

REPUBLIQUE DU CAMEROUN

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REPUBLIC OF CAMEROON

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# **REGIONAL MONTHLY INTEGRATED LEARNING PLAN FOR PRIMARY SCHOOLS LEVEL ONE (CLASS 1)**

## 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.



## TABLE OF CONTENTS

<b>PREFACE</b> -----	<b>02</b>
<b>Table of contents</b> -----	<b>03</b>
<b>INTRODUCTION</b> -----	<b>04</b>
<b>English Language</b> -----	<b>05</b>
<b>Mathematics</b> -----	
<b>Health Education</b> -----	
<b>Environmental Education</b> -----	
<b>Technology and Engineering</b> -----	
<b>French</b> -----	
<b>CIVICS</b> -----	
<b>Moral Education</b> -----	
<b>Human Education</b> -----	
<b>Peace and Security Education</b> -----	
<b>Arts and Craft</b> -----	
<b>Performing Art</b> -----	
<b>Visual Art</b> -----	
<b>Agro Pastoral farming</b> -----	
<b>Sport and physical Education</b> -----	
<b>National Language and Culture</b> -----	
<b>Information and Communication Technology</b> -----	

**DOMAIN: BASIC KNOWLEDGE****Month: September****Integrated Learning Theme: The Home****Envisaged Project**

Week	Subject	Components	Units /Content	Expected Learning outcome	Teaching/learning Resources	No of expected learning outcome
1	English language	- Listening and speaking ( Initiation to sound and word building)	- Greetings - Self Introduction - Letters & sounds of the alphabet	- Greet at different periods of the day - To introduce self to others - Say letter sounds	- Pictures - Pictures - Flashcards - Charts	8
		- Reading	- Picture reading - Letters of the alphabet	- Read and interpret pictures - Read and write letters of the alphabet	- Real pictures - Flash cards - Charts	
		- Writing	- Strokes - Curves - Zigzag	- Write strokes, curves and zigzag lines	- Pencils, - chalk	
		- Grammar	Nouns ( Proper and common nouns )	- Identify and name proper and common nouns	- Real objects	
		- Vocabulary	- Members of the family	- Identify and name members of the nuclear and extended family	- Charts	
2		- Listening and speaking.	- Introducing others - Polite requests ( sorry, welcome)	- Introducing others - Respond appropriately to	- Pictures	9

Week	Subject	Components	Units /Content	Expected Learning outcome	Teaching/learning Resources	No of expected learning outcome
		- Reading	- Cherish being pleasant and welcoming to people  - Object found in the sitting room.	people - Cherish and welcome people  Identify and name objects found in the sitting room	- Pictures  - Real objects	
		- Writing	- Letters of the alphabets ( middle case letters ) - Vowels	- Write letters of the alphabet - Write vowels	- Pencil - Chalk - Flash cards	
		Grammar	- Pronouns ( Personal pronouns) - Auxiliary verb “ To be “	- Use personal pronouns to talk about self and others - Conjugate the verb “to be” correctly	- Drawings  - Pictures	
		Vocabulary	- Things found in the sitting room	- Identify and name things found in the sitting room	- Real objects	
3		- Listening and speaking	- Letters and sounds of the alphabets	- Say letters and sounds of the alphabets	- Flash cards - Charts	6
		- Reading	- Things found in the kitchen	- Identify/say things found in the kitchen	- Pots - Real objects	
			- Letters of the	Write letters of the	- Charts	

Week	Subject	Components	Units /Content	Expected Learning outcome	Teaching/learning Resources	No of expected learning outcome
		- Writing	alphabet - Building two letter words	alphabets - Build and spell two letter words -	- Flash cards	
		- Grammar	- Auxiliary verb "To be"	Conjugate the verb "to be"	- Pictures - Drawings	
		-Vocabulary	- Things found in the kitchen	- Match words to things found in the kitchen	- Pictures	
4		- Listening and speaking	- Sounds made by animals	- Produce sounds made by animals	- Pictures	6
		- Reading	- Names of domestic animals - Building and spelling three letter words	- Read names of domestic animals - Build and spell three letter words	- Charts - Pictures	
		- Writing	- Writing of letters of alphabet ( uppercase and blending two letter words)	Writing letters of alphabets	- Pencils - Chalks	
		- Grammar	- Present continuous tense	- Writing verbs in the present tense -	- Pictures - Charts	
		- Vocabulary	- Names of domestic animals	Name domestic animals	- Pictures - Charts	

