TOWN; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

**DOMAIN:
ENVISAGED PROJECT**

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary Literature 	<ul style="list-style-type: none"> - The school environment - Reading comprehension - Short sentences - Multisyllabic words - The future tense - Rhymes 	<ul style="list-style-type: none"> - Describe the school environment - Read texts silently and answer questions - Copy out short sentences several times legibly and consistently - Appreciate future events - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Pictures - Texts - List of relevant verbs - Rhymes 	5
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - The classroom - Reading aloud –A text with multisyllabic words - The pattern “or” - Copy out texts describing the classroom - Present continuous tense - Prose passages 	<ul style="list-style-type: none"> - Describe the classroom - Read multisyllabic words aloud - Show willingness to write - Appreciate the present continuous tense - Put self in the position of a character in a story 	<ul style="list-style-type: none"> - Pictures - Magazines - Flashcards - Prose passages - Short stories 	5

3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - School personalities - Consonant clusters "bl" , "gl" pl' etc - Write numbers in figures and words from 201 to 300 - The past continuous tense - Cartoons - Descriptive essay on the school 	<ul style="list-style-type: none"> - Carryout a dialogue on school personalities - Show willingness to write numbers - appreciate the past continuous tense - Deduce a moral lesson from a cartoon - Write descriptive essay of about 60 words 	<ul style="list-style-type: none"> - Charts - Flashcards - Number cards - Texts, charts - Cartoons 	6
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Rhymes on Polite language - Picture reading - Future continuous tense - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Deduce a moral lesson from a rhymes (politeness) - Read pictures - Appreciate the future continuous tense - Use knowledge ,skills and attitudes acquired to apply in daily life situations 	<ul style="list-style-type: none"> - Real objects, pictures, charts - drawing, flash cards - List of relevant verbs and Rhymes - Quiz, test, check chats, Portfolio, broadsheets 	3

MONTH / PERIOD 4

INTEGRATED LEARNING THEME: OCCUPATION; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

**DOMAIN:
ENVISAGED PROJECT**

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Teaching - The pattern “ss”, “se”, “ce” eg wise, pass, nice - Write sentences and paragraphs - First conditional tense - Rhymes 	<ul style="list-style-type: none"> - Describe the teaching profession - Show willingness to pronounce correctly - Write dictated sentences and paragraphs - Show appreciation for the first conditional tense - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Charts - Related syllabus and textbooks - Writing material - List of relevant verbs - Rhymes 	5
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Farming / carpentry - Read a short text. Consonant cluster “b” eg bring - descriptive essay - Spelling and dictation - Adverbs, manner, place - Adventure stories 	<ul style="list-style-type: none"> - Dialogue. Describing farming, carpentry etc - Pronounce consonant clusters - Spell and pronounce words correctly - Identify and use adverbs of manner, place and time in appropriate contexts - Read picture adventure stories with short texts 	<ul style="list-style-type: none"> - Charts - Flashcards, pictures charts and puzzles - List of adverbs - Adventure stories 	5
3		<ul style="list-style-type: none"> - Speaking and 	<ul style="list-style-type: none"> - Medicines 	<ul style="list-style-type: none"> - Discussions, listening 	<ul style="list-style-type: none"> - Charts 	8

		<ul style="list-style-type: none"> listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Read short stories about medicines. - The consonant cluster “gr” and “gl” - Narrative essay - Spelling and dictation - Homonyms - Adventure stories - Writing numbers from 301 to 400 	<ul style="list-style-type: none"> comprehension and answer question - Read text silently and answering questions - Show willingness to do creative writing - Use Homonyms in sentences correctly - Read picture adventure stories with short texts - Show willingness to write numbers 	<ul style="list-style-type: none"> - Passage, audio visual aids - Writing material - Mobile board - Adventure story 	
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Reading comprehension - comparative adjective - Prose passages - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Read text silently and answer questions - Construct sentences using comparative adjectives - Put self in the position of a character in a story - Use knowledge ,skills and attitudes acquired to apply in daily life situations 	<ul style="list-style-type: none"> - Charts - Related textbook - Number cards - Related textbook - Prose passages - Check list Observations grill Tests, quiz Portfolios, broadsheets 	3

MONTH / PERIOD 5

INTEGRATED LEARNING THEME: TRAVELLING; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

**DOMAIN:
ENVISAGED PROJECT**

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Land transport-dialogue - Reading comprehension - Upright joint script - Writing numbers from 401-500 - conjunctions (Coordinating) - Rhymes 	<ul style="list-style-type: none"> - Carryout a dialogue on land transport - Read text silently and answer questions - Copy out short texts legibly and correctly - Show willingness and readiness to write numbers - Link words, phrases and sentences with connecting words - Deduce a moral lesson from rhymes 	<ul style="list-style-type: none"> - Pictures, flashcards - Text, related textbooks - Mobile board, charts - Conjunction list, picture radio, recorded contents - Adventure story books 	6
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar 	<ul style="list-style-type: none"> - Air transport-dialogue - Reading comprehension - triphthongs/egour, hour, flour, sour - Conjunctions 	<ul style="list-style-type: none"> - Carryout a dialogue on Air transport - Read text silently and answer 	<ul style="list-style-type: none"> - Pictures, charts - Text, related textbooks - Flash cards, telephone 	6

		<ul style="list-style-type: none"> and vocabulary - Literature 	<p>(Subordinating)</p> <ul style="list-style-type: none"> - Preposition - Adventure-stories 	<ul style="list-style-type: none"> questions - Distinguish between monophthongs, diphthongs and triphthongs - Link words, phrases and sentences with connecting words - Identify and use prepositions of location, direction and time - Read picture adventure stories with short texts 	<ul style="list-style-type: none"> - Conjunction list, radio, recorded contents - Adventure story books - preposition puzzles 	
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Water transport - Listening comprehension - Reading comprehension - Build sentences with jumbled words - Interjection - Affixes - Prefixes (dis-disagree, anti-anti-racism) - Adventure –stories 	<ul style="list-style-type: none"> - Show a sustained interest in listening and answering questions - Read text silently and answer questions - Show readiness to write - Use interjection to express feelings - Read picture adventure stories 	<ul style="list-style-type: none"> - Pictures, charts - Text, related text books - Sentences to be copied - Flash cards - Interjections list & puzzles - Adventure storybooks 	8

				with short texts		
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Travel agencies - sig saw reading, the pattern/ph/and/gh/ e.g.phone, cough - Descriptive essay - Integration activities, evaluation and remediation 	<ul style="list-style-type: none"> - Carryout a dialogue on travel agencies - Show willingness to pronounce correctly - Write descriptive essay of about 60 words - Use knowledge ,skills and attitudes acquired to apply in daily life situations 	<ul style="list-style-type: none"> - Pictures , flash cards - drawings - Cartoons - Check list Observations grill Tests, quiz Portfolios, broadsheets 	3

MONTH / PERIOD 6

INTEGRATED LEARNING THEME: HEALTH;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Personal hygiene - Narrative text about personal hygiene - Writing sentences on personal hygiene - S.W.B the sound /əʊ/ eg soap, coat, throat - pronouns (simple, compound, possessive etc) - Cartoons 	<ul style="list-style-type: none"> - Listening to a song about personal hygiene - Read text silently and answer questions - Show willingness to pronounce correctly - Copy out short text of at least five different sentences several times and legibly and consistently - Identify and Show interest in the use of pronouns in different context - Deduce a moral lesson from a 	<ul style="list-style-type: none"> - Audio –visual Aids texts - Flash cards - Sentences to be copied - List of relevant pronouns - Cartoons - Flash cards 	6

				cartoon		
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Care of the environment - Read narrative text about care of the environment - Descriptive essay + spelling and dictation - Rhymes - Prose passages 	<ul style="list-style-type: none"> - Listening to a story about care of the environment - Carryout specific tasks on a text read - Write descriptive essay of about 60 words - Look up the spellings of words in the dictionary - Deduce a moral lesson from a rhymes <p>Put self in the position of a character in a story</p>	<ul style="list-style-type: none"> - Picture, Audio-visual Aids - Related textbook - Pictures - Dictionaries - Recorded contents - Rhymes 	5
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Health institutions - Descriptive text about health institutions - S.W.B. the sound /oi/and/oy/ e.g coin, toy - Narrative essay + spelling and dictation - Types of pronouns - Subjectandobjectpronouns 	<ul style="list-style-type: none"> - Listening comprehension about health institution - Read text silently and answer questions - Show 	<ul style="list-style-type: none"> - Related textbooks, Text, passage - Flashcard, Audio-visual Aids pictures - List of relevant pronounce - Rhymes 	7

			- Rhymes	<ul style="list-style-type: none"> willingness to pronounce correctly - Spell and pronounce words correctly - Write narrative essay of about 60 words - Show interest in the use of pronouns in different context - Deduce a moral lesson from rhyme 		
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MONTH / PERIOD 7

INTEGRATED LEARNING THEME: GAMES; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING	TEACHING/ LEARNING	N° OF
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				OUTCOMES	RESOURCES	LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary Literature 	<ul style="list-style-type: none"> - Types and Importance of games - Reading comprehension - Guided writing on types of games - Prepositions- location-direction - Adventure stories 	<ul style="list-style-type: none"> - Describing types and Importance of games - Read text silently and answer questions - Show willingness to do creative writing - Identify and use prepositions of location and direction - Read picture adventure stories with short texts 	<ul style="list-style-type: none"> - Audio-visual Aids - Related textbook - Writing material - list of prepositions - adventure story books 	5
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Sports officials - The pattern "ear" and "ier" - Picture talk on sports officials - Preposition-time - Cartons 	<ul style="list-style-type: none"> - Describing sporting materials - Listen to a story on sporting materials - Show willingness to pronounce correctly - Picture talk - Identify and use preposition of time - Deduce a moral lesson from a cartoon 	<ul style="list-style-type: none"> - Stage props and appropriate costumes - Related syllabus and textbooks - Picture - Preposition puzzles - Cartoon 	5
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and 	<ul style="list-style-type: none"> - Sporting materials - Listening comprehension - The "Scr" and "Spr" patterns 	<ul style="list-style-type: none"> - Describing sporting materials - Listen to a story on sporting material - Show willingness to 	<ul style="list-style-type: none"> - Charts, pictures - Charts, flash cards - Writing material charts - Relevant word list 	6

		<ul style="list-style-type: none"> vocabulary Literature 	<ul style="list-style-type: none"> Build sentences with jumble words Synonyms Rhymes 	<ul style="list-style-type: none"> pronounce correctly Show willingness to do creative writing Use the correct synonyms of words Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> Rhyme 	
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MONTH / PERIOD 8

INTEGRATED LEARNING THEME: COMMUNICATION; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	English language	<ul style="list-style-type: none"> Speaking and listening Reading Writing Grammar and vocabulary Literature 	<ul style="list-style-type: none"> Traditional tools of communication Reading comprehension Write short sentences describing traditional tools Types of sentences (declarative interrogative and 	<ul style="list-style-type: none"> Describing traditional tools of communication Show willingness to read silently and answer questions Show willingness to do creative writing Construct sentences in different sentence types Read picture adventure stories with short texts 	<ul style="list-style-type: none"> Pictures ,real objects Related text books List of different types of sentences and puzzles Adventure story book 	5

			<ul style="list-style-type: none"> exclamatory) - Adventure story 			
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Modern tools of communication - Picture composition (the pattern "sion", "tion" e.g vision, position - Narrative essay 	<ul style="list-style-type: none"> - Describing modern tools of communication - Read pictures - Show willingness to pronounce correctly - Write narrative essay of about 80 words - Show the desire to build and use sentences - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Charts - Pictures - Words list - Related text books - List of different types of sentences - Rhymes - 	3
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Importance of traditional tools of communication - Reading comprehension - Copy short text - The paragraph - Rhymes 	<ul style="list-style-type: none"> - Sketch on traditional tools of communication - Read text silently and answer questions - Copy out short list of atleast 5 sentences (different) several time, legibly and consistently - Show the desire to use and build paragraphs - Deduce a moral lesson from a rhymes 	<ul style="list-style-type: none"> - Charts, real objects - Related textbooks - Sentences to be copied - Related text book - Rhymes 	5
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and 	<p>General Revision /Remediation End of year Evaluation</p>	<ul style="list-style-type: none"> - - - Use complex problem situations to solve daily life problems 	<ul style="list-style-type: none"> - Portfolios - broadsheets -Report booklets 	

		vocabulary - Literature				
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RDBE LITTORAL

MONTHLY SCHEMES OF WORK FORMATHEMATICS

MONTH / PERIOD 8

INTEGRATED LEARNING THEME: COMMUNICATION; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT

week	Subject	components	units/contents	expected learning outcomes	Teaching/Learning resources	number of learning outcome
1	MATHEMATICS	<ul style="list-style-type: none"> - Numbers and operations - Sets and logic - Measurement and size - Geometry and space - Statistics and graphs 	<ul style="list-style-type: none"> - Numbers - Symbols - Calendar(days of the week) - Shapes (3 dimensional) - Collection of data 	<ul style="list-style-type: none"> - Count numbers up to 100. - Distinguish set symbols. - Name days of the week. - Identify and draw shapes. - Collection of data on given statistics. 	<ul style="list-style-type: none"> - counters, books, pens - calendar - charts - Flash cards 	5
2		<ul style="list-style-type: none"> - Numbers and operations - Sets and logic - measurement and size - geometry and space - statistics and graphs 	<ul style="list-style-type: none"> - Numbers. - Elements of a set. - Months of the year and the 13 lunar months. - Shapes (4 dimensional). - presentation 	<ul style="list-style-type: none"> - write numbers up to 100 - Arrange belongings in an orderly manner. - Name months of the year and describe the 13 lunar months. - Construct 4 dimensional shapes using natural and recycled materials. - Present data on graph 	<ul style="list-style-type: none"> books charts calendar papers, cartons, scissor ruler 	5
		<ul style="list-style-type: none"> - Numbers and Operations. 	<ul style="list-style-type: none"> - Numbers - Equal and equivalent 	<ul style="list-style-type: none"> - Count and write numbers. from 101 to 500 	<ul style="list-style-type: none"> chart flash cards 	

		<ul style="list-style-type: none"> - Sets and logic. - Measurement and size. - Geometry and space. - Statistics and graphs. 	<ul style="list-style-type: none"> sets - Ordinary /leap year - Shapes - Ranking 	<ul style="list-style-type: none"> - Differentiate between equal and equivalent sets. - Distinguish ordinary year from a leap year. - Manipulate shapes on puzzle. - Arrange numbers in ascending order. 	<ul style="list-style-type: none"> calendar puzzle games 	5
		<ul style="list-style-type: none"> - numbers and operations - sets and logic - measurement and size - geometry and space - statistics and graphs 	<ul style="list-style-type: none"> - number line - ranking - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - locate points on a number line up to 20 - arrange numbers in descending order - Use knowledge ,skills and attitudes acquired to solve mathematical daily life situations(problems) 	<ul style="list-style-type: none"> Tests, quiz, check lists Portfolios broadsheets 	2
		<ul style="list-style-type: none"> - Number and - operations - Sets and logic - measurement and size - Geometry and space - Statistics and graph 	<ul style="list-style-type: none"> - mathematical symbols - Types of sets - The mathematical four rule - parallel and intersecting lines - Locate points on the line - Tally in 5s ,10s 	<ul style="list-style-type: none"> - Identify mathematical symbols - Naming types of sets - Using the mathematical four rules - Distinguish between parallel and intersecting lines. - Locating points on the line - Tally in 5s ,10s 	<ul style="list-style-type: none"> Real objects Charts flashcards 	6

		<ul style="list-style-type: none"> - Numbers and operations - Sets and logic - Measurement and size - Geometry and space - Statistics and graphs 	<ul style="list-style-type: none"> - even and odd numbers - formation of sets - metric system - addition using number line - mapping and grip referencing 	<ul style="list-style-type: none"> - adding numbers - forming of sets - distinguish between length ,width ,weight height and capacity number - adding numbers using line - locate points on a map and interpret the relationship 	<ul style="list-style-type: none"> - real objects - pictures - charts 	5
		<ul style="list-style-type: none"> - Numbers and operations - Sets and logic - Measurement and size - Geometry and space - Statistics and graphs 	<ul style="list-style-type: none"> - prime and multiple numbers - an element of a set or not an element - addition and subtraction of length - subtraction using the number line - the frequency table 	<ul style="list-style-type: none"> - write prime numbers and multiples of numbers - differentiate between an element and not an element of a set - addition and subtraction of length in the metric system - subtracting numbers using the number line - Draw the frequency table. 	<ul style="list-style-type: none"> - Real objects - Pictures - charts 	5
4		<ul style="list-style-type: none"> - Numbers and operations - Sets and logic - Measurement and size - Geometry and space - Statistics and graphs 	<ul style="list-style-type: none"> - factors - Subset, not a subset, less than and greater than - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - write factors of numbers - differentiate between subsets and not a subset, less and greater than using its symbol - Use knowledge ,skills and attitudes acquired to solve daily mathematical life situations and problem 	<ul style="list-style-type: none"> real object counters portfolio broadsheet 	2
		<ul style="list-style-type: none"> - Numbers and operations 	<ul style="list-style-type: none"> - common factors - union and intersection 	<ul style="list-style-type: none"> - Find common factors of number 	<ul style="list-style-type: none"> number chart real objects charts 	

1		<ul style="list-style-type: none"> - Sets and logic - Measurement and size - Geometry and space - Statistics and graphs 	<ul style="list-style-type: none"> sets - multiplication of length - draw 3D shapes - Solving more problems on averages. 	<ul style="list-style-type: none"> - Finding union and intersecting sets - Multiplying length - Drawing 3D shapes - Solving more problems on averages. 	pencils , rulers, books	5
2		<ul style="list-style-type: none"> - Number and operations. - Sets and logic. - Measurement and size. - Geometry and space. - Statistics and graphs. 	<ul style="list-style-type: none"> - Lowest common multiple. - Finite and infinite sets. - Conversion of length. - Draw 4d shapes. - Coordinates axis. 	<ul style="list-style-type: none"> - Find lowest common multiples of two or more numbers. - Define and state elements of finite and infinite sets. - Change from metres to centimetres and vice versa. - Drawing of 4D shapes. - Draw coordinates of axis. 	-metric table -Pencils,ruler, and books.	5
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - Highest common Factors - converting from m to km - Solve problem involving 3D and 4D shapes. - ordered pairs (2,4) - locating places 	<ul style="list-style-type: none"> - Find highest common factors of 2 or more numbers. - Convert from m to km and vice versa. - Solving problems involving 3D shapes and 4D shapes. - Locate ordered pairs on graphs. - Locate places on graphs. 	number charts metric tables graphs	5
		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. 	<ul style="list-style-type: none"> - Multiples of numbers. - Measurement of weight. - Integration activities, 	<ul style="list-style-type: none"> - Find common multiples of two or more numbers. - Measuring weight using the metric table. 	<ul style="list-style-type: none"> - number charts - metric tables - Tests, quiz Portfolios, broadsheets. 	

4		<ul style="list-style-type: none"> - Statistics and graph. 	assessment and remediation	<ul style="list-style-type: none"> - Use knowledge ,skills and attitudes acquired to solve mathematical daily life problems 		2
1		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - Place value. - Converting from one unit of weight to another. - Perimeter of a square and rectangle. - Reading points on x, y plane. 	<ul style="list-style-type: none"> - write numbers under Th H T U - convert from one unit of weight to another - calculating perimeters of a square and rectangle respectively - reading points on the x , y plane 	<ul style="list-style-type: none"> - place value Chart. - real objects - shapes - graphs 	4
2		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - addition of numbers - infinite set - addition of weight without carrying and with carrying - perimeter of a triangle - locate on x, y plane 	<ul style="list-style-type: none"> - Solve problems on addition of numbers. - More on infinite sets. - Addition of weight without carrying and with carrying. - Calculate the perimeter of triangles. - Locating points on the x, y plane. 	<ul style="list-style-type: none"> - Place value charts - real objects - shapes - graphs 	5
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. Statistics and graph. 	<ul style="list-style-type: none"> - subtraction of numbers - disjointed set - subtraction of weight without and with borrowing - the area of a rectangle and a triangle - linking two points 	<ul style="list-style-type: none"> - Subtracting numbers under Th H T U. - Define and write disjointed set. - more on disjointed sets - Subtracting weight without and with borrowing. - Calculate the area of a 	<ul style="list-style-type: none"> - Place value chart. - real objects 	6

				<ul style="list-style-type: none"> rectangle and triangle - Linking two points to form a line. 		
4		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - multiplication of number up to 500 - multiplication of weight - Integration activities, assessment and remediation. 	<ul style="list-style-type: none"> - multiplying and dividing numbers by 2, 3, 4 - Multiplying and dividing weight. - Use knowledge, skills and attitudes acquired to solve mathematical daily life problems 	<ul style="list-style-type: none"> - real objects - charts - Tests, quiz, checklists, portfolios, broadsheets. 	2
1		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. Statistics and graph. 	<ul style="list-style-type: none"> - types of fractions - empty set - measurement of capacity - radius of circle - Plotting ordered pairs on x, y plane. 	<ul style="list-style-type: none"> - define and name types of - fraction - describe an empty Set - measuring of capacity using some real objects - finding the radius of a circle - plotting ordered pairs on x, y plane on graphs 	<ul style="list-style-type: none"> - real objects - charts - bottles, containers, lab tops - computers 	5
2		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. Statistics and graph. 	<ul style="list-style-type: none"> - change from improper fraction to mixed fraction - empty and disjointed sets - convert from one unit of capacity to another 	<ul style="list-style-type: none"> - changing from improper fraction to mixed fraction - differentiate between empty and disjointed sets - converting from one units of capacity to another - calculating the area of a 	<ul style="list-style-type: none"> - real objects (orange) - audio ,visual aids - chart - bottles, 	

			<ul style="list-style-type: none"> - area of circle - link points on x, y plane to form a shape 	<ul style="list-style-type: none"> circle - Linking points on x, y plane to form a shape. 	<ul style="list-style-type: none"> containers, cup charts 	5
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. Statistics and graph. 	<ul style="list-style-type: none"> - changing from mixed fraction to improper fractions - intersection sets - addition of capacity with and without carrying - circumference of circle - name shapes formed 	<ul style="list-style-type: none"> - converting mixed fraction to improper fractions - Forming and finding the intersects of two. - Addition of capacity with and without carrying. - Calculating the circumference of a circle. - Naming of shapes formed on x, y plane 	<ul style="list-style-type: none"> - real objects - real objects - charts 	5
4		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - addition of fractions - Subtraction of capacity with and without borrowing. - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - addition of fractions with the same denominators - Subtracting capacity with and without borrowing. - Use knowledge, skills and attitudes acquired to solve mathematical daily life problems. 	<ul style="list-style-type: none"> - Charts - Tests, quiz, observation lists, Portfolios, Broadsheet. 	2
		<ul style="list-style-type: none"> - Numbers and operations. 	<ul style="list-style-type: none"> - addition of fractions with different 	<ul style="list-style-type: none"> - Addition of fractions with different denominators. 	<ul style="list-style-type: none"> real objects 	

1		<ul style="list-style-type: none"> - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> denominators - Intersection of sets. - area of a square - quadrilateral shapes - more on ranking 	<ul style="list-style-type: none"> - More on finding intersection of two or more sets. - Finding the area of a square. - Draw and name quadrilateral shapes. - Ranking from smallest to biggest. 	<ul style="list-style-type: none"> rulers pencils charts 	5
2		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - subtraction of fractions - Union sets. - Area of a rectangle. - Pentagons. - Ranking. 	<ul style="list-style-type: none"> - subtracting fractions with like denominators - Finding the union of two sets. - Calculating the area of a rectangle. - Drawing of five sided shapes. - Ranking from biggest to smallest. 	<ul style="list-style-type: none"> real objects charts pencils , rulers 	5
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - subtraction of fractions - union set - area of a triangle - measure angles using a protractors - tallying (circular, strokes) 	<ul style="list-style-type: none"> - subtracting fractions with different denominators - finding the union of two or more sets - finding the area of a triangle - measuring angles using protractors - tallying using circular and strokes 	<ul style="list-style-type: none"> real objects rulers pencils protractors, 	5
4		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and 	<ul style="list-style-type: none"> - multiplication of fractions - perimeter of square 	<ul style="list-style-type: none"> - multiplying fractions by whole numbers - calculating the perimeter of a square 		

		<ul style="list-style-type: none"> - size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - Integration activities, evaluation and remediation 	<ul style="list-style-type: none"> - Use knowledge, skills and attitudes acquired to solve daily mathematical life problems. 		2
1		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - multiplication of fractions - Equal and equivalent sets. - Angles - perimeter of rectangle - tallying with circular and strokes 	<ul style="list-style-type: none"> - multiplying fractions by fractions - Distinguish between equal and equivalent sets. - find perimeter of a rectangle - use protractors to measure angles - tally using circular and strokes 	<ul style="list-style-type: none"> real objects rulers compass maths set 	5
2		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - division of fractions - Decimals - perimeter of triangle - differentiate between quadrilaterals - mapping one to one 	<ul style="list-style-type: none"> - Dividing fractions by fractions. - Introduction and definition of decimals. - calculating the perimeter of a triangle - differentiate between four sided shapes - mapping or connecting on point to another 		5
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and 	<ul style="list-style-type: none"> - Addition and subtraction of decimals. - money currency up to 	<ul style="list-style-type: none"> - Adding and subtracting decimals. - Use symbols to differentiate between element or not 	<ul style="list-style-type: none"> calendar charts maths set clock 	

		<ul style="list-style-type: none"> size. - Geometry and space. <p>Statistics and graph.</p>	<p>5000.</p> <ul style="list-style-type: none"> - Differentiate between quadrilateral and circles. - time (face clock) - 	<p>anelement.</p> <ul style="list-style-type: none"> - identify currency unit up to 5000frs - Differentiating between quadrilaterals and circles. - telling time using the Clock face. 	<p>real objects</p>	5
4		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - Money - Mapping many to one. - - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Adding and subtracting using money. - Mapping many points to one and vice versa. - - Use knowledge,skills and attitudes acquired to solve daily mathematical life problems. 	<p><i>currency (FCAF)</i> graph</p> <ul style="list-style-type: none"> - Tests - quiz <p>Portfolios broadshets</p>	2
1		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - multiplication and division of decimals - time 	<ul style="list-style-type: none"> - multiplying and dividing decimals - reading , writing and conversion of time 	<p><i>currency (FCAF)</i></p> <ul style="list-style-type: none"> - charts clock face - real objects 	2
2		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. 	<ul style="list-style-type: none"> - shopping and bills - Number line. - General revision - Integrationactivities and remediation 	<ul style="list-style-type: none"> - use money in buying and selling - Counting in groups on the number line. - Use knowledge,skills and 	<ul style="list-style-type: none"> - Portfolios - Broadshets - Report cards 	3

		<ul style="list-style-type: none"> - Geometry and space. Statistics and graph. 		attitudes acquired to solve mathematical daily life problems.		
3		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. Statistics and graph. 	<ul style="list-style-type: none"> - General revision 		<ul style="list-style-type: none"> - Broadsheets - Report booklets 	
4		<ul style="list-style-type: none"> - Numbers and operations. - sets and logic - Measurement and size. - Geometry and space. - Statistics and graph. 	<ul style="list-style-type: none"> - End of year assessment And remediation 	<ul style="list-style-type: none"> - Use complex problem situations to solve daily life problems 	<ul style="list-style-type: none"> - Broadsheets - Report booklets 	

MONTHLY SCHEME OF WORK FOR SCIENCE AND TECHNOLOGY

MONTH / PERIOD

INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN:

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	SCIENCE AND TECHNOLOGY	-HEALTH EDUCATION -TECHNOLOGY AND ENGINEERING -ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Parts of the body - Tools (carpenter, farming, hunting) - Immediate Environment 	<ul style="list-style-type: none"> - Identify various parts of the body - Identify different tools in the locality - Identify and name the components of the home 	<ul style="list-style-type: none"> - Drawings - Charts - Charts - Real objects 	3
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Functions of the parts of the body - Uses of tools - The school 	<ul style="list-style-type: none"> - Discuss ways to care for the various parts of the body - Identify different tools in the locality - Identify and name the components of the school 	<ul style="list-style-type: none"> - Charts - Pictures - Real objects - Drawings 	3
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING	<ul style="list-style-type: none"> - Personal hygiene (care of the body) - Uses of tools - The community 	<ul style="list-style-type: none"> - Discussion on more ways to care for the body parts - Demonstrate the use of the different tools - Locate places in the 	<ul style="list-style-type: none"> - Charts - Pictures - Real objects 	3

		ENVIRONMENTAL EDUCATION		community		
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Machines (sewing, grinding, etc.) - The community - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Identifying different types of machines in the locality - Locating places and services in a community - Apply knowledge, Skills and attitude to daily life situation 	<ul style="list-style-type: none"> - Pictures - Portfolios - Broad sheets 	H.E= 3 E.S= 4 T.E= 4
			- HEALTH EDUC = 3	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 11
1		HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Human skeleton - Parts of a machine (sewing machine) - Living and non-living things 	<ul style="list-style-type: none"> - Draw the human skeleton - Identify and name parts of a sewing machine - Discuss the characteristics of living and non-living things. 	<ul style="list-style-type: none"> - Drawings - Pictures - Real objects 	3
2-3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Human skeleton and types of bones - Sense organs (types , functions and care) - Living and non-living things 	<ul style="list-style-type: none"> - Explain the importance of human skeleton and the types of bones - Explain the various functions of the sense organs and use them to detect correctly. - Locate uses of various machines in the locality and care for them - Compare living and non- 	<ul style="list-style-type: none"> - Pictures - Real objects - Charts 	3

				living things		
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Parts of machine - Food: Types of food - Integration activities, assessment and Remediation 	<ul style="list-style-type: none"> - Listing the different types of machines in the locality - Define food, identify types of food - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - C harts - Check chats - portfolio - broadsheets 	3
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 3	TECHN. & ENG.= 4	TOT. = 11
1		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Reproduction - Weaving - Importance of food in the society 	<ul style="list-style-type: none"> - identify the reproductive organs(male and female) - show interest in weaving - listing importance of food - Identify the various types of seeds. 	<ul style="list-style-type: none"> - pictures - charts - fiber - bamboo - spear grass - real objects 	4
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Description of the reproductive organs - weaving a basket - Gardening: types and importance 	<ul style="list-style-type: none"> - Draw and describe the reproductive organs - tools of weaving a basket - raise awareness on types and importance of gardening 	<ul style="list-style-type: none"> - charts - pictures - bamboo - fiber - ropes - real objects 	3
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL	<ul style="list-style-type: none"> - the female and male reproductive organs - weaving - plants: Seeds 3 - seed dispersal 	<ul style="list-style-type: none"> - care of the reproductive organs - produce a basket - describe the characteristics of seeds - explain the various agents of 	<ul style="list-style-type: none"> - charts, - pictures - bamboo, - fiber, ropes - seeds and seedlings 	4

		EDUCATION		seed dispersal		
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - weaving - Gardening - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - produce a raffia bag - Demonstrate gardening - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - charts, pictures - bamboo, fiber - A garden - Portfolios, presentation broadsheets 	2
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 5	TECHN. & ENG.= 4	TOT. = 13
1		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Reproductive organs - weaving - male and female reproductive system 	<ul style="list-style-type: none"> - How to care for their organs - produce a raffia - awareness on care of female and male reproductive organs 	<ul style="list-style-type: none"> - pictures, charts - bamboo, fiber, ropes 	3
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - HIV/AIDS - Plumbing - Diseases: Common infections 	<ul style="list-style-type: none"> - Meaning of HIV/AIDS - How HIV/AIDS can be transmitted - Name types of plumbing - Able know and say what are diseases 	<ul style="list-style-type: none"> - Charts, pictures - Bricks, tapes, ropes 	4
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING	<ul style="list-style-type: none"> - Mode of transmission - Plumbing - Airborne disease 	<ul style="list-style-type: none"> - How HIV/AIDS can be prevented - House tap - Able to identify water borne diseases and prevention 	<ul style="list-style-type: none"> - Charts, pictures, real objects - Bricks, tapes, ropes 	3