**NB:** Integration: Remediation/ Evaluation

**DOMAIN: BASIC KNOWLEDGE****Month: October****Integrated Learning Theme: The Village /Town****Envisaged Project**

Week	Subject	Components	Units  Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	English language	- Listening and speaking -	- Things found in town - Stories about life in town	- Name things found in town - Tell stories about life in town	- Pictures - Charts - Charts	8
		Reading	- Pictures of town	Interpret and read pictures in town	- Pictures	
		- Writing	- Three letter words - Writing their names correctly	- Write three letter words - Write their names	- Pencils - Chalk	
		- Grammar	- Common   proper nouns - Articles ( or and an) - Social amenities found in town	- Read pictures - Identify proper and common nouns - Name social amenities in town	- Pictures - Pictures - Charts	
2		- Listening and speaking	- Personalities in town	- Name and describe personalities in town	- Pictures - Charts	6
		- Reading	- Reading short sentences and answering questions	- Read short sentences and answer questions	- Charts	
		- Writing	- Short sentences	- Write short	- Pencils	

			- Common patterns	sentences with subject verb object - Spelling using common patterns	- Chalk	
		- Grammar	- Name countable and uncountable nouns	- Identify and name countable and uncountable nouns	- Charts	
		Vocabulary	- Things found in the sitting room	- Name things found in the sitting room	- Pictures - Real objects	
3		- Listening and speaking	- Things found in the village	- Name things found in the village	- Charts - Pictures	6
		- Reading	- Reading short sentences and answering questions	- Read short sentences and answer questions	- Charts	
		- Writing	- Write sentences with subject, verb, object - Common patterns	- Write short sentences with subject, verb, object - Spelling using common patterns	- Pencils - Chalk	
		- Grammar	- Nouns ( Plural of nouns )	- Writing plural of nouns	- Charts	
		-Vocabulary	Personalities and important places in the village	Name personalities and important places in the village	- Pictures	
4		- Listening and speaking	- Stories	- Tell stories about life in the village	- Chart	6



		- Reading	- Reading short sentences, text and answering questions - Common pattern	- Read short sentences, text and answer questions - Spelling using common patterns	- Chart - Flashcards
		- Writing	- Short sentences with subject, verb, object	-- Write short sentences with subject, verb , object	- Chalk - Pencil
		- Grammar	- Past tense	- Write past tense of regular verbs	- Charts
		-Vocabulary	- Activities in the village ( farming, hunting, tapping, fishing)	- Name activities in the village	- Charts - Pictures
<b>NB: Integration: Remediation/ Evaluation</b>					

**DOMAIN: BASIC KNOWLEDGE**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project**

Week	Subject	Components	Units  Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
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1	<b>English language</b>	- Listening and speaking	- Things found in the school - Songs and stories about school	- Identify things found in the school - Sing songs and tell stories about school	- Chart - Picture	6
		- Reading	- Read numbers from 0 -10 in figures and words	Read numbers in figures and in words from 0 to 10	- Charts - Counters	
		- Writing	- Write monosyllable words	- Write monosyllable words	- Flash cards - Charts	
		- Grammar	Future tense	- Write future tense of some verbs	- Charts	

		- Vocabulary	- Things found in the school environment	- Name things found in the school environment	- Chart - Picture	
2		- Listening and speaking	- Things found in the classroom - Telling the time	- Identify and name things found in the classroom - Say the time correctly	- Chart - Chart	6
		- Reading	- Reading numbers from 11 to 20 in words and in figures	- Read numbers from 11 to 20 in words and in figure	- Chart	
		- Writing	- Reading time	- Read time in hours	- Chart	
		- Grammar	- Adjectives (Common adjectives)	- Use common adjectives to construct	- Picture - Chart	

				sentences		
		- Vocabulary	- Objects found in the classroom	- Name objects found in the classroom	-Chart	
3		Listening and speaking	- Sketches ( Role play)	- State role play by different characters	- Picture	5
		- Reading	- Picture reading	- Read pictures correctly		
		- Writing	- Upright disjoint script	- Write upright disjoint script	- Pencil - Chalk	
		- Grammar	- Adverbs of place	- Use adverbs of place to construct sentences	- Charts - Picture	
		- Vocabulary	- School personalities	- Name school personalities	- Picture	

4	- Listening and speaking	- Story telling - School activities	- Tell stories correctly - Describe school activities	- Picture - Chart	6
	- Reading	- Short sentences on school activities	- Read short sentences on school activities	- Chart	
	- Writing	-Upright disjoint scripts of names and short sentences	- Write upright disjoint script if names and short sentences	- Chalk -Pencil	
	- Grammar	- Adverb of time	Use adverbs of time to complete blanks	- Chart - Picture	
	- Vocabulary	- Activities carried out in school	-Name activities carried out in school	- Chart - Picture	
<b>NB:</b> Integration: Remediation/ Evaluation					

**DOMAIN: BASIC KNOWLEDGE**

**Month: December**

**Integrated Learning Theme: Occupation**

**EnvisageProject**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units/ Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>English language</b>	- Listening and speaking	- Story telling - Teaching profession	- Tell stories - Describe the teaching profession	- Chart - Picture	7
		- Reading	- Picture reading - Reading sounds (i: and ea)	- Read pictures - Read sounds	- Picture - Flashcards	
		- Writing	- Months and seasons of the year	- Write the months and seasons of the year	- Chalk - Pencil	
		- Grammar	- Preposition of time	- Use preposition of time to construct short sentences	- Chart - Picture	
		- Vocabulary	- Words related to teaching profession	- Name words related to the teaching profession	- Chart	

2		- Listening and speaking	- Sketches ( role playing, miming ) - Naming farm tools and their uses - The farming season	- State role play by characters - Name farm tools and their uses - Describe the farming season	- Charts - Pictures - Chart	7
		- Reading	- Short text on farming	- Read short text on farming	- Picture	
		- Writing	- Writing months and seasons of the year	- Write the months and seasons of the year	- Chart	
		- Grammar	- Preposition of time	- Use preposition of time to construct short sentences	- Chart - Picture	
		- Vocabulary	- Words related to farming	- List words related to farming and phrases	- Chart	

3		- Listening and speaking	Role play and miming - Medical personnel	- Play the role of characters and produce miming - Name medical personnel	- Picture - Chart	7
		- Reading	- Picture reading	- Read pictures	- Chart	
		- Writing	- Short sentences on medical personnel	- Write short sentences on medical personnel	- Chalk - Pencil	
		- Grammar	Conjunctions ( and, but)	- Use conjunctions to link word	- Chart	
		- Vocabulary	- Words related to medicine - Medical equipments	- Name words related to medicine - Identify medical equipments	- Flash cards - Chart	
4		- Listening and speaking	- Sketches - Tools of a carpenter and their uses	- Play the role of a character in a sketch - Tools of a carpenter and their	- Picture - Chart	7



		- Reading	- Picture reading	uses - Read pictures	- Picture	
		- Writing	- Writing numbers from 21 to 30 in figures and in words	- Write numbers in figures and in words from 21 to 30	- Chart - Pencil	
		- Grammar	- Interjections e.g. hi, hello	- Use hi and hello in appropriate context	- Flash cards	
		- Vocabulary	- Words related carpentry - Carpentry tools and uses	- State words related to carpentry - Name carpentry tools and their uses	- Chart - Chart	

**NB:**Integration: Remediation/ Evaluation

**DOMAIN: BASIC KNOWLEDGE****Month: January****Integrated Learning Theme: Traveling****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>English language</b>	- Listening and speaking	- Dialogue - Describing means of transportation by land	- Talk with peers and others spontaneously - Describe means of transportation by land	- Real objects - Pictures - Charts	7
		- Reading	- Picture reading	- Read pictures	- Picture	
		- Writing	- Writing numbers from 31 to 40 in figures and in words	- Write numbers from 31 to 40 in figures and in words	- Chalk - Pencil	