		ENVIRONMENTAL EDUCATION				
4		- HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Plumbing - Waterborne disease - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Show the various steps of plumbing - Identify waterborne diseases and prevention - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Charts, pictures - Bricks, tapes, ropes - Portfolios, test quiz - broadsheets 	2
			- HEALTH EDUC = 7	- EVIRON'TAL SC.= 3	TECHN. & ENG.= 3	TOT. = 11
1	SCIENCE AND TECHNOLOGY	-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Effects of HIV/AIDS - Telecommunication - Animals 	<ul style="list-style-type: none"> - Describe the effects of HIV/AIDS - Identify various telecommunication tools - Uses of telecommunication devices - Classifying of animals by their habitat 	<ul style="list-style-type: none"> - Pictures - Papers, card boards, bamboo - Charts - Real objects 	4
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Contagious diseases - Telecommunication - Animals 	<ul style="list-style-type: none"> - Describe the mode of transmission of contagious diseases - Production of miniature phones and radio - Care and uses of animals 	<ul style="list-style-type: none"> - Pictures - Papers, card boards, bamboo - Charts 	3
3		-HEALTH EDUCATION TECHNOLOGY AND	<ul style="list-style-type: none"> - Hygiene (Toilets) - Telecommunication - Birds 	<ul style="list-style-type: none"> - Identify and describe different types of toilets - Manufacture of miniature TV and camera 	<ul style="list-style-type: none"> - Pictures - Papers, cartoons, card 	3

		ENGINEERING ENVIRONMENTAL EDUCATION		- Describe birds according to types	- charts	
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Hygiene - Birds - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Care of the different types of toilets - Conserving birds - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Water, buckets, brush, soap, omo - Pictures <p>Tests, quiz, portfolios, broadsheets</p>	3
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 12
1		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Drugs - Energy (heat energy, electrical) - Fishes 	<ul style="list-style-type: none"> - Identifying the different types of drugs - Identify different forms of energy - Identify and name types of fishes 	<ul style="list-style-type: none"> - Real objects - Charts - Pictures 	2
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL	<ul style="list-style-type: none"> - Drug education - Energy - Fishes 	<ul style="list-style-type: none"> - Distinguish between harmful and useful drugs - Identify and explain the sources of energy - Draw and write parts of a fish 	<ul style="list-style-type: none"> - Charts - Pictures , pencils 	3

		EDUCATION				
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Minor accidents - Energy - Insects 	<ul style="list-style-type: none"> - Differentiating between scald and burns - Uses of energy and its dangers - More on the dangers of energy - Identify types of insects in a locality 	<ul style="list-style-type: none"> - Pictures - Pictures/cables - Chart 	4
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - First Aid - Insects - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Define and state the content of a first aid box - Stating of the characteristics of insects - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Chart/pictures - Portfolios, broadsheets 	2
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 12
1		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Treatment of minor accidents - Electricity - Insects 	<ul style="list-style-type: none"> - Treat minor accidents using the specific first aid box - Identify and name electrical devices - Explain the importance of insects 	<ul style="list-style-type: none"> - First aid box - Pictures - Real objects 	3
2		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING	<ul style="list-style-type: none"> - Health hazards - Vaccination/vaccines - Electricity - Plants 	<ul style="list-style-type: none"> - Identify some common health hazards in the locality - Explain the importance of vaccines to people - Identify and use electrical 	<ul style="list-style-type: none"> - Charts/pictures - Chart - Real objects (beans) 	4

		ENVIRONMENTAL EDUCATION		<ul style="list-style-type: none"> devices appropriately - Identify and name various types of plant seeds dispersal 		
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Health hazards - Safety measure - Seed dispersal 	<ul style="list-style-type: none"> - Explain the different cause of health hazards - Identify and take safety measures when using electrical devices - Explain the various agents of seed dispersal 	<ul style="list-style-type: none"> - charts - Pictures - Presentation 	3
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Wiring - Matter - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Explain the wiring of a house - Types of matter - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Cables/switches - Portfolios , broadsheets 	2
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 12
1		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Food - Safety and security equipment - Water 	<ul style="list-style-type: none"> - Define and identify the types and classes of food - Identify band use appropriate protective equipment - Identify sources of water and qualities of good 	<ul style="list-style-type: none"> - Real objects - Charts - Objects 	3
2	SCIENCE AND TECHNOLOGY	-HEALTH EDUCATION TECHNOLOGY	<ul style="list-style-type: none"> - Food - Safety rules - Pollution 	<ul style="list-style-type: none"> - Classes of food and their importance - Explain the safety rules to 	<ul style="list-style-type: none"> - Real objects - Pictures - charts 	4

		AND ENGINEERING ENVIRONMENTAL EDUCATION		<ul style="list-style-type: none"> apply at all times - Definition and types of pollution - Differentiate between organic and inorganic waste - 		
3		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - Revision and remediation - Revision - Prevention of pollution 	<ul style="list-style-type: none"> - Explain ways by which pollution can be prevented - Practice waste separation 	<ul style="list-style-type: none"> - Pictures - Charts - materials 	2
4		-HEALTH EDUCATION TECHNOLOGY AND ENGINEERING ENVIRONMENTAL EDUCATION	<ul style="list-style-type: none"> - General revision - End of year assessment - remediation 	<ul style="list-style-type: none"> - Use complex problem situations to solve daily life problems 	<ul style="list-style-type: none"> - Broadsheets - Report booklets 	
			- HEALTH EDUC = 2	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 2	TOT. = 08

REPARTITION MENSUELLE DE FRANCAIS

MONTH /PERIOD

INTEGRATED LEARNING THEME:

DOMAIN:

ENVISAGED PROJECT:

Français							
Centre d'intérêt Mois	-La maison - Septembre						
Semaines	Composant(e)s	Unités	Contenu d'apprentissage	Résultats attendus	Stratégies d'enseignements	Matériel didactique	Nombre de contenu d'apprentissage
1 Contexte le salon	-Compréhension et expression orale (CEO) - Compréhension écrite (lecture) (CE) - Vocabulaire(VOC) - orthographe - Grammaire et conjugaison	- Présentation lexicale - Lecture des mots et des phrases - Le dictionnaire bilingue - Marques morphologiques - Groupe nominale	- Les salutations (bonjour, salut, bonsoir) - Les mots et les phrases relatifs au centre d'intérêt - Lexique en relation avec le centre d'intérêt (majuscule, virgule) - Le nom (nom, déterminants)	- Saluer, se présenter et présenter quelqu'un - Lire des mots et des phrases - Utiliser le dictionnaire bilingue, développer le goût de la lecture - Utiliser les signes morphologiques - Identifier le groupe nominal	- Jeux de rôle - Dramatisation - systématisation - Activités de pré-lectures - Lecture globale - Lecture sélective - Activités de post-lecture - observation, découverte, systématisation, classement test de clôture - Illustration, observation, découverte,	- Images - Posters - Support audiovisuel - Textes Textes illustrés, Album enfants, Pages internet - Pages internet - Images, posters, albums, divers supports visuels - Images, posters, albums, divers supports visuels	5

				dans une phrase	<p> systématisation, classement test de clôture - observation, découverte, systématisation, classement test de clôture </p>		
<p> 2 La cuisine </p>	<p> -Compréhension et expression orale -Compréhension écrite (lecture) - Vocabulaire - Grammaire et conjugaison - orthographe </p>	<p> - Présentation lexique - Lecture des mots et des phrases - Le dictionnaire bilingue - Groupe nominal - Marques morphologiques </p>	<p> - Les salutations (bonne après- midi, bonne nuit, comment allez-vous, comment ça va) - Les mots et les phrases relatifs au centre d'intérêt, lexique en relation avec les centres d'intérêts - Les types des noms - Cédille, deux points </p>	<p> - Saluer, se présenter et présenter quelqu'un - Lire des mots et des phrases développer le gout de la lecture -Reconnaitre, utiliser les différents types de noms dans les phrases, utiliser les signes morphologiques </p>	<p> -Jeux de rôles, dramatisation, systématisation, découverte -Activités de pré- lecture, lecture globale, lecture sélectives - Activités de post-lecture - observation, découverte, systématisation, classement test de clôture - observation, découverte, systématisation, classement test de clôture - Illustration, observation, découverte, </p>	<p> - Images, posters, support audiovisuel - Images, posters, support audiovisuel - Images, posters, album, divers, support audiovisuel - Images, posters, album, divers, support audiovisuel - Images, posters, album, divers, support audiovisuel </p>	<p> 6 </p>

					<p>systematisation, classement test de clôture</p>		
<p>3 Les toilettes</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Les structures grammaticales - Lecture - Les antonymes - Les déterminants du nom - Marques morphologiques 	<ul style="list-style-type: none"> - se présenter et présenter quelqu'un (je m'appelle, il/elle s'appelle, j'habite a, il/elle habite a) - Lexique en relation avec le centre d'intérêt - Les adjectifs possessifs - Les adjectifs démonstratifs - Apostrophe, point d'interrogation - Point d'exclamation 	<ul style="list-style-type: none"> - Se présenter et présenter ses camarades - Lire à haute voix des textes simples (4 phrases) - Utiliser correctement les antonymes - Déterminer la nature d'un déterminant - Déterminer la nature d'un déterminant (adjectif démonstratifs) - Utiliser les signes morphologiques 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisation, comptines, illustration, marionnettes. - activités de prelecture, lecture globale, lecture sélective, activité post lecture - observation, découverte, systématisation, texte de closure - observation, découverte, systématisation, test de closure - Illustration, observation, découverte, systématisation, texte de closure 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. - Textes, textes illustres - Images, Posters, albums, divers, supports audiovisuels. - Images, Posters, albums, divers, supports audiovisuels. - Images, Posters, albums, divers, supports audiovisuels. 	<p>6</p>

<p>4 Les objets de la concession</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Les saisons - Lexiques - Lecture - Famille de mots - Les déterminants du nom - Marques morphologiques 	<ul style="list-style-type: none"> - Indication de la météo (Il pleut, il fait beau, il fait froid, il fait chaud). - Lecture des textes divers - lexique en relation avec les centres d'intérêts - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Parler du temps qu'il - Lire à haute voix des textes simples (4 phrases) - Regrouper des mots par famille (les objets du salon et de la cuisine) - Utiliser les adjectifs morphologiques. Appliquer le savoir, savoir-faire et savoir-être (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisation, démonstration, comptines, systématisation illustration, - activités de prelecture, lecture globale, lecture sélective, activité post lecture - observation, découverte, classement, systématisation, texte de closure - observation, découverte, systématisation, texte de closure 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. - Textes Textes illustrés, Album enfants, Pages internet - Images, Posters, albums, divers, supports audiovisuels - Images, Posters, albums, divers, supports audiovisuels 	<p style="text-align: center;">2</p>
<p>Mois : Centre d'intérêt :</p>	<p>Octobre</p>	<p>-</p>	<p>-</p>			<p>-</p>	
<p>1 Contexte Les activités économiques de la ville</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et 	<ul style="list-style-type: none"> - Les saisons (structures grammaticales) - Famille de mots - Les déterminants du nom 	<ul style="list-style-type: none"> - Quel temps fait-il, les indications du temps réel (aujourd'hui, hier demain etc.) 	<ul style="list-style-type: none"> - Parler du temps qu'il fait - repérer les indices d'un texte et répondre aux questions textuelles 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisation, systématisation, comptines, illustration... - activités de prelecture, lecture 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. 	<p style="text-align: center;">6</p>

	<p>conjugaison - orthographe</p>	<ul style="list-style-type: none"> - Marques régulières du féminin 	<ul style="list-style-type: none"> - Les mots de la même famille (activités du marché) - Les articles définis - Les noms féminins et masculins. 	<ul style="list-style-type: none"> - Trouver les mots de la même famille (savoir faire le marché, acheter, vendre payer) - Déterminer la nature d'un déterminant (les articles définis) ex. le, la, les, l' - Distinguer le nom masculin du nom féminin 	<p>globale, lecture sélective, activité post lecture - observation, découverte, classement, systématisation, texte de closure - observation, découverte, classement, systématisation, texte de closure - Illustration, observation, découverte, systématisation,</p>	<ul style="list-style-type: none"> - Textes Textes illustrés, Album enfants, - Pages internet - Images, Posters, albums, divers, supports audiovisuels - Images, Posters, albums, divers, supports audiovisuels 	
<p>2 Contexte Les structures de la ville</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Les saisons (l'heure) - Lecture - Les synonymes - Les déterminants du nom - Marques régulières du féminin 	<ul style="list-style-type: none"> - L'heure (qu'elle heure est-il, il est...) - Lecture des textes divers - lexique en relation avec les centres d'intérêts - Les articles indéfinis (un, une, des, etc) - Nom masculin et féminin 	<ul style="list-style-type: none"> - Demander et dire l'heure - identifier les aspects importants de l'organisation d'un texte (structure et format) - utiliser correctement les synonymes - déterminer la nature d'un 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisation, démonstration - activités de prelecture, lecture globale, lecture sélective, activité post lecture - observation, découverte, classement, systématisation, texte de closure - observation, 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, - Textes Textes illustrés, - Album enfants, Pages internet - Images, Posters, albums, divers, supports 	<p>5</p>

				déterminant (les articles indéfinis) - distinguer le nom masculin du nom féminin	découverte, systématisation, illustration	audiovisuels - Images, Posters, albums, divers, supports audiovisuels	
3 Activités économiques du village	-Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Expression des souhaits - Lecture - Famille des mots - La phrase simple - Marques du nombre	- Lexique : objectifs, services - Lecture des textes divers - Les mots en relation avec le centre d'intérêt - Les mots avec le son (ON) - Point-virgule - Les constituants d'une phrase (sujet, verbe, complément) - Le nom singulier et pluriel	-exprimer un souhait, une envie, un désir -trouver l'idée générale d'un texte, développer le goût de la lecture -Regrouper les mots par famille identifier, lire et écrire les mots avec le son ON ex : mouton, bonbon etc. -identifier les constituants de la phrase -distinguer le nom singulier du nom pluriel.	-Jeux de rôles, dramatisation, démonstration, comptines, systématisation -activités de prelecture, lecture globale, lecture sélective, activité post lecture - observation, Illustration, démonstration, systématisation - Illustration, observation, découverte, systématisation,	- Images, Posters, jeux, Support audiovisuel, radio, - Textes Textes illustrés, Album enfants, Pages internet - Textes Textes illustrés, Album enfants, Pages internet - Images, Posters, albums etc. - Images, Posters, divers, supports audiovisuels -	6
4 Les	-Compréhension et expression orale	- Expression des souhaits	- Lexique : les structures	-Exprimer un souhait, une	-Jeux de rôles, dramatisation,	- Images, Posters, jeux,	3

structures du village	<ul style="list-style-type: none"> - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Récits - Familles des mots les signes de ponctuation de base - Marque du nombre 	<ul style="list-style-type: none"> grammaticales je veux, j'ai envie, s'il vous plait - Chronologie des faits - Evaluation et Remédiation - 	<ul style="list-style-type: none"> envie, un désir -Organiser un récit cohérent -Pouvoir - utiliser correctement les signes de ponctuations. - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> démonstration, comptines, systématisation - production du premier jet -production du deuxième jet -correction, autoévaluation à partir des critères - observation, découverte dramatisation, -observation, Illustration, systématisation 	<ul style="list-style-type: none"> Support audiovisuel, radio, - Images, Posters, divers, supports audiovisuels - Images, Posters, albums etc. - Images, Posters, supports audiovisuels 	
<p style="text-align: center;">1</p> <p>Mois de novembre</p> <p>Centre d'intérêt : l'école</p> <p>Contexte :les membres de la famille de l'école</p>	<ul style="list-style-type: none"> -Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Description - Récit - Dictionnaire bilingue : lexique en relation avec le centre d'intérêt - Les signes de ponctuations de base - Marque du nombre 	<ul style="list-style-type: none"> - Lexique : les adjectifs descriptifs : les noms des lieux, les objets, les personnes - Chronologie des faits : texte narratif - lexique en relation avec le centre d'intérêt - point d'interrog 	<ul style="list-style-type: none"> - décrire un objet, une personne, un lieu - organiser un récit dans un ordre cohérent - utiliser le dictionnaire - développer le gout de la lecture - utiliser corre 	<ul style="list-style-type: none"> -Jeux de rôles, dramatisation, démonstration, comptines, systématisation - production du premier jet -production du deuxième jet -correction, autoévaluation à partir des critères - observation, découverte 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, - Images, Posters, albums, divers, supports audiovisuels - Images, Posters, albums, divers, supports audiovisuels 	6