		- Grammar	- Opposite of words	- Write opposite of given words	- Pictures - Flash cards	
		- Vocabulary	- Words related to land transports - modes of land transport	- List words related to land transport - State modes of land transport	- Chart - Chart	
2		- Listening and speaking	- Dialogue - Describe means of transportation by air	- Talk with peers and other s spontaneously - Describe means of transportation by air	- Pictures - Charts	7
		- Reading	- Picture reading	- Read pictures	- Picture	
		- Writing	- Writing numbers from 41 to 50 in figures and in words	- Write numbers from 41 to 50 in figures and in words	- Chart	

		<ul style="list-style-type: none"> <li>- Grammar</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Present continuous tense</li> </ul>	<ul style="list-style-type: none"> <li>- Write the present continuous tense of some verbs</li> </ul>	<ul style="list-style-type: none"> <li>- Flash cards</li> <li>- Chart</li> </ul>	
		Vocabulary	<ul style="list-style-type: none"> <li>- Words related to air transport</li> <li>- Modes of air transport</li> </ul>	<ul style="list-style-type: none"> <li>- List words related to air transport</li> <li>- State mode of air transport</li> </ul>	<ul style="list-style-type: none"> <li>- Chart</li> <li>- Chart</li> </ul>	
3		<ul style="list-style-type: none"> <li>- Listening and speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Folk tales</li> <li>- Describing means of transport by water</li> </ul>	<ul style="list-style-type: none"> <li>- Display enthusiasm to entertain people</li> <li>- Describe means of transport by water</li> </ul>	<ul style="list-style-type: none"> <li>- Picture stories</li> <li>- Chart</li> </ul>	10
		<ul style="list-style-type: none"> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Picture reading</li> <li>- The sound “al”</li> <li>- Spelling words with the pattern “al”</li> </ul>	<ul style="list-style-type: none"> <li>- Read picture correctly</li> <li>- Read words containing sound “al”</li> </ul>	<ul style="list-style-type: none"> <li>- Picture</li> <li>- Picture</li> <li>- Chart</li> </ul>	

		-Writing	<ul style="list-style-type: none"> <li>- Short sentences on water transport</li> <li>- Building words with jumbled letters</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing the pattern “ al”</li> <li>- Write short sentences on water transport</li> <li>- Build words with jumble letters</li> </ul>	<ul style="list-style-type: none"> <li>- Chalk</li> <li>- Pencil</li> <li>- Chart</li> <li>- Flash cards</li> </ul>	
		- Grammar	<ul style="list-style-type: none"> <li>- Demonstrative pronouns ( This is, that )</li> </ul>	<ul style="list-style-type: none"> <li>- Use demonstrative pronouns to construct short sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Chart</li> </ul>	
		- Vocabulary	<ul style="list-style-type: none"> <li>- Modes of water transport</li> <li>- words related to water transport</li> </ul>	<ul style="list-style-type: none"> <li>- State modes of water transport</li> <li>- List words related to water transport</li> </ul>	<ul style="list-style-type: none"> <li>- Chart</li> <li>- Chart</li> </ul>	

4	- Listening and speaking	- Dialogue - Describing different travelling agencies	-- Talk with peers and others spontaneously - Describe different traveling agencies	- Picture - Chart	10
	- Reading	- Picture reading - Short text on travelling - Pattern “ch” and “sh” - Spelling words with pattern “ch” and “sh”	- Read pictures - Read short text on travelling agencies - Read words containing “ch” and “sh” - Spell words with pattern “ch” and “sh”	- Picture - Chart - Chart	
	Writing	- Building words with jumbled letters	- Build words with jumble letters	- Chalk - Pencil	
	- Grammar	- Comparing adjectives	- Compare adjectives correctly	- Chart	

		- Vocabulary	- Words related to traveling agencies - Types of traveling agencies	- List words related to travelling agencies - State different traveling agencies	- Chart  - Chart	
<b>NB:</b> Integration: Remediation/ Evaluation						

RDBE LIT TORAL

**DOMAIN: BASIC KNOWLEDGE****Month: February****Integrated Learning Theme: Health****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>English language</b>	- Listening and speaking	- Song about personal hygiene - Describe being a clean child	- Sing songs about personal hygiene - Describe a clean child	- Chart - Picture - Audio player - Picture	7
		- Reading	- Reading sentences on personal hygiene -The sound "oi"	- Read sentences on personal hygiene - Read words containing sound "oi"	- Picture - Chart	



		- Writing	- Short sentences on personal hygiene	- Write short sentences on personal hygiene	- Pencil - Chalk	
		- Grammar	- Plural of nouns ending with “y” e.g. baby – babies	- Write the plurals of nouns ending with “y”	- Chart	
		- Vocabulary	- Naming materials used in personal hygiene	- Name materials used in personal hygiene	- Chart	
2	English language	- Listening and speaking	- Sketch on environmental care - Story telling	- Play the role of a character in a sketch - Retell story	- Chart - Pictures - Picture stories	7
		- Reading	- A short text on care of the environment - The pattern “ou”	- Read short text on care of the environment - Read words containing the pattern “ou”	-Text  - Chart - Picture	

		- Writing	- Writing short sentences on care of the environment	- Write short sentences on care of the environment	- Pencil - Chalk	
		- Grammar	- Simple present tense	- Write verbs in the simple present tense	- Chart	
		- Vocabulary	- Naming materials and tools used to care for the environment	- Name materials and tools used to care for the environment	- Chart - Picture	
3	English language	- Listening and speaking	- Dialogue - Story telling	- Talk with others and peers spontaneously - Retell stories	- Pictures - Charts - Picture stories	6
		- Reading	- A short text on health institution	- Read short text on health institution	- Text	
		- Writing	- Composition	- Write letters from jumble words	- Pencil - Chalk	

		- Grammar	- More on simple past tense	- Write the past tense of irregular verbs	- Chart	
		- Vocabulary	- Naming different types of health institutions	- Name different types of health institution	- Chart	
4	English language	- Listening and speaking	- Rhyme - Story telling	- Display enthusiasm to entertain people - Retell stories	- Charts - Picture stories	6
		- Reading	- A short text on diseases - The pattern “ng”	- Read a short text on diseases - Read words containing “ng”	- Text - Chart	
		- Writing	- Write short sentences on diseases	- Write short sentences on diseases	- Pencil - Chalk	
		- Grammar	- More on present continuous tense	- Write the present continuous tense of more verbs	- Chart	

**NB:**Integration: Remediation/ Evaluation

**DOMAIN: BASIC KNOWLEDGE**

**Month: March**

**Integrated Learning Theme: Games**

**Envisage Project**

Week	Subject	Components	Units  Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>English Language</b>	- Listening and speaking	- Sketch - Describing types of games	- Play the role of a character in a sketch - Identify and name different types of games	- Picture - Chart - Chart	5
		- Reading	- Picture reading	-Read pictures	- Picture	
		- Writing	- Short sentences on games	- Write short sentences on games	- Pencil - Chalk	
		- Grammar	- More on preposition	- Use more prepositions to complete blanks	- Picture - Chart	

		Vocabulary	- Naming different types of games	- Name different types of games	- Chart	
2		- Listening and speaking	- Sketch - Describing sports officials	- Play the role of a character in a sketch - Describe sports officials	- Pictures - Chart - Picture	7
		- Reading	- Short text on sports officials - The pattern “CK”	- Read short text on sport officials - Read words containing the “CK” sound	- Text - Chart	
		- Writing	- Writing short sentences on sports officials	- Write short sentences on sports officials	- Chart	
		- Grammar	- More on adjectives	- Compare adjectives correctly	- Chart	

		- Vocabulary	- Naming different sport officials	- State different sport officials	- Chart - Picture	
3		- Listening and speaking	Dialogue - Describe sporting materials	- Talk with peers, teachers and others spontaneously - Describe sporting materials	- Pictures - Charts	8
		- Reading	-Picture reading - The pattern “ll” e.g ball, call - Spelling and dictation	- Read pictures - Read words containing ll” - Spell simple words and do dictation	- Picture  - Flash card - Text	
		- Writing	- Writing words with jumbled letters	- Write words with jumbled letters	- Chalk - Pencil	
		- Grammar	- More on adverbs	- Identify and use more adverbs of place and time	- Chart - Picture	