			<ul style="list-style-type: none"> - ation et d'exclamation - marques régulières du pluriel 	<ul style="list-style-type: none"> - ctement les signes de ponctuations - reconnaître les marques régulières du pluriel 	<ul style="list-style-type: none"> - systématisation, classement, texte de closure 	<ul style="list-style-type: none"> - Images, Posters, albums 	
<p>2 Structure de l'école</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Description - Récit - La famille des mots, - Les types de phrases - Marque du nombre 	<ul style="list-style-type: none"> - Décrire les noms des animaux, couleurs... - Chronologie : faits divers (un accident de circulation, une bagarre) - Les mots avec les sons ienetein - Phrase déclarative - Les irrégulières 	<ul style="list-style-type: none"> - Décrire les noms des animaux, couleurs... - Organiser un récit dans un ordre cohérent - production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères - Pouvoir trouver, reconnaître et décrire les mots avec les sons ienetein (chien, chrétien, 	<ul style="list-style-type: none"> - Jeux de rôles, observation, illustration.. - Jeux de rôles, observation, illustration.. - Démonstration, illustration, jeux de rôles, systématisation - Démonstration, illustration, jeux de rôles, systématisation - Jeux de rôles, démonstration, illustration, systématisation 	<ul style="list-style-type: none"> - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels 	<p>6</p>

				<ul style="list-style-type: none"> haleine, peine) - Identifier les phrases déclaratives - Pouvoir utiliser correctement les irrégulières du pluriel 			
<p>3 Les activités de l'école</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Description - Récit - La famille des mots, - Les types de phrases - Accord des adjectifs qualificatifs 	<ul style="list-style-type: none"> - Structures grammaticales - Faits divers - Les sons tr et dr - Phrase interrogative - Les adjectifs qualificatifs - Adjectifs démonstratifs - 	<ul style="list-style-type: none"> - Définir, reconnaître et trouver les propositions dans les phrases - Organiser un récit dans un ordre cohérent - Trouver les mots avec les sons tr et dr ex : drapeau, travail etc. - Identifier la 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration, systématisation - production du premier jet - production du deuxième jet correction, autoévaluation à partir des critères - Jeux de rôles, démonstration, explication, systématisation - Jeux de rôles, démonstration 	<ul style="list-style-type: none"> - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - 	<p style="text-align: center;">7</p>

				<p>phrase interrogative</p> <ul style="list-style-type: none"> - Accorder correctement les adjectifs qualificatifs - Accorder correctement les adjectifs démonstratifs 	<ul style="list-style-type: none"> - , explication, systématisation - Illustration, observation, classement 		
<p>4 Les règles de l'école</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Description - Texte incomplet - Famille des mots - Les types de phrases - Accord des adjectifs 	<ul style="list-style-type: none"> - Les adjectifs qualificatifs - Un texte incomplet du choix - Les sons ai et ia - exclamative - Evaluation et Remédiation - 	<ul style="list-style-type: none"> - Définir, reconnaître et trouver les adjectifs qualificatifs - Déterminer une histoire - Trouver les sons ia et ai - Identifier les phrases exclamatives - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - Illustration, observation, classement - production du deuxième jet - correction, autoévaluation, correction - illustration, démonstration, classement, systématisation - Jeux de rôles, démonstration, explication, 	<ul style="list-style-type: none"> - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels 	<p>6</p>

					systématisatio n -		
Mois de décembre Centre d'intérêt : les métiers Contexte : définition de métier 1	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- description - Texte incomplet - Le dictionnaire bilingue - Textes - Accord des adjectifs qualificatifs	- Structures grammaticales : conjugaison du verbe être au présent de l'indicatif - Texte incomplet du choix - Lexique en relation avec le centre d'intérêt - Constituants d'un texte (phrases) - Accord des adjectifs qualificatifs	- Conjuguer le verbe du verbe être au présent de l'indicatif - Terminer une histoire - Utiliser le dictionnaire bilingue - Développer gout de la lecture - Déterminer les constituants d'un texte - Accorder correctement les adjectifs qualificatifs	- Jeux de rôles dramatisation, explication, démonstration - Jeux de rôles dramatisation, explication, démonstration - Observation, découverte, systématisatio n, classement - Observation, découverte, systématisatio n, classement - Observation, découverte, systématisatio n, classement	- Images, Posters, jeux, Support audiovisuel, radio, - Images, Posters, jeux, Support audiovisuel, radio, - Images, Posters, Support visuel, radio, - Images, Posters, Support visuel, radio, - Images, Posters, Support visuel, radio,	5

<p>2 Les différents types des métiers</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Conjugaison - Texte incomplet - Famille des mots - Texte - Marque du nombre 	<ul style="list-style-type: none"> - grammaticales : conjugaison du verbe avoir au présent de l'indicatif - rédiger un texte correctement - les sons an et en - les constituants d'un texte (paragraphe) - les nombres de 0 à 20 	<ul style="list-style-type: none"> - Conjuguer le verbe du verbe avoir au présent de l'indicatif - Rédiger un texte cohérent - Rédiger les mots avec les sons an et en (danse, sante, tente, entente) - Déterminer les constituants d'un texte - Ecrire en chiffre et en lettre les nombres de 0 à 20 	<ul style="list-style-type: none"> - Observation, découverte, systématisation, démonstration - production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères, - découverte, démonstration etc. - découverte, démonstration etc. - découverte, démonstration etc. 	<ul style="list-style-type: none"> - Images, Posters, supports visuels - Images, Posters, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels 	<p style="text-align: center;">5</p>
<p>3 Les groupes de métiers</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Bien et services - Texte incomplet - Famille de mots - Textes - Marque du nombre 	<ul style="list-style-type: none"> - Lexique : les nombres de 0 à 100 - Rédiger un texte - Les sons ai et ei - Les constituants 	<ul style="list-style-type: none"> - Compter jusqu'à 100 - Rédiger un texte cohérent - Trouver les mots avec le son aie et ei (lirai, mai, 	<ul style="list-style-type: none"> - Découverte, démonstration et - Découverte, démonstration et - Découverte, démonstration et 	<ul style="list-style-type: none"> - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, 	<p style="text-align: center;">5</p>

			<ul style="list-style-type: none"> d'un texte (illustration) - Les nombres 	<ul style="list-style-type: none"> veine, peine) - Déterminer le constituant d'un texte - Ecrire les nombres de 21 à 50 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration etc. - Jeux de rôles, démonstration, illustration etc. - 	<ul style="list-style-type: none"> Posters, divers, supports visuels - Images, Posters, divers, supports visuels, radio - Images, Posters, divers, supports visuels, radio - 	
<p>4 Les différents groupes des métiers</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Biens et services - Lecture des textes divers - Le dictionnaire bilingue - Les pronoms - Marque du nombre 	<ul style="list-style-type: none"> - Lexiques : les nombres de 100 a 300 - Lecture d'un texte - Lexique avec le centre d'intérêt - Les pronoms personnels je, tu, il/elle, nous, vous, ils/elles - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Compter de 100 a 300 - Développer le gout de la lecture - Utiliser le dictionnaire bilingue - Utiliser correctement les pronoms personnels - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration etc. - Activités prelectures, lecture globale, lecture sélective, activités post lectures - Observation, démonstration, systématisation etc - Observation, démonstration, 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels, radio - Texte, textes illustres, album enfant, page internet - Texte, textes illustres, album enfant, page internet 	<p>5</p>

					<ul style="list-style-type: none"> systematisation etc - Observation, démonstration systematisation etc - 		
<p>1</p> <p>Mois de janvier</p> <p>Centre d'intérêt : le voyage</p> <p>Les moyens du voyage</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - orthographe 	<ul style="list-style-type: none"> - Biens et services - Lecture des textes divers - Les antonymes - Marque du nombre 	<ul style="list-style-type: none"> - Lexiques : les nombres de 300 a 500 - Lecture d'un texte - Lecture avec le centre d'intérêt - Ecrire les nombres de 51 à 120 (en chiffre et en lettre) 	<ul style="list-style-type: none"> - Compter de 300 a 500 - Retrouver l'idée générale d'un texte lu - Utiliser correctement les antonymes - Ecrire les nombres en chiffre et en lettre 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration, systematisation etc. - Activités prelectures, lecture globale, lecture sélective, activités post lectures - Observation, démonstration etc - Observation, démonstration etc 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels, - Texte, textes illustres, album enfant, page internet - Texte, textes illustres, album enfant, page internet - Texte, textes illustres, album enfant, page internet 	<p>4</p>

<p>2 Voyage par moyen terrestre</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Biens et services - Lecture des textes divers - Le dictionnaire bilingue - Les pronoms - Marque du nombre 	<ul style="list-style-type: none"> - Lexiques : les nombres de 500 à 1000 - Lire et répondre aux questions à partir d'un texte - Les sons : oin et ion - Les pronoms relatifs - Ecrire les nombres de 80 à 100 	<ul style="list-style-type: none"> - Compter de 500 à 1000 - Identifier les aspects importants de l'organisation d'un texte - Trouver les mots avec le son oin et ion - Utiliser correctement les pronoms relatifs - Ecrire en lettres et en chiffres de 80 à 100 	<ul style="list-style-type: none"> - Jeux de rôles, illustration - Activités prelectures, lecture globale, lecture sélective, activités post lectures - démonstration, illustration, - démonstration, illustration, - démonstration, illustration, 	<ul style="list-style-type: none"> - Images, posters etc. - Texte, textes illustres, album enfant, page internet - Texte, textes illustres, album enfant, page internet - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels 	<p style="text-align: center;">5</p>
<p>3 Voyage maritime</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Biens et services - Textes fonctionnels - Famille de mots - Groupe verbal(COD) - Marque régulière 	<ul style="list-style-type: none"> - Structures grammaticales : (combien y'a-t-il de ... ? combien coûte ? - Lettre - Lesain et ian - Les verbes du premier groupe - Marques régulières du 	<ul style="list-style-type: none"> - Poser et répondre aux questions liées aux nombres - Produire des textes fonctionnels de son environnement - Trouver les 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisation, comptine, illustration - production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères, 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels 	<p style="text-align: center;">6</p>

			féminin	mots avec les sons ain et ian (maintenant, viande) - Identifier les verbes du premier groupe et leurs terminaisons - Distinguer le nom masculin du nom féminin	- démonstration , illustration - démonstration , illustration - démonstration , illustration	- Images, posters, divers, supports visuels - Images, posters, divers, supports visuels	
4 voyages aériens	- Compréhension et expression orale - Grammaire et conjugaison	- Achat et vente - Le groupe verbal(COD)	- Lexique : article, monnaie, services - COD complément d'objet direct	- Faire des achats - Identifier le COD dans les phrases - Appliquer (S., S.F, S.E) dans les situations de la vie courante.	- démonstration , illustration - démonstration , illustration	- Images, posters, divers, supports visuels - Images, posters, divers, supports visuel	3

<p>1 Mois de février Centre d'intérêt : la sante Définir la sante</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Récit - Texte fonctionnel - Famille de mots - Préposition - Marque du nombre 	<ul style="list-style-type: none"> - Lieux, personnage, action, évènement - Post-it - Les sons na et an - Les prépositions (a, de, du, de la) et leurs usages - Le nom singulier et nom pluriel - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Raconter oralement les histoires vécu, entendu ou imaginaires - Produire des textes fonctionnels de son environnement - Trouver les mots avec les sons na et an (nation, pantalon) - Identifier les prépositions dans les phrases - Distinguer le nom pluriel du nom singulier 	<ul style="list-style-type: none"> - démonstration, illustration - production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères, - Jeux de rôles, dramatisation, comptine, illustration - Observation, découverte, systématisation, - classement, test de closure - classement, test de closure 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels 	<p style="text-align: center;">5</p>
<p>2 Les personnels de la sante</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et 	<ul style="list-style-type: none"> - Achat et vente - Textes fonctionnels - Famille de mots - Conjonction de coordination - Accord des 	<ul style="list-style-type: none"> - Lexique : articles, monnaie, services... - Etiquettes - Les sons cretgr (crayon, 	<ul style="list-style-type: none"> - Faire des achats - Produire des textes fonctionnels de son environnement 	<ul style="list-style-type: none"> - classement, test de closure - production du premier jet, production du deuxième jet, correction, 	<ul style="list-style-type: none"> - Images, posters, album divers supports visuels - Images, posters, album divers supports 	<p style="text-align: center;">5</p>

	<p>conjugaison - orthographe</p>	<p>adjectifs qualificatifs</p>	<p>grenade) - Conjonction de coordination : mais, ou, et - Accord des adjectifs qualificatifs</p>	<p>nt - Retrouver les cr/gr dans les mots - Identifier les conjonctions de coordination s dans les phrases - Accorder correctement les adjectifs qualificatifs</p>	<p>autoévaluation à partir des critères, - Observation, découverte, etc - Observation, découverte, etc - Observation, découverte, etc</p>	<p>visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels Images, posters, album divers supports visuels</p>	
<p>3 La sante environnementale</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- récit - lettre - famille de mots - conjonction de coordination - marque régulière du féminin</p>	<p>- lexique : lieux, personnage, action événement - lettre - Les sons as et sa (masque, savon) - Conjonction de coordination (et, mais, ou) - Marque régulière du féminin</p>	<p>- Raconter oralement les histoires vécues entendues ou imaginaires - Compléter une lettre - Trouver les sons as et sa dans les phrases - Identifier les conjonctions de coordination dans les phrases</p>	<p>- Observation, découverte - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - démonstration, découverte, illustration - démonstration, découverte, illustration - démonstration, découverte,</p>	<p>- Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album</p>	<p>6</p>

				<ul style="list-style-type: none"> - Distinguer le nom masculin du nom féminin - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	illustration	divers supports visuels	
<p>4 Hygiène corporelle</p>	<ul style="list-style-type: none"> - Grammaire et conjugaison - Vocabulaire 	<ul style="list-style-type: none"> - Les adjectifs qualificatifs usuels - Famille de mots 	<ul style="list-style-type: none"> - Les adjectifs qualificatifs usuels (content, petit) - Les sons : ale et alle(sandale, balle) - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Identifier les adjectifs qualificatifs dans phrases - Trouver les sons ale et alledans les phrases.3 - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - découverte, illustration, explication - découverte, illustration, explication 	<ul style="list-style-type: none"> - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels 	3
<p>1 Mois de mars Centre d'intérêt : les jeux Définir les jeux</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison 	<ul style="list-style-type: none"> - récit - lettre - famille de mots - les indicateurs temporels - conjugaison 	<ul style="list-style-type: none"> - recit : structures grammaticales (verbes d'action au passe) - lettre : courriel - les sons ga et 	<ul style="list-style-type: none"> - utiliser correctement les verbes d'action au passe - compléter un courriel - trouver le 	<ul style="list-style-type: none"> - découverte, illustration, explication - -production du premier jet, production du deuxième jet, 	<ul style="list-style-type: none"> - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels 	5