		- Vocabulary	- Naming different types of sporting materials	- Identify and name different types of sporting materials	- Chart	
4		- Listening and speaking	- Rhyme - Dialogue	- Recite games - Carry out a telephone conversation	- Rhymes - Telephone	6
		- Reading	- Silent reading	- Read silently and answer question	- Text	
		- Writing	- Writing short sentences on the important of games	- Write short sentences on the importance of games	- Pencil - Chalk	
		- Grammar	- More on demonstrative pronouns	- Use demonstratives pronouns to construct short sentences	- Chart - Pictures	

		- Vocabulary	- Listing the importance of games	- List the importance of games	- Chart	
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**NB:**Integration: Remediation/ Evaluation

**DOMAIN: BASIC KNOWLEDGE**

**Month: April**

**Integrated Learning Theme: Communication**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	English language	- Listening and speaking	- Folktale - Describing traditional tools of communications	- Retell folktale - Describe some traditional tools of communication	- Chart - Picture - Chart - Picture	6
		- Reading	- A short text on traditional tools of communication	-Read a short text on traditional tools of communication	- Text	



		- Writing	- Building words with jumbled letters	- Build and write words with jumbled letters	- Chart	
		- Grammar	- The use of “this is”, “these are”, “that is”, “those are”	- Use “this is”, “these are”, “that is” and “those are” to construct short sentences	- Chart - Picture	
		- Vocabulary	- Naming traditional tools of communications	- Identify and name traditional tools of communication	- Chart - Picture	
2		- Listening and speaking	- Dialogue - Describe modern tools of communication	- Talk with peers and others spontaneously - Describe modern tools of communication	- Language games - Telephone  - Charts	7

		- Reading	- Short text on modern tools of communication - The pattern “er:	- Read short text on modern tools of communication - Read words containing the pattern “er”	- Text - Chart - Picture	
		- Writing	- Copy short upright words	- Write short upright words	- Picture - Chalk	
		- Grammar	- More on the use of “ this is, “ these are”, “that is” and “those are”	Use “this is, “these are”, “that is” and “those are” to construct sentences	- Sentence strips	
		Vocabulary	- Naming modern tools of communication	- Identify and state modern tools of communication	- Chart - Picture	

3		- Listening and speaking	- A song ( see me playing on my drum, playing drums is lots of fun with the d-d-d-d-d-d-d-d- see me play upon my drums) ( Jollyphonics )	- Sing songs to entertain people	- Song	7
		- Reading	- Picture reading - Short text - The duster “dr” e.g drum	- Read pictures - Read short texts - Read words having the cluster “dr”	- Picture - Text - Chart	
		- Writing	- Short sentences on the importance of traditional tools of communication	- Write on short sentences on the importance of traditional tools of communication	- Pencil - Chalk - Chart	

		- Grammar	- More on articles “a” and “an”	- Use “a” and “an” to complete blanks	- Picture - Chart	
		- Vocabulary	- Listing the importance of traditional tools of communication	- List the importance of traditional tools of communication	- Chart - Picture	
4		- Listening and speaking	- Sketch - Telephone conversation	- Play the role of a character in a sketch - Talk with others spontaneously through a telephone	- Picture - Chart - Telephone	8
		- Reading	- Picture reading - Short text - Multi-syllabic words	- Read picture - Read short text - Read multi- syllabic word	- Picture - Text - Chart	

		- Writing	- Build words with jumbled syllables	- Build and write words with jumbled syllables	- Chart	
		- Grammar	- More on conjunctions e.g. “but”, “and”	- Use conjunctions to link words and phrases	- Sentence strips	
		- Vocabulary	- Listing the importance of modern tools of communication	- List the importance of modern tools of communication	- Chart - Pictures	

**DOMAIN: BASIC KNOWLEDGE**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	Mathematics	Numbers and operations	- Count and write numbers in figures and in words from 1-10	- Count and write from 1 to 10	- Counters	4

		- Sets and logic	- Introduction of sets	- To define sets	- Real object	
		Measurements and seize	- Days of the week	- Naming, identifying days of the week	- Calendar	
		Graph Statistics	- Types of lines	- To draw horizontal and vertical lines	- Chart	
2		Numbers and Operations	Count and write numbers in figures and in word from 11-20	To count and write numbers from 11-20	- Real objects - Counters	
		Sets and logic	- More on introduction of sets	- To define sets	- Real objects	
		Measurements and seize	- Days of the week	Writing days of the week	- Calendar	