	- orthographe		<ul style="list-style-type: none"> go (garage, rigole) les indicateurs temporels (demain, aujourd'hui, hier, il ya une fois) conjuguer un verbe au temps passe 	<ul style="list-style-type: none"> son ga et go dans les mots conjuguer un verbe au temps qu'impose un indicateur temporel 	<ul style="list-style-type: none"> correction, autoévaluation à partir des critères, découverte, illustration, découverte, illustration, découverte, illustration, 	<ul style="list-style-type: none"> Images, posters, album divers supports visuels Images, posters, album divers supports visuels Images, posters, album divers supports visuels 	
2 importance des jeux	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - récit - lettre - famille de mots - les temps verbaux simples - marque de nombre 	<ul style="list-style-type: none"> - récits : structures grammaticales : les indicateurs temporels - messages - les sons ant et anc - les temps verbaux simples (présent) - marque du nombre 	<ul style="list-style-type: none"> - Raconter oralement les histoires vécues, entendu ou imaginaires - Compléter un message - Trouver les sons ant et anc dans les phrases - Identifier les temps simples de l'indicatif - Distinguer les noms singuliers des noms 	<ul style="list-style-type: none"> - découverte, illustration, explication - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - découverte, illustration, démonstration - découverte, illustration, démonstration - découverte, illustration, démonstration 	<ul style="list-style-type: none"> - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels 	5

				pluriels			
3 Jeux individuel	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Expression des sensations - Description - Famille de mots - Les temps verbaux simples - Marque du nombre(s) 	<ul style="list-style-type: none"> - Lexique : sentiment, maladie, état général - Description (un lieu, une personne, un animal) - Famille de mots - Les temps verbaux simples (future simple) - Marque du nombre(s) 	<ul style="list-style-type: none"> - Dire ce qu'on ressent - Décrire un lieu, une personne, un animal, un objet - Regrouper les mots par familles, trouver les uns ou des mots de la même famille - Identifier les temps simples de l'indicatif - Distinguer le nom singulier du pluriel. 	<ul style="list-style-type: none"> - découverte, illustration, jeux de rôles etc - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation - découverte, illustration, classement, 	<ul style="list-style-type: none"> - Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels 	5

					<ul style="list-style-type: none"> systematisation 		
<p>4 Les jeux collectifs</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Grammaire et conjugaison 	<ul style="list-style-type: none"> - Expression des sensations - L'imparfait de l'indicatif 	<ul style="list-style-type: none"> - Lexique : sentiment, maladie, état général - Conjuguer les verbes a l'imparfait de l'indicatif - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Dire ce qu'on ressent - Conjuguer les verbes a l'imparfait de l'indicatif - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - découverte, illustration, classement, systematisation - découverte, illustration, classement, systematisation 	<ul style="list-style-type: none"> - Images, posters, divers supports visuels - Images, posters, divers supports visuels 	<p>2</p>
<p>1 Mois d'avril Centre d'intérêt : communication Définir la communication</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Expression des sensations - Textes incomplet - Les dictionnaires bilingues - Les verbes être et avoir aux temps simples de l'indicatif - Marque du nombre 	<ul style="list-style-type: none"> - Structure générale : l'état générale (j'ai froid, j'ai chaud, j'ai mal à la tête, je suis triste - Texte incomplet - Lexique en relation avec le centre d'intérêt 	<ul style="list-style-type: none"> - Dire ce qu'on ressent - Terminer une histoire, rédiger un texte cohérent, compléter une histoire - Utiliser le dictionnaire bilingue, 	<ul style="list-style-type: none"> - découverte, illustration, classement, systematisation - découverte, illustration, classement, systematisation - découverte, illustration, 	<ul style="list-style-type: none"> - Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels 	<p>5</p>

			<ul style="list-style-type: none"> - Verbes être et avoir au présent de l'indicatif - Marque du nombre 	<ul style="list-style-type: none"> développer le goût de la lecture - Conjuguer les verbes être et avoir aux temps simples de l'indicatif - Distinguer les noms singuliers du pluriel 	<ul style="list-style-type: none"> classement, systématisation - découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation 	<ul style="list-style-type: none"> - Images, posters, divers supports visuels - Images, posters, divers supports visuels 	
<p style="text-align: center;">2 Différents moyens de la communication</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Localisation - Lecture de texte ouvert - Famille de mots - L'imparfait de l'indicatif - Révision des accords des adjectifs qualificatifs 	<ul style="list-style-type: none"> - Localisation : lexiq ue : le nom de lieux, les bâtiments, les rues - Structures grammaticales : je vais a/au, a la..., je viens de, du, de la . - Lecture d'un texte à partir du livre au programme - Les sons ie et it - L'imparfait de l'indicatif - Révision 	<ul style="list-style-type: none"> - Se situer dans l'espace - Dire ou on va et d'où on vient - Développer le goût de la lecture - Trouver les mots avec le son ie et it - Conjuguer les verbes a l'imparfait de l'indicatif 	<ul style="list-style-type: none"> - Jeux de rôle, dramatisation, démonstration - Prelecture, lecture globale, lecture sélective, évaluation - découverte, illustration, classement, - découverte, illustration, classement, - découverte, illustration, classement, 	<ul style="list-style-type: none"> - Images, posters, supports visuels, marionnettes - Textes, textes illustres - Images, posters - Images, posters - Images, posters 	5

<p>3 Les outils traditionnels de la communication</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe - Grammaire et conjugaison 	<ul style="list-style-type: none"> - Activités des hommes - Lecture des mots et phrases - Famille de mots - Les groupes verbaux - Marque du nombre - Activités des hommes 	<ul style="list-style-type: none"> - Lexique : cultivateur, commerçant, forgeron, couturier - Lecture des textes divers - Famille de mots lexique en relation avec les centres d'intérêt - Les verbes du deuxième groupe (finir, punir, sentir) - Marque du nombre - Structures grammaticales : on coupe les herbes avec une machette 	<ul style="list-style-type: none"> - Identifier les activités des hommes de sa localité - Développer le goût de la lecture - Regrouper des mots par famille - Conjuguer convenablement les verbes du deuxième groupe au temps de l'indicatif - Ecrire les nombres correctement - Identifier les activités des hommes de sa localité 	<ul style="list-style-type: none"> - découverte, illustration, classement, - Prelecture, lecture globale, lecture sélective, évaluation - Observation, découverte, illustration, systématisation - Observation, découverte, illustration, systématisation - Observation, découverte, illustration, systématisation - Observation, 	<ul style="list-style-type: none"> - Images, posters - Images, posters - Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels 	<p>6</p>

					découverte, illustration, systématisatio n		
4 Les outils modernes de la communication.		-	- Evaluation de fin d'année et remédiation	- Utilise3r une situation complexe pour résoudre un problème dans vie courante	- Observation, découverte, illustration, systématisatio n	- Trois dans un - Bulletin	1

MONTHLY SCHEME OF WORK FOR SOCIAL STUDIES

MONTH / PERIOD

INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	SOCIAL STUDIES	<ul style="list-style-type: none"> - History - Geography - Citizenship (civics), - Moral education 	<ul style="list-style-type: none"> - Definition and types of history - Definition of geography - The National emblems (flag) - Greetings 	<ul style="list-style-type: none"> - Define and name the various types of history - Define and state reasons for studying geography - Define and explain the importance of the four National emblems - Practice simple etiquettes (how to greet) 	<ul style="list-style-type: none"> - Stories - Pictures, flag, chart 	4
2		<ul style="list-style-type: none"> - History - Geography: Physical 	<ul style="list-style-type: none"> - Sources of history: 	<ul style="list-style-type: none"> - Describe the sources of 	<ul style="list-style-type: none"> - Relevant charts, newspapers, 	4

		<ul style="list-style-type: none"> - Citizenship (civics and Morals) 	<p>(Newspapers, magazines)</p> <ul style="list-style-type: none"> - Physical features: Mountains - The National Anthem - Apologies 	<p>history</p> <ul style="list-style-type: none"> - Identify mountains in Cameroon and locate places in their immediate environment - Sing the national anthem correctly - Name the colours and standing position when the flag is hoisted - Say how to greet - promote ethical values 	<p>maps, magazines</p>	
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, human right) 	<ul style="list-style-type: none"> - Sources of history: (letters and diaries) - Physical features: Hills - Administrative Ruler - Children's rights 	<ul style="list-style-type: none"> - Describe sources of history from letters and diaries - Identify hills in Cameroon and locate 	<ul style="list-style-type: none"> - Maps, charts, pictures - Textbooks - demonstration 	4

				<ul style="list-style-type: none"> places in their immediate environment - Name and identify administrative rulers - State children's rights 		
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Sources of history: (Government document) - Physical features: valleys. - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Describe sources of history from government documents - Identify valleys in Cameroon and locate places in their immediate environment - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Pictures, magazines, newspapers, maps, charts - Presentation, quizzes, test, portfolios, broadsheets 	2
			- HIST = 4	- GEO= 4	- CITIZ. = 8	TOT= 16
1	The Village/Town	<ul style="list-style-type: none"> - History - Geography - Citizenship (civics and moral) 	<ul style="list-style-type: none"> - Buried objects - Physical features: plains - Traditional 	<ul style="list-style-type: none"> - describe sources from buried objects - identify plains 	<ul style="list-style-type: none"> - pictures, maps, charts 	3

		<ul style="list-style-type: none"> education) - Human right 	<ul style="list-style-type: none"> rulers and their duties 	<ul style="list-style-type: none"> in Cameroon - locate places in their immediate environment - identify and state functions of traditional rulers. - state the duties of children to their parents 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics and moral education) 	<ul style="list-style-type: none"> - Sources of history (poems, songs or music) - Map of Cameroon location of mountains - Motto - love 	<ul style="list-style-type: none"> - Describe sources of history from poems, songs or music - Locate mountains on the map of Cameroon - Say the motto of Cameroon correctly - Promote ethical values 	<ul style="list-style-type: none"> - Audio-visual materials, records - Maps, charts - pictures 	4
3		<ul style="list-style-type: none"> - History - Geography 	<ul style="list-style-type: none"> - Sources of history (Radio and 	<ul style="list-style-type: none"> - Describe sources of 	<ul style="list-style-type: none"> - Pictures - Maps, charts 	4

		<ul style="list-style-type: none"> - Citizenship (civics and human rights) 	<ul style="list-style-type: none"> television) - Map of Cameroon: Location of hills /valleys - Religious rulers - Notion of human rights 	<ul style="list-style-type: none"> history from the radio and television - Locate hills on the map of Cameroon - Identify and name religious rulers - Define human rights 	<ul style="list-style-type: none"> - Stencils 	
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics and moral education) 	<ul style="list-style-type: none"> - Sources of history (photographs) - Motto - Love - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Describe sources of history from the radio and television - Locate valleys on the map of Cameroon - Say the motto of Cameroon correctly - Promote ethical values - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Pictures - Maps, charts - utensils - portfolios, broadsheets 	3
		<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - HIST = 4 	<ul style="list-style-type: none"> - GEO= 4 	<ul style="list-style-type: none"> - CITIZ. = 6 	TOT= 16
1	The School	<ul style="list-style-type: none"> - History - Geography 	<ul style="list-style-type: none"> - Why do we study History 	<ul style="list-style-type: none"> - Describe sources of 	<ul style="list-style-type: none"> - Pictures, maps - stories 	4

		<ul style="list-style-type: none"> - Citizenship (civics and human rights) 	<ul style="list-style-type: none"> - Map of Cameroon: Location of plains - Administrative structure of a region - Human rights abuse 	<ul style="list-style-type: none"> history from photographs - Locate plains on the map of Cameroon - Describe the administrative structure of a region - Describe human right abuse 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Types of history (oral history) - Weather - The seal - care 	<ul style="list-style-type: none"> - Describe the type of history (oral) - Definition of weather - Say what the seal is and its importance - Practice ethical values 	<ul style="list-style-type: none"> - Weather instruments, charts - Real objects 	4
3		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - Types of history (Written history) - Elements of weather (rainfall and temperature) - Municipal elections - Sexual abuse 	<ul style="list-style-type: none"> - Describe written history - Define and explain rainfall, temperature state the 	<ul style="list-style-type: none"> - Pictures - Weather instruments - Short stories 	4

				<ul style="list-style-type: none"> elements used in measuring rainfall and temperature - Define and explain electoral process - Define sexual abuse and its consequences 		
4		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Types of history (Dug up history) - The coat of arm - Obedience - Integration activities, assessment and remediation 	<ul style="list-style-type: none"> - Describe dug up history - Explain the importance the of national anthem - Practice ethical values - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Pictures - Weather instruments - portfolios, broadsheets 	3
			- HIST = 4	- GEO= 3	- CITIZ. = 8	TOT= 15
1	Occupation	<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - Notion of time: (Dates) - Elements of weather: 	<ul style="list-style-type: none"> - Explain dates in history: relate past, present and 	<ul style="list-style-type: none"> - Pictures - Weather instruments 	4

			<p>Humidity</p> <ul style="list-style-type: none"> - Legislative elections - Drug abuse 	<p>future events</p> <ul style="list-style-type: none"> - Define and explain humidity: state the instruments used in measuring humidity - Define and explain the electoral process - State types of drugs and consequences 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Notion of time: BC /AD - Elements of weather: Air - The home - honesty 	<ul style="list-style-type: none"> - Explain BC (Before Christ) AD (after t Christ) relate past, present and future events - Define and explain air: state the instruments used in measuring air - State the rules 	<ul style="list-style-type: none"> - stories - Pictures - Weather instruments 	4

				and regulations of a home - Practice ethical values		
3		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - Notion of time: Century and Millennium - Elements of weather: Pressure - Presidential election - peace 	<ul style="list-style-type: none"> - Explain Century and Millennium: relate past, present and future events - Define and explain Pressure: state the instruments used in measuring pressure - Define and explain electoral process. - Define peace and its importance 	<ul style="list-style-type: none"> - charts - Pictures - Weather instruments 	4
4		<ul style="list-style-type: none"> - History - Geography - Citizenship(<ul style="list-style-type: none"> - Elements of weather: Sunshine 	<ul style="list-style-type: none"> - Define and explain sunshine: 	<ul style="list-style-type: none"> - Pictures - Weather instruments 	1

		civics and moral education)	<ul style="list-style-type: none"> - Integration activities, assessment and remediation 	<p>state the instruments used in measuring sunshine</p> <ul style="list-style-type: none"> - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Presentation , tests, quiz, broadsheets 	
		-	- HIST = 3	- GEO= 4	- CITIZ. = 6	TOT= 13
1	Traveling	<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Historical figures and events; definition of pacification (FonGalega I) - Elements of weather: wind direction - The school - appreciation 	<ul style="list-style-type: none"> - Identify some Cameroonian historical figures and their contributions to the pacification of Cameroon (FonGalega I) - Define and explain wind: state the instruments used in measuring wind direction - State the rules and regulations of a school 	<ul style="list-style-type: none"> - Relevant pictures - Weather instruments, charts, picture - Wind vane 	4

				<ul style="list-style-type: none"> - Practice ethical values 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - Historical figures and events; King Manga Bell - Elements of weather: wind speed - UNICEF - peace and security 	<ul style="list-style-type: none"> - Identify some Cameroonian historical figures and their contributions to the pacification of Cameroon (King Manga Bell) - Define and explain wind: state the instruments used in measuring wind speed - recognize national, international organisations that assists schools - promote a culture of peace and security 	<ul style="list-style-type: none"> - stories - Relevant pictures - Weather instruments, charts, picture 	5

3		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Historical figures and events; King Akwa - Elements of weather: the rainy season - the community - respect - 	<ul style="list-style-type: none"> - Identify some Cameroonian historical figures and their contributions to the pacification of Cameroon (King Akwa) - Describe the rainy season and predict weather conditions during rainy season - state rules and regulations of the community - practice ethical values 	<ul style="list-style-type: none"> - Relevant pictures - Weather instruments, charts, picture 	4
4		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - Historical figures and events; Sultan Njoya - Elements of weather: the Dry season 	<ul style="list-style-type: none"> - Identify some Cameroonian historical figures and their contributions 	<ul style="list-style-type: none"> - Relevant pictures - Weather instruments, charts, picture 	2

			<ul style="list-style-type: none"> - revision /assessment and remediation 	<p>to the pacification of Cameroon (Sultan Njoya)</p> <ul style="list-style-type: none"> - Describe the rainy season and predict weather conditions during Dry season - Apply K.S.A to daily life situations. 	<ul style="list-style-type: none"> - Presentation , tests, quiz, broadsheets 	
		-	- HIST = 4	- GEO= 5	- CITIZ. = 6	TOT= 15
1	Health	<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - The Early man (History) - Economic Geography: Farming, tools - UNESCO - peace negotiation 	<ul style="list-style-type: none"> - Describe how the early man looks like - Define farming - Identify tools for farming - Define and state how it assists schools - Resolved conflicts 	<ul style="list-style-type: none"> - Relevant pictures, relevant charts - Farming tools, charts, pictures 	5
2		<ul style="list-style-type: none"> - History - Geography - Citizenship(<ul style="list-style-type: none"> - The Early man (History) - Economic 	<ul style="list-style-type: none"> - Explain the history of the early man 	<ul style="list-style-type: none"> - Relevant pictures, relevant charts - Farming tools, 	5

		civics and moral education)	Geography: Process and Crops - The state - Public property	- Describe the farming process: identify crops in the locality. - identify good seeds for planting - Enumerate the rules and regulations of the state - Identify public property and use them correctly	charts, pictures	
3		- History - Geography - Citizenship(civics and human rights) - Moral education	- The Early man (Activities) - Economic Geography: Livestock - WFO - Act of reporting - volunteerism	- Identify and explain the activities of early man - Describe livestock farming - Define WFO and state its importance - Report all suspected acts, people	- Charts and pictures	5

				<ul style="list-style-type: none"> - and objects - Volunteer to work for common good of a family 		
4		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - The Early man (Activities) - Economic Geography: Trading - Nuclear family - revision /assessmentand remediation 	<ul style="list-style-type: none"> - Identify and describe the activities of early man - Describe trading: carryout trading for subsistence - Name members of a nuclear family - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Relevant pictures, charts - Models - Presentation , tests, quiz, broadsheets 	3
		-	- HIST = 4	- GEO= 7	- CITIZ. = 7	TOT= 18
1	Games	<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - The Early man (tools) - Economic Geography: Fishing - WHO - Safe and security measures 	<ul style="list-style-type: none"> - Identify and describe the tools of early man - Describe fishing: carryout trading for 	<ul style="list-style-type: none"> - Relevant pictures, charts - models 	4

				<ul style="list-style-type: none"> - subsistence - Define WHO and say how its assists schools - Practice safety and security measure 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and moral education) 	<ul style="list-style-type: none"> - The Early man (food) - ETHNIC GROUPS Definition - Extended family - volunteerism 	<ul style="list-style-type: none"> - Identify the types of food the early man ate - Definition of ethnic group - Name members of the extended family - Volunteer to work for the common good of the family and the community. 	<ul style="list-style-type: none"> - Pictures 	4
3		<ul style="list-style-type: none"> - History - Geography - Citizenship(civics and human rights) 	<ul style="list-style-type: none"> - The Early man (shelter) - ETHNIC GROUPS (The Bamilekes) - Plant - National 	<ul style="list-style-type: none"> - Name some places the early man lived - Identify and show respect 	<ul style="list-style-type: none"> - Relevant charts, pictures - Audio visual materials 	5

			<p>organisations that promote peace</p>	<p>for the Bamilekes</p> <ul style="list-style-type: none"> - State the human activities they carry out - Define plant and its importance - State the national organisations that promote peace 		
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics) 	<ul style="list-style-type: none"> - The Early man (Clothes) - ETHNIC GROUPS (The Tikars) - Road safety <p>- revision /assessment and remediation</p>	<ul style="list-style-type: none"> - Describe the clothes of the early man - Identify and show respect for the Tikars with their Activities. - Name and respect road safety regulations. - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> - Relevant charts, pictures - Audio visual materials <p>- Presentation , tests, quiz, broadsheets</p>	3
		-	- HIST = 4	- GEO= 5	- CITIZ. = 7	TOT= 16

1	Communication	<ul style="list-style-type: none"> - History - Geography - Citizenship(civics) 	<ul style="list-style-type: none"> - Discoveries of the Early man: Fire /farming - ETHNIC GROUPS (The Ngembas) - NGOs 	<ul style="list-style-type: none"> - Explain how the early man discovered fire/farming - Identify and show respect for the Ngembas - State the human activities they carry out - Definitions and importance of NGO 	<ul style="list-style-type: none"> - Relevant charts, pictures - Audio visual materials 	5
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (CIVICS) 	<ul style="list-style-type: none"> - Discoveries of the Early man: Domestication of animals - ETHNIC GROUPS (The TheBetis) - Regions and their headquarters 	<ul style="list-style-type: none"> - Explain how the early man discovered the domestication of animals - Identify and show respect for the Betis - State the human activities they carry out - Name the 	<ul style="list-style-type: none"> - Relevant charts, pictures - Audio visual materials 	5

				regions and their headquarters		
3		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - ETHNIC GROUPS (The TheBassa) - ethnic groups (The TheFulbes) - 	<ul style="list-style-type: none"> - Identify and show respect for the Bassa's - State the human activities they carry out - Revision 	<ul style="list-style-type: none"> - Relevant charts, pictures - Audio visual materials 	3
4		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - End of year assessment / remediation 	<ul style="list-style-type: none"> - Use complex situations to solve daily life problems 	<ul style="list-style-type: none"> - portfolios - Broadsheets and report books 	
		-	- HIST = 3	- GEO= 6	- CITIZ. = 1	TOT= 10

MONTH/PERIOD:

INTEGRATED LEARNING THEME: VOCATIONAL STUDIES; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNIT CONTENTS	EXPECTED LEARNING OUTCOMES	DIDACTICS MAT	NO OF LEARNING OUTCOMES

1	VOCATIONAL STUDIES	<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO PASTORAL - ARTS AND CRAFTS 	<p><u>Needle work</u></p> <ul style="list-style-type: none"> - equipment/materials - Agricultural tools - Tools of a moulder 	<ul style="list-style-type: none"> - Identify and state needle work equipments and materials - Define and state agricultural tools - Identify the various tools of a moulder and their maintenance 	<ul style="list-style-type: none"> - Real objects - real objects/chart - materials 	3
2		<ul style="list-style-type: none"> AGRO PASTORAL 	<ul style="list-style-type: none"> - Uses of some needle equipment - Agricultural tools(rake) - Carpenter: tools and functions 	<ul style="list-style-type: none"> - State and use some needle work equipment - Use cutlass and rake appropriately - Describe the functions of a carpenters 	<ul style="list-style-type: none"> - chart - Real objects 	3
3		<ul style="list-style-type: none"> ARTS AND CRAFT 	<ul style="list-style-type: none"> - Needle work equipment and material. - Agricultural tool(hoe) - Agricultural tools (pick axe, - Weaver 	<ul style="list-style-type: none"> - Care for needle work equipment - Uses the hoe appropriately to practice agriculture. <ul style="list-style-type: none"> - Use the pick to practice agriculture. - Constitute a tool box a of weaver - maintenance and functions of a weavers 	<ul style="list-style-type: none"> chart - Real objects 	5
4		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - storage of needle work equipment - revision 	<ul style="list-style-type: none"> - manage the different equipment and store them safely - Apply K.S.Atodaily life 	<ul style="list-style-type: none"> Paper, catalogue, magazines, pig axe -portfolios, broadsheets 	1

			/assessment and remediation	situations		
			- HOME ECON= 4	- AGRO P. = 4	ARTS & CRAFT = 6	TOT= 12
1		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- Stitches (running , temporal, chain , tacking) - Agricultural tool (spade)	- Define and state types of stitches and their uses. - Use the spade appropriately to practice agriculture - Constitute the tool box of a sculptor and use them for minor maintenance	Real object (spade, stone wood, pain, sandpaper, pictures	3
2		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- seams and types - agriculture tools (watering cans) - painter	- Define seams and state types - use watering appropriately to practice agriculture - definition tools and function of the tools of a painter	Real objects object (stone wood, pain, sandpaper, pictures	3
3		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- openings and types (box pleat , bound continuous strip face) - Agricultural tools - Moulding	- Sow different openings on pieces of clothes. - Care and maintain agricultural tools - Identify materials and use them to produce objects.	Real; object (stone wood, pain, sandpaper, pictures	4
4		- HOME ECONOMICS	- open(openings and types box	- Sow different openings on pieces of clothes. .	- Charts, - Detergents/Lu	

		- AGRO – PASTORAL - ARTS AND CRAFTS	pleat , bound continuous strip face) - revision /assessment and remediation	- - Apply K.S.A to daily life situations	bricants - Real objects - Presentation , quiz, test, observation drill, check lists, broadsheets	1
			- HOME ECON= 4	- AGRO P. = 3	ARTS &CRAFT = 3	TOT= 10
1			- fastenings and types - Gardening/ Farming - Painting materials - Weaving	- Identify types of fastenings - Name the different species of trees and flowers. - Identify painting materials and use them to paint - Identify materials and use it to produce an object.	- Charts - Real objects/charts - Objects.	4
2		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- Fastenings - planting - sculpting	- state importance of fastenings - Describe planting process and respect planting distance. - Identify materials for sculpting and practice craftsmanship.	- Real objects (hoe cutlass, etc) - Wood, stone paper, sand paper, brush.	3
3		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- fastening (button and hole) - Planting trees and flowers. - Materials for decoration.	- fasten buttons on different types of clothes - plant trees and flowers and respect planting distances - identify materials and use them for decorating the classroom	buttons, clothes, needle, thread, blade. containers, hoes, flowers, toilet role,	3

4		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - fastening (hook and eye) - Revision /assessment and remediation 	<ul style="list-style-type: none"> - Fasten hooks and eye on different types of clothes. - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> hook,eye , blade , scissors , needle , thread, clothes, trees, hoes, cutlasses, brush, buckets, foam. - Portfolios, broadsheets 	1
			- HOME ECON= 3	- AGRO P. = 3	ARTS &CRAFT = 4	TOT= 10
1		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<u>Food and Nutrition</u> <ul style="list-style-type: none"> - types of food - soils fabricating objects 	<ul style="list-style-type: none"> - define and state types of foods - define and state types of soils - produce artistic objects(guitar, flute, gong) 	<ul style="list-style-type: none"> food items samples food charts real objects, samples of soils bamboo, clay, papers, 	3
2 - 3		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - Classes of food - methods of cooking - types of fruits and importance - Soil enrichment. - Cutting shapes 	<ul style="list-style-type: none"> - identify and state classes of food - State the importance of classes of food. - State and explain the different methods of cooking. - State types of fruits and the importance of fruits. - Identify various ways of preparing the soil for planting. 	<ul style="list-style-type: none"> Real objects, food items 	7

			<ul style="list-style-type: none"> - Folding 	<ul style="list-style-type: none"> - Cut different materials to produce varied shapes. - Fold papers to produce objects following dimensions. 		
4		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - Manure - Revision /assessment and remediation 	<ul style="list-style-type: none"> - Apply manure to enrich the soil boost plants growth. - Apply K.S.A to daily life situations 	<ul style="list-style-type: none"> knife , chopping broad , blender, mortar, pestles - Portfolios, broadsheets 	1
			- HOME ECON= 5	- AGRO P. = 4	ARTS &CRAFT = 3	TOT= 12
1		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - Food/fruits conservation. - seed germination - cutting figures 	<ul style="list-style-type: none"> - Different methods of conservation of food and fruits. - Plant seeds in containers to demonstrate the germination process. - Cut different materials to produce varied figures. 	<ul style="list-style-type: none"> sample of fruits charts 	3
2-3		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - laying the table - Seed germination. - Producing objects. 	<ul style="list-style-type: none"> - Identify items used in laying the table lay the table - Name the different types of seed germination. - State and explain the conditions necessary for seed 	<ul style="list-style-type: none"> fire , foods/fruits sample salt - Real objects 	4

				<ul style="list-style-type: none"> germination - Use materials from the environment to produce different objects. 		
4		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - Moulding paste. - Revision /assessment and remediation 	<ul style="list-style-type: none"> - Prepare moulding paste using the right qualities to mould objects. - Apply K.S.A to daily life situations. 	<ul style="list-style-type: none"> table mat, cloth disposable or real, cutlery , paper napkin - Portfolios, broadsheets 	1
			- HOME ECON= 2	- AGRO P. = 2	ARTS &CRAFT = 3	TOT= 7
1		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - meals types of meals - Planting seeds. - Moulding paste 	<ul style="list-style-type: none"> - Define meals and state the types. - Plant seeds and care for them in containers. - Prepare moulding paste using the right qualities to mould objects 	<ul style="list-style-type: none"> samples of assorted meals , breakfast , dinner, super 	3
2		<ul style="list-style-type: none"> - HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS 	<ul style="list-style-type: none"> - Meals - Livestock/farming. - Moulding paste 	<ul style="list-style-type: none"> - State the importance of a balanced meal. - Differentiate meals for different people. - Explain and identify types of livestock farming. - Prepare moulding paste using the right qualities to mould 	<ul style="list-style-type: none"> Examples of balanced meal. sticks, ropes ,nails, hammer, cutlass, spring, medicine 	4

				objects		
3		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	- Meals for different occasions - types of livestock - Moulding paste	- Differentiate meals for different occasions. - feed animals especially pig farming - Protect animals. - Prepare moulding paste using the right qualities to mould objects	Samples of assorted meals for different people. spoons, forks cups paper napkins, food(grass, pig feed)	4
4		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	.Moulding paste. - Revision /assessment and remediation	- Prepare moulding paste using the right qualities to mould objects. - Apply K.S.A to daily life situations.	Samples of assorted meals for different occasions table, mats, plates, cups, water, fence, syringe, medicine, thatches - Portfolios, broadsheets	1
			- HOME ECON= 4	- AGRO P. = 3	ARTS & CRAFT = 4	TOT= 11
1		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS s	<u>Laundry</u> - Materials/equipment. - Cattle rearing. - Mould figures 25-28	- Identify laundry materials/equipment - Rear cattle in the locality. - Prepare moulding paste using right quality.	Illustrative charts, grass pegs, containers, buckets, water, soap, detergents, drying lines, washing machine,	3
2		- HOME	Laundry:	- State uses of some laundry	iron, pegs, containers,	

		ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	<ul style="list-style-type: none"> - materials /equipment (uses) - household equipment -rabbit rearing 	<ul style="list-style-type: none"> materials /equipment. - Describe and rear rabbits. - Identify household equipment 	<ul style="list-style-type: none"> buckets, water, soap, detergents, drying lines, washing machine , illustrative charts grass ,vegetables 	3
3- 4		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS	<u>Housecraft</u> (furniture, kitchen utensils). <ul style="list-style-type: none"> - Snail farming. - Revision /assessment and remediation 	<ul style="list-style-type: none"> - Manage household equipment. - Keep belongings and environment clean at all times. - Feed and grow snails. - Apply K.S.A to daily life situations. 	<ul style="list-style-type: none"> House equipment, relevant chart, detergent, house equipment, relevant chart remains of food, vegetables, tyres. - Portfolios, broadsheets 	3
			- HOME ECON= 5	- AGRO P. = 3	ARTS &CRAFT = 1	TOT= 7
1		- HOME ECONOMICS - AGRO – PASTORAL - ARTS AND CRAFTS CRAFTS	<ul style="list-style-type: none"> - sections of the house (sitting room , kitchen , bedroom, veranda, toilet) - care of the sitting room - Fish farming 	<ul style="list-style-type: none"> - Identify the different sections of the house and their uses. - Respect the uses of the different sections of the house. - pictures models, parlour , toilet bedrooms and kitchen - Protect and grow fish. 	<ul style="list-style-type: none"> parlour , toilet bedrooms kitchen, fish, bucket , food 	4
2		HOME /ECONS AGRO PASTORAL	<ul style="list-style-type: none"> - livestock products 	<ul style="list-style-type: none"> - respect the uses of the different sections of the house - identify products of poultry 	<ul style="list-style-type: none"> broom, duster, rags, water, detergents, brush, vacuum 	4