		Graph Statistics	- Plane shapes	- Identifying plane shapes	- Chart	
3		Numbers and Operations	- Counting and writing numbers in figures and words from 21 – 30	- Counting and writing numbers in figures and words from 21 – 30	- Counters	4
		Sets and logic	Set symbols	- To identify sets symbols	- Real object	
		Measurement and seize	- Activities of the week	- To identify and name activities of the week	- Calendar	
		- Graphs	- Matching object	- To match objects to their shapes	- Real objects	

4	Numbers and Operations	- Counting and writing numbers in figures and in words from 31 - 40	- To count and write numbers from 21-30 in figures and words	- Real objects	4
	Sets and logic	- Set symbols	- To identify sets symbols	- Real objects	
	Measurements and seize	Revision/remediation	To revise what has been taught for a month	- Real objects	
	Graph Statistics	- Identifying sides and corners of shapes	- To identify sides and corners of shapes	- Real objects	

**NB:**Integration: Remediation/ Evaluation

**DOMAIN: BASIC KNOWLEDGE**

**Month: October**

**Integrated Learning Theme: Village/Town**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
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1	<b>Mathematics</b>	Sets and Logic	- Set symbols	- Identify set symbols	- Real Objects	4
		- Numbers and operations	- Counting and writing numbers in figures and words from 41 – 50	- Write numbers in figures and words	- Real objects	
		- Measurement and size	- Months of the year	- Naming, identifying and writing the months of the year	- Calendar	
		- Graphs and statistics	- Plane shapes	- Drawing of plane shapes	- Real objects	
2		- Sets and logic	- Set symbols	- Identifying and write sets symbols	- Real objects	4
		- Numbers and operations	- Counting and writing numbers	- Counting and writing numbers in figures and words from 51 – 60	- Charts	
		- Measurements and size	- Naming, identifying and writing the months of the year	- Name, identify and write the months of the year	- Calendar - Real objects	

		- Graphs and statistics	- Carving of plane shapes	- Carving of plane shapes	- Real objects	
3		- Sets and logic	- Naming sets	- Identify and name sets	- Charts	
		- Numbers and operations	- Counting and writing numbers in figures and words from 61 -70	- Count and write numbers from 61 – 70 in figures	- Real objects - Charts	
		- Measurements and size	- Important dates of the year	- Name some important dates of the year	- Calendar	
		- Graphs and statistics	- More on carving of shapes	- Carving shapes	- Real objects	
4		- Sets and logic	- Naming sets	- Identify and name	- Real objects	4

				sets		
		- Numbers and operations	Counting and writing numbers 71 – 80	- Count and write numbers in figures and in words	- Real objects	
		- Measurements and size	- Important dates of the year	- Name some important dates of the year	- Calendar	
		- Graphs and statistics	- Construction of a triangle	- Construction of a triangle	- Real objects	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: November****Integrated Learning Theme: The school****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	Mathematics	Sets and logic	- Formation of sets	- Form sets	- Real objects	4
		Numbers and operations	- Counting and writing numbers in figures and in words from 81 – 90	- Count and write numbers in figures and in words from 81 – 90	- Charts - Real objects	
		Measurements and seize	- Introduction to clock faces	- Identify the clock faces	- Real Objects	
		Graph Statistics	- Construction of squares	- Constructing squares	- Real objects	
2		Sets and logic	- Formation of sets	- Forming sets	- Real object - Charts	4

		Numbers and operations	- Counting and writing numbers in figures and words from 91- 100	- Count and write numbers in figures and in words from 91 – 100	- Charts - Real objects	
		Measurements and seize	- Identification of parts of the clock	- Identifying the parts of the clock	- Real objects - Clock	
		Graph Statistics	- Constructing triangles	- Constructing triangles and squares	- Real objects	
3		Sets and logic	- Elements of a set	- Name elements of a set	- Charts - Pictures	4
		Numbersand operations	- Introduction to place value ( Tens and Units )	- Identify the symbols ( T U)	- Charts - Objects	
		Measurements and seize	- Reading and drawing the clock	- Read and draw the clock	- Charts - Real objects	
		Graph Statistics	- Constructing rectangles	- Constructing rectangles and circles	- Real Objects	