		ARTS AND CRAFTS	<ul style="list-style-type: none"> - moulding shapes with moulding paste 	<ul style="list-style-type: none"> - farming - Importance of livestock farming - prepare moulding paste 	<ul style="list-style-type: none"> - cleaner -pork , fat, beef clay, moulding paste 	
3		HOME /ECONS AGRO PASTORAL ARTS AND CRAFTS	<ul style="list-style-type: none"> - Care of the kitchen , veranda and toilet - Products of livestock farming (piggery) - Moulding shapes with moulding paste 	<ul style="list-style-type: none"> - State the various ways to care for the kitchen, veranda and toilet. - State the importance of livestock - Identify products of pig farming - Mould different shapes using moulding paste 	<ul style="list-style-type: none"> - Broom, duster, rags, water, detergents, brush, vacuum cleaner, pork , fat, clay, moulding paste 	4
4		HOME/ECONS AGRO PASTORAL ARTS AND CRAFTS	<ul style="list-style-type: none"> - General Revision /Remediation - End of year Evaluation 	Use complex problem situations to solve daily life problems	<ul style="list-style-type: none"> - Broadsheets ,Portfolios -Report booklets 	
			- HOME ECON= 5	- AGRO P. = 4	ARTS &CRAFT = 3	TOT= 12

MONTHLY SCHEMES OF WORKFOR ARTS

MONTH/PERIOD : 1 INTEGRATED LEARNING THEME: ARTS; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... SUBJECT: ARTS DOMAIN ENVISAGED PROJECT						
WEEK	PERIOD	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	DIDACTIC MAT	NUMBER OF LEARNING OUTCOMES
1		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Painting Materials • Dance steps 	<ul style="list-style-type: none"> • Identify painting materials • Reproduce dance steps from the North West Region 	<ul style="list-style-type: none"> • Audio-visualaids. • Videos 	2
2			<ul style="list-style-type: none"> • Painting Materials 	<ul style="list-style-type: none"> • Identify painting materials 	<ul style="list-style-type: none"> • Audio- 	2

			<ul style="list-style-type: none"> • Dance steps 	<ul style="list-style-type: none"> • Reproduce dance steps from the Littoral Region 	<ul style="list-style-type: none"> • video • visual aids. 	
3		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Dance step • Rhythms 	<ul style="list-style-type: none"> • Dance following the customs and tradition of the people 	<ul style="list-style-type: none"> Whistle, gong, drum 	2
4		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Rhythms, melodies and parts • Dance steps • Revision, assessment and remediation 	<ul style="list-style-type: none"> • Sing respecting pitch and intonation • Reproduce dance steps from the northern regions <ul style="list-style-type: none"> • To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> Trumpet, piano, flutes local guitars - Observation and presentation of broadsheets 	2
1		<ul style="list-style-type: none"> • VISUAL ARTS • PE VISUAL ARTS 	<ul style="list-style-type: none"> • Sol-fa notation • Dance steps 	<ul style="list-style-type: none"> • Produce music and entertain • Draw objects for painting • Paint objects using appropriate combination • Appreciate beauty in painting. • Reproduce dance steps from the centre / south regions 	<ul style="list-style-type: none"> Trumpets, piano, flutes 	5
2		<ul style="list-style-type: none"> • PERFORMING ARTS 	<ul style="list-style-type: none"> • Object to paint • Painting of artworks • Dance steps 	<ul style="list-style-type: none"> • Draw objects for painting • Paint objects using appropriate colour combinations • Reproduce dance steps from west/east regions 	<ul style="list-style-type: none"> Charts, paint, brush, paint masks, globes etc. Audio visual aids 	4
3		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Dance steps 	<ul style="list-style-type: none"> • Draw objects for painting • Paint objects using appropriate colour combinations • Execute a foreign dance step (e.g. Waltz) 	<ul style="list-style-type: none"> • Audio-visual aids. 	4
4		<ul style="list-style-type: none"> • VISUAL 	<ul style="list-style-type: none"> • Object to paint • Painting of 	<ul style="list-style-type: none"> • Draw object to paint • Paint object 	<ul style="list-style-type: none"> • Charts, pictures, etc • Drums, flutes, piano, CDs, 	3

		ARTS PERFORMING ARTS <ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	artworks <ul style="list-style-type: none"> • Music: Identification of traditional musical instruments • Revision, assessment and remediation 	<ul style="list-style-type: none"> • Identify different traditional musical instruments • To apply K.S.A to daily life activities 	Gong, mouth organs, etc - broadsheets	
1			<ul style="list-style-type: none"> • Traditional musical instruments • Uses 	<ul style="list-style-type: none"> • Explain the uses of the same traditional musical instruments 	<ul style="list-style-type: none"> • Drums, flutes, xylophone, gong, rattles 	1
2		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Object to paints • Painting artworks • Modern musical instruments 	<ul style="list-style-type: none"> • Draw object for painting • Paint object with appropriate color combinations • Identify some modern musical instruments 	<ul style="list-style-type: none"> • Charts, paintbrush, paints, etc • Saxophone, piano, etc 	3
3		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> - Object to paint - Painting artworks - Modern musical instruments/ uses 	<ul style="list-style-type: none"> • Draw object for painting • Paint object with appropriate colour • Explain the uses of some modern musical instruments 	<ul style="list-style-type: none"> • Piano, saxophone, CDs, etc. 	3
4			<ul style="list-style-type: none"> • Object to paint • Painting of artworks 	<ul style="list-style-type: none"> • Draw Object for painting • Paint object using appropriate color combinations 	<ul style="list-style-type: none"> • Charts/pictures, paintbrush, paints, masks, gloves, etc. • Drums, piano, saxophone, 	4

		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Musical instruments • Revision , assessment and remediation 	<ul style="list-style-type: none"> • Appreciate beauty in a painting • Distinguish some traditional musical instruments from modern ones • To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> • gong, mouth organs, flutes - Observation drills - Check lists - broadsheets 	
1		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Object to paint • Painting of artworks • Playing some traditional, musical instruments 	<ul style="list-style-type: none"> • Draw Object for painting • Paint Object with appropriate colour • Play some Traditional instruments 	<ul style="list-style-type: none"> • Charts/pictures, paintbrush, paints, masks, gloves, etc. • Drums, piano, saxophone, gong, mouth organs, flutes 	4
2		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Photography • Importance of photography • Playing modern musical instruments 	<ul style="list-style-type: none"> • Discuss the importance of photography • Play some modern musical instruments 	<ul style="list-style-type: none"> • Pictures, cameras, films. • CDs, piano, organ(harmonica), etc 	2
3		<ul style="list-style-type: none"> • VISUAL ARTS 	<ul style="list-style-type: none"> • Devices used in photography • Sol-fa notations 	<ul style="list-style-type: none"> • Identify devices used in photography • Identify sol-fa notations 	<ul style="list-style-type: none"> • Pictures, cameras, smart phones, battery, films. • Sol-fa notations 	2

4		PERFORMING ARTS	<ul style="list-style-type: none"> Types of photographs Sol-fa notations 	<ul style="list-style-type: none"> Identify different types of photos Identify solfa notations To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> Pictures, sol-fa notations broadsheets 	2	
1		<ul style="list-style-type: none"> VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> Revision, assessment and remediation 	<ul style="list-style-type: none"> Describe how to preserve photographs Recite Sol-fa notes in descending and ascending order 	<ul style="list-style-type: none"> Albums, Sol-fa notes, Picture stands 	2	
2		<ul style="list-style-type: none"> VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> Préservations of photographs Sol-fa notes in descending and ascending order 	<ul style="list-style-type: none"> Singing following Sol-fa notations The camera 	<ul style="list-style-type: none"> Sing a short song following Sol-fa notations Use appropriate terms to describe the features of a camera : lenses, flash, zoom, film, memory card, etc. 	<ul style="list-style-type: none"> Song, lenses, flashes, zoom, film, memory card 	2
3		<ul style="list-style-type: none"> VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> Picture layout Pitch and intonation 	<ul style="list-style-type: none"> Snapping photos Musical parts 	<ul style="list-style-type: none"> Describe a picture according to layout (portrait, landscape, etc.). Singing respecting pitch and intonation 	<ul style="list-style-type: none"> Picture, song 	2
4		<ul style="list-style-type: none"> VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> Snapping photos Musical parts 	<ul style="list-style-type: none"> Record outdoors events through photography Sing song following parts (1,2,3,4) 	<ul style="list-style-type: none"> Cameras, song 	2	
1		<ul style="list-style-type: none"> VISUAL ARTS 	<ul style="list-style-type: none"> Revision, assessment and remediation 	<ul style="list-style-type: none"> To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> Observation drills Check lists broadsheets 	2	
1			<ul style="list-style-type: none"> Snapping photos 	<ul style="list-style-type: none"> Record indoor events through photography 	<ul style="list-style-type: none"> Song, cameras 	2	

		<ul style="list-style-type: none"> • PERFORMING ARTS 	<ul style="list-style-type: none"> • Musical parts 	<ul style="list-style-type: none"> • Sing songs following part 1, 2 and 3 		
2		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Snapping photos • Songs with musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Practice photograph single object outdoors • Sing songs using musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	2
3		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Snapping photos • Songs with musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Practice photographing group picture outdoors • Sing songs using musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	2
4		<ul style="list-style-type: none"> • VISUAL ARTS PERFORMING ARTS 	<ul style="list-style-type: none"> • Snapping photos • Production of music • Revision , assessment and remediation 	<ul style="list-style-type: none"> • Practice photographing single object indoors • Produce music and entertainment • Singlively and joyfully • To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. - Observation drills - Check lists broadsheets 	3
1			<ul style="list-style-type: none"> • Snapping photos • Production of music 	<ul style="list-style-type: none"> • Practice photographing group picture indoors • Produce music and entertainment • Singlively and joyfully 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	3
2			<ul style="list-style-type: none"> • architecture • The job of an 	<ul style="list-style-type: none"> • Identify the job of an architect • Write short sketches 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, 	2

		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Architect • THEATRE/DRAMA • Writing short sketches 		<ul style="list-style-type: none"> • fildpens • Customers, sketches, audio-visuals aids 	
3		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Importance of architecture • Writingpoems 	<ul style="list-style-type: none"> • List the importance of architecture • Write short poems 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, fild pens • Customers, sketches, audio-visuals aids 	2
4		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS • VISUAL ARTS • PERFORMING ARTS • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Materials of an architect • Recitation and dramatization of poems • Revision , assessment and remediation 	<ul style="list-style-type: none"> • Identify materials used by an architect • Recitepoems and dramatize • To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, fild pens • Customers, sketches, audio-visuals aids • broadsheets 	2
1			<ul style="list-style-type: none"> • Materials of an Architect • Acting 	<ul style="list-style-type: none"> • Act roles following scripts (sketches) 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, fild pens • Customers, sketches, audio-visuals aids 	2
2			<ul style="list-style-type: none"> • House plans 	<ul style="list-style-type: none"> • Draw miniature house plans and houses • Appreciate the qualities of a beautiful house 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, fild pens 	2

			<ul style="list-style-type: none"> • Stage performance 	<ul style="list-style-type: none"> • Act roles following scripts (stage play) 	<ul style="list-style-type: none"> • Customers, sketches, audio-visuals aids 	
3			<ul style="list-style-type: none"> • House plans • Stage performance (Dump show) • Revision , assessment and remediation 	<ul style="list-style-type: none"> • Draw miniature house plans and houses • Appreciate the qualities of a beautiful house • Demonstratesilent stage performance • To apply K.S.A to daily life activities 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, filt pens • Customers, sketches, audio-visuals aids - Broadsheets and report booklets 	2

MONTHLY SCHEME OF WORK FOR P.E& SPORTS

MONTH /PERIOD: 1

INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	P.E& SPORTS	<ul style="list-style-type: none"> - Movements - Relays - Sprints 	<ul style="list-style-type: none"> - Balancing - Define relays - Define sprints 	<ul style="list-style-type: none"> - Definition of balancing and types of balancing - Definition of relays and types of relays - Definition of sprints and types of sprints 	<ul style="list-style-type: none"> - Flash cards, timers 	3
2		<ul style="list-style-type: none"> - Jump - Define throws - Define team sport - Define gymnastics 	<ul style="list-style-type: none"> - Define jump - Define throws - Define team sports - Define gymnastics 	<ul style="list-style-type: none"> - Definition and types of jumps - Definition and types of throws - Definition of team sports and types - Definition of gymnastics and types 	<ul style="list-style-type: none"> - Flash cards/flip charts 	4
3		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Importance of balancing - Importance of relays -postures 	<ul style="list-style-type: none"> - State the importance of balancing - State the importance of balancing - Run faster over a given distance 	<ul style="list-style-type: none"> - Clappers, whistles, wood ash 	4

				<ul style="list-style-type: none"> - Differentiate types of pastures 		
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Identify/jump - Identify/throws - Identify each member and play 	<ul style="list-style-type: none"> - Identify the track and jump - Identify to handle and throw - Play as a team assessment and remediation 	<ul style="list-style-type: none"> - Whistles, balls, ropes - Sport wears, towels - broadsheets 	3
MONTH / PERIOD 2 INTEGRATED LEARNING THEME: THE VILLAGE AND TOWN; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Jumps - 	<ul style="list-style-type: none"> - Matching - Relay activities - Importance of sprints - Rope jump - 	<ul style="list-style-type: none"> - Definition and importance of matching - Develop a healthy and balanced body - State the importance of sprints - Run to cross over a rope - 	<ul style="list-style-type: none"> - Flash cards, sprints - Ropes - Real objects 	4
2		<ul style="list-style-type: none"> - Throws - Team sports - Gymnastics 	<ul style="list-style-type: none"> - Steps used in carryout throwing - Methods in carryout team sports - Movement in 	<ul style="list-style-type: none"> - Show willingness to follow instructions - Follow the basic rule of a game - Move in different ways using hands and 	<ul style="list-style-type: none"> - Ropes - Ball, whistle, net 	4

			different ways hands/legs	legs		
3		<ul style="list-style-type: none"> - Gymnastics - Movements - Relays - Sprints 	<ul style="list-style-type: none"> - Cart wheel - Steps in matching - Touch and run - 20 meters 	<ul style="list-style-type: none"> - Definition of cart wheel - Coordinate muscles and brain - Take precaution in touch and run - Run faster over a distance of 20m 	<ul style="list-style-type: none"> - Clappers, wood ash, water, bucket 	4
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports - 	<ul style="list-style-type: none"> - Rules in rope jump - Throwing 30 grams - Football - Integrated activity, assessment and remediation 	<ul style="list-style-type: none"> - Show willingness to follow rules - Identify a good position to throw - Definition and introduction to football - Use KSA in daily life situations 	<ul style="list-style-type: none"> - Short put balls - ROPES - BALLS - Observation drills, broadsheets 	3
MONTH / PERIOD 3 INTEGRATED LEARNING THEME: THE SCHOOL; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Gymnastics - Relays - Sprints 	<ul style="list-style-type: none"> - Galloping - Cart wheel - Touch and run - 20m 	<ul style="list-style-type: none"> - Definition of galloping - Definition of cartwheel - Take precautions in 	<ul style="list-style-type: none"> - Whistle - Ash - rope 	4

				<ul style="list-style-type: none"> touch and run - Run faster over a distance of 20m 		
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports - Gymnastics 	<ul style="list-style-type: none"> - Rules in rope jump - Throwing 40 grams - Handballs - Rules in cart wheel 	<ul style="list-style-type: none"> - Show willingness to follow rules - Identify a good position to throw - Rules in handball (respect) - Use different postures to keep stability 	<ul style="list-style-type: none"> - Balls, short put balls - whistle 	4
3		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Galloping - Touch an run - Warm up to sprint - Gymnastic proper 	<ul style="list-style-type: none"> - Rules in galloping - Take precaution in touch and run - Maintain a steady speed in warm up - Use different postures to keep stability 	-	3
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports - Gymnastics 	<ul style="list-style-type: none"> - Rope jump - Rules in short put - Different football competitions - Gymnastic proper 	<ul style="list-style-type: none"> - Raise off the leg/hands up and jump over the rope - Combine actions to manipulate and project objects - Show a competitive spirit - Use different posture to keep stability 	<ul style="list-style-type: none"> - Ropes, sticks, whistle, saw dust 	3
			<ul style="list-style-type: none"> - Assessment 		<ul style="list-style-type: none"> - Observation 	

				- Use KSA to solve daily life situation	drill; broadsheets	
MONTH / PERIOD 4 INTEGRATED LEARNING THEME: OCCUPATION; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints 	<ul style="list-style-type: none"> - Hopscotch - Touch and run - 20m 	<ul style="list-style-type: none"> - Develop equilibrium - Develop a healthy, graceful and balance bodies - Run faster over a distance of 20m 	<ul style="list-style-type: none"> - Whistles, clappers, wood ash 	3
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports - Gym 	<ul style="list-style-type: none"> - Jumping on the same position - Short puts (practical) - Positions of each football player - Gymnastic proper (practical) 	<ul style="list-style-type: none"> - Raise off the legs with hands up steadily - Combine actions to manipulate a project objects - Identify the position of each player in football - Use different postures to keep stability 	<ul style="list-style-type: none"> - Balls, cylinder, sticks, wood ash, sport wears 	4
3		<ul style="list-style-type: none"> - Movements - Relay - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Types of hopscotches - Line picking - 30m 	<ul style="list-style-type: none"> - Identify the different types of hopscotch - Develop a healthy and balanced body - Run faster over a 	<ul style="list-style-type: none"> - Clappers, whistle, rope 	3

				distance of 30m		
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - High jump - Throwing 40grams - Rules of each player (handball) 	<ul style="list-style-type: none"> - Enumerate rules in high jump - Identify a good position to throw - Show willingness to follow instructions 	-	3
MONTH / PERIOD 5 INTEGRATED LEARNING THEME: TRAVELLING; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Hopscotch proper practical - Line picking (introduction) - 25m - Exercise before cartwheel 	<ul style="list-style-type: none"> - Develop equilibrium - Develop a healthy and balanced body - Run faster over a distance of 30m - Move in different ways using hands, head and feet 	<ul style="list-style-type: none"> - Clappers, whistles, wood ash, water, bucket, towel 	4
		-	-	-	-	
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - High jump - Short put (practical) - Volleyball 	<ul style="list-style-type: none"> - Raise off the legs with hands up and jump over a rope - Combine actions to manipulate and project object - Define handball 	<ul style="list-style-type: none"> - Rope - Short put ball, bucket, towel - Discuss 	3
3		<ul style="list-style-type: none"> - Movements - Relays - Sprints 	<ul style="list-style-type: none"> - Folk dance - Rules in line picking - 25m 	<ul style="list-style-type: none"> - Description of folk dance - Show willingness to 	<ul style="list-style-type: none"> - Buckets, costumes - whistel 	4

		<ul style="list-style-type: none"> - Gymnastics 	<ul style="list-style-type: none"> - Forward roll (introduction) 	<ul style="list-style-type: none"> follow rules - Run faster over a distance of 25m - Develop a healthy and balanced body 		
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - High jump - Short put (practical) - Basket ball 	<ul style="list-style-type: none"> - Raise off the legs with hands up and jump over a rope - Combine actions to manipulate and project objects - Roles of players and match delegates 	<ul style="list-style-type: none"> - Ball, rope, short put ball, whistle 	3
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - History and rules in folk dance - Positions in line picking - 30m - Rules in forward roll 	<ul style="list-style-type: none"> - Show willingness to respect rules - Respect position in line picking - Run faster over a distance of 30m - Develop a healthy and balanced body 	<ul style="list-style-type: none"> - Costumes - Buckets - Balls 	4
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - High jumps - Javelin (introduction) - Rules in basketball 	<ul style="list-style-type: none"> - Raise off legs with hands up and jump over a rope - Identify a good position to do throws - Show willingness to follow instruction 	<ul style="list-style-type: none"> - Ropes - Balls - Javelin 	3
3		<ul style="list-style-type: none"> - Movements - Relays 	<ul style="list-style-type: none"> - Folk dance (practical) 	<ul style="list-style-type: none"> - Coordinate muscles and the brain 	<ul style="list-style-type: none"> - Costumes 	4

		<ul style="list-style-type: none"> - Sprints - Gyms 	<ul style="list-style-type: none"> - Introduction and definition of tunnel - 30m - Forward roll proper 	<ul style="list-style-type: none"> - Definition of tunnel - Run faster over a distance of 30m - Use different postures to keep stability 		
4		<ul style="list-style-type: none"> - Jumps - Throw - Team sports 	<ul style="list-style-type: none"> - High jumps - Javelin - Rules in table tennis - Assessment and remediation 	<ul style="list-style-type: none"> - Raise off the legs with hands up and jump over a rope - Identify a good position to do throws - Show willingness to follow instructions 	<ul style="list-style-type: none"> - Ropes - Balls - broadsheets 	3
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Ballet - Tunnel proper - 35m - Backward roll 	<ul style="list-style-type: none"> - Definition and introduction to ballet - Develop a healthy graceful and balanced body - Run faster over a distance of 35m - Definition of backward rol 	<ul style="list-style-type: none"> - Ropes - Balls - whistle 	4
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Long jump - Discuss - Table tennis proper 	<ul style="list-style-type: none"> - Raise up the legs with hands up and jump over the pit - Introduction and definition of discuss - Follow the basic rules in handball 	<ul style="list-style-type: none"> - Saw dust - Ball 	3
3		<ul style="list-style-type: none"> - Movements 	<ul style="list-style-type: none"> - Ballet 	<ul style="list-style-type: none"> - Coordinate muscles 	<ul style="list-style-type: none"> - Wood ash 	4

		<ul style="list-style-type: none"> - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Zigzag - 35m - Backward roll (proper) 	<ul style="list-style-type: none"> and the brain - Definition and introduction to zigzag - Run faster over a distance of 35m - Use different postures to maintain stability 	<ul style="list-style-type: none"> - Sawdust 	
4		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Long jumps - Discuss - Lawn tennis 	<ul style="list-style-type: none"> - Introduction and definition of discuss - Follow the basic rules in lawn tennis 	<ul style="list-style-type: none"> - Saw dust, ball, discuss 	2
1		<ul style="list-style-type: none"> - Movement - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Pacing calisthenics - Shuttle - 40m - Head balance 	<ul style="list-style-type: none"> - Introduction and definition pacing calisthenics - Introduction and definition to shuttle - Run faster over a distance of 40m - Introduction and definition of head balance 	<ul style="list-style-type: none"> - Rings, bicycles, - Baton - Whistle, clappers 	4
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Long jumps - Discuss - Lawn tennis 	<ul style="list-style-type: none"> - Jump over a given pit - Handel familiar objects of different weights - Identify the role each player and play with mates 	<ul style="list-style-type: none"> - Pit, saw dust - Discuss - Tennis balls 	3

3 - 4	REVISION/REMEDICATION AND ASSESSMENT	USE COMPLEX PROBLEM SITUATIONS TO SOLVE PROBLEMS
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MONTH / PERIOD

INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/ LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	NATIONAL LANGUAGE & CULTURES	<ul style="list-style-type: none"> - NATIONAL LANGUAGE - NATIONAL LANGUAGE 	<ul style="list-style-type: none"> - Listening /speaking - Customs 	<ul style="list-style-type: none"> - Name their languages and identify other languages in the community or subdivision - Identify elements of culture relate it to dressing and marriages 	<ul style="list-style-type: none"> - Pictures, chart, audio and videos - Traditional attires, objects, picture 	2
2			<ul style="list-style-type: none"> - Marriage - Other languages 	<ul style="list-style-type: none"> - Dramatize a traditional marriage ceremony - Identify others languages in the community 	<ul style="list-style-type: none"> - Traditional marriage attires and objects use during it - Audio and videos 	2
3			<ul style="list-style-type: none"> - Family - Letters of the 	<ul style="list-style-type: none"> - Identify members of a nuclear and extended 	<ul style="list-style-type: none"> - Chart - Charts of words 	2

			general alphabet for Cameroonian Languages	family - Complete missing syllable in words	- Word cards	
4			- Letters of the general alphabet for Cameroonian Language	- Complete missed syllable in words - Use KSA to solve daily life situations	Observation drill, check lists, portfolios and broadsheets	1
1			- Polite form of response	- Use appropriately polite request and response	- Audios and videos	1
2			- Request and response	- Speak in turn using right intonation		1
3			- Description of significant life event birth	- Use appropriate words to describe significant event, and draw lessons from life events showing love for culture (births		1
4			- Marriage - Integration activity Assessment and remediation	- Use appropriate words to describe significant event like marriage. Draw lessons from life events show love for culture	- Traditional drinks/dresses Traditional food - broadsheets	1
1			- Sketches - Based on contexts of the	- Act roles - Act sketches on various themes, and	- Short sketches - Traditional costumes pictures	2

			various ILTS	show love for culture (village)		
2			- Oral traditions (stories)	- Recount short stories	- Charts. Folk tales and songs, story books	1
3			- Folk tales	- Narrates stories	- Charts/pictures - Folk tales and songs	1
4			- Songs - Assessment and remediation	- Sing songs and develop the art of eloquence	- Folk tales and songs - broadsheets	1
1			- Simple words with 2 or more syllables	- Read two or more syllable words correctly	- Letter and word cards	1
2 - 4			- Reading aloud - Short messages of two or more sentences	- Read short messages of two or more sentences. Use appropriate words to describe pictures	- Letter and word cards. - Charts/pictures	1
1			- Numbers from 1-30	- Read numbers from 1-30	- Number cards	1
2			- Writing simple words with 2 or more syllables	- Write two or more syllable words correctly	- Videos and audio - Short text	1
3 - 4			- Short sentences two or more sentences - Assessment and remediation	- Write short messages of two or more sentences - Use KSA to solve daily life problems	- Print documents charts/pictures - Portfolios, broadsheets	1

1 - 2			- Numbers from 1-30	- Write numbers from 1-30	- Chart of numbers	1
3 - 4			- Parts of speech - Assessment and remediation	- Use various parts of speech in sentences correctly - Use KSA to solve daily life problems	- Letter and word cards - Portfolios, broadsheets	1
1 - 2			- Dialogue and conversation	- Handle a conversation in a national Language	- Pictures	1
3 - 4			- Dialogue and conversation	- Handle a conversation in a national Language	- Pictures	1
1			- Sound recognition simple words	- Read simple words correctly - Show interest in reading	- Print document	1
2 - 3			- Vocabulary - Simple words drawn from the various ICT	- Use new words in conversation	- Letter and word cards	1
4	REVISION/REMEDIATION AND ASSESSMENT			BROADSHEETS AND REPORT BOOKLETS		

MONTHLY SCHEME OF WORK FOR ICT

MONTH/ PERIOD

INTEGRATED LEARNING THEME: ICT ;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	NUMBER OF LEARNING OUTCOMES
1	ICT	Basic knowledge of computer and ICT tools	- Components of a computer (keyboard and mouse)	- Describe the role of each component , and explain its importance	- Keyboard , mouse - CPU	2
2			Components of a computer (scanner and printer)	- Describe the role of a scanner, a printer and their importance	- Scanner , printer	2
3			- Component of a computer (monitor and speakers)	- Describe the role of the monitor and speaker and their importance	Monitor , speaker	2
4			- External drives	Define and list external drives of a computer		

			<ul style="list-style-type: none"> - Assessment and remediation 	<ul style="list-style-type: none"> - Use KSA to solve daily life problems 	<ul style="list-style-type: none"> - Observation - Checklists - broadsheets 	2
1			<ul style="list-style-type: none"> - Computer Inbuilt component (laptop, tablets, desktop) 	<ul style="list-style-type: none"> - Identify computer inbuilt components - Distinguish between these computers and other types of computers 	Laptops, tablets desktop	2
2						
3			<ul style="list-style-type: none"> - ICT Devices that require software (computers, laptops, tablets mobile phones , scanners 	<ul style="list-style-type: none"> Identify some ICT devices that software to function Explain how these devices function 		2
4						
			ASSESSMENT AND REMEDIATION			

1		- Importance of a computer and beyond	Explain the importance of computers in a school and the society		1
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2		Importance of a computer	- Explain the importance of computers out of school		1
3		- Responsible use of computer	- Discuss how to use computers responsibly		1
4		- Uses of a keyboard , lower and uppercase character in typing - revision/remediation and evaluation	- Explain how information is keyed into computer a using a keyboard. - Use KSA to solve daily life problems	Computer keyboard - portfolios ,broadsheets	1

1		Typing : reinforcement of space bar and backspace	- Key in letters in the computer using the keyboard	Computer, keyboard	2
2		- typing : numbers and number lock	Use the keyboard to key in numbers in the computer	computer	2
3		- functions of a mouse	- describe the function of the mouse	The mouse	2
4		assessment and remediation	Use KSA to solve daily life problems	broadsheets	

1		- highlighting with a mouse	- select and drag objects on the mouse	Internet , computer	1
2		Use computer related vocabulary	Use newly acquired vocabulary		1
3	ICT productivity tools	- word processor - basic functions of a word process	- identify word icon on the computer desktop		1

				programme		
4			<ul style="list-style-type: none"> - tool bar - assessment and remediation 	<ul style="list-style-type: none"> - recognize that word processor is used to facilitate the treatment of texts - Use KSA to solve daily life problems 	Computer <ul style="list-style-type: none"> - broadsheets 	1
1			The task bar	<ul style="list-style-type: none"> - recognize the task bar and identify running programmes 	computer	1
2			<ul style="list-style-type: none"> - the formatting bar 	<ul style="list-style-type: none"> - recognize icons on the formatting bar 	computer	1
3	Selecting information	internet and communication	<ul style="list-style-type: none"> - Sources of information - - explain why credible canonly 	<ul style="list-style-type: none"> - Identify sources of information 	<ul style="list-style-type: none"> - Internet - Newspapers - Television Radio relevant	2

4			be obtained from reliable sources		textbooks - Newspapers , models -	
			- assessment and remediation	- Use KSA to solve daily life problems	- broadsheets	

1			- Privacy	Respect other people's privacy		1
2			- Web browsers : - Web browsers (-identify web browsers in the programme Menu/desktop of a	Functional computer, charts and pictures related to the contents	1

			internetexplorer, maxilla Firefox, safari	computer		
3		-	Web browsers: Google chrome, Netscape	identify web browsers in the programme Menu/desktop of a computer		1
4			Importance of a web browser - Assessment and remediation	Explain the importance of a web browsers - Use KSA to solve daily life problems	- broadsheets	1
1			- Social media - Social media platforms	- Identify social media platforms on the various devices	Computer, smartphones , tablets	1
2			- Creating a social media account	- Use social media to communicate - respect privacy norms on social media	Android phones	1
3		Health and safety	- Sitting position	- Describe the		

		measures	<ul style="list-style-type: none"> - Dos and don'ts in using ict tools 	<p>appropriate sitting position in front of a computer.</p> <ul style="list-style-type: none"> - State the health problems that might affect the eyes while using the computer or sitting close to the TV Screen. - Describe hygienic condition or rules to be respected or observed while using them - Respect safety measures put in place to avoid accidents 	Computer, android phones	2
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				- ICT tools		
4			end of year and assessments remediation	Use complex situations to solve daily life problems	Broadsheets, report booklets	

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