4		Sets and logic	- Elements of a set	- Identify and write elements of a sets	- Real objects	4
		Numbers and Operations	- Tens and Units	- Place numbers under tens and units	- Charts - Picture	
		Measurements and seize	- Reading and drawing of clock	- Read and draw the clock	- Real objects - Pictures	
		Graph Statistics	- Constructing circles	- Constructing circles	- Real objects	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: December****Integrated Learning Theme: Occupation****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Unit / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Mathematics</b>	Sets and logic	- Not an element of a set	- Identify and write the symbol not an element of a set	- Pictures - Real objects	4
		Numbers and operations	- Comparing numbers ( greater than )	- Identify the symbol greater than	- Pictures	
		Measurements and seize	- Associating time with different periods of the day	- Associating time with different periods of the day	- Real Objects	
		Graph Statistics	- Constructing squares	- Constructing squares	- Real objects	
2		Sets and logic	- Not an element of a set	- Identify and write the symbol not an element of a set	- Pictures - Real objects	4

		Numbers and Operations	- Comparing numbers ( Less than )	- Identify the symbol less than	- Pictures	
		Measurements and seize	Associating time with different periods of the day	-Associating time with different periods of the day	- Real objects	
		Graph Statistics	- Constructing squares	- Constructing squares	- Real objects	
3		Sets and logic	- Finite set	- Identify, list finite	- Number cards	4
		Numbers and Operations	- Introduction to the four mathematical signs	- Identify the four mathematical signs	- Pictures - Slates	



		Measurements and seize	- More on reading time	Read, write the time on the clock	- Clock - Pictures	
		Graph Statistics	- Constructing triangles	- Construct triangle	- Real objects	
4		Sets and logic	- Finite sets	- Identify and list finite sets	- Number cards - Slates - Chalk	4
		Numbers and Operations	- Addition of single digit numbers ( horizontally )	- Add single numbers	- Real objects - Slates	
		Measurements and seize	Revision  remediation	- Revise   remediate	- Real objects - Books - Pencils	
		Graph Statistics	- Constructing triangles	- Construct triangle	- Real objects - Pencils - Colours - Chalk	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: January****Integrated Learning Theme: Traveling****Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Didactic material	No of expected learning outcome
1	<b>Mathematics</b>	Sets and logic	- Infinite sets	- Identify and list infinite sets	- Slates - Chalk - Number cards	4
		Numbers and Operations	- Addition of numbers under ( T & U )	- Add numbers under ( T & U )	- Slates - Chalk - Readers	
		Measurements and size	- Introduction to money	- Identify Money	- Real objects - Coins - Bank notes	
		- Graphs and statistics	- Number line up to 20	- Locate points on the number lines	- Real objects - Geo- board	

2		Sets and logic	- Infinite sets	- Identify and list infinite sets	- Slates - Chalk - Number cards	4
		Numbers and Operations	- Subtraction of one digit numbers	- Subtract one digit numbers	- Slates - Chalk - Number cards	
		Measurements and seize	- Introduction to money	- Identify money	- Real objects - Coins - Bank notes	
		Graph Statistics	- Number line up to 50	- Locate points on the number line up to 50	- Real objects - Geo-board	
3		Sets and logic	- Empty or null sets	- Identify an empty set	- Real Numbers - Pictures - Number cards	4
		Numbers and Operations	- Subtractions under T.U	Subtract numbers under T.U	- Real objects - Slates - Number cards	

		Measurements and size	- Identify money up to 100	- Identify money up to 100frs	- Real objects - Coins	
		Graph and Statistics	- Number line up to 100	- Locate points from 50 -100	- Real objects - Pictures	
4		Sets and logic	- Empty or null sets	- Identify an empty set	- Slates - Chalk	4
		Numbers and Operations	- More on addition and subtraction	- Add and subtract numbers	- Slates - Chalk - Number cards	
		Measurements and size	- Identify money up to 200frs	- Identify money up to 200 frs	- Real objects - Coins	
		Graph and Statistics	- Number line	- Locate points on a number line from 50 -100	- Real objects	
<b>NB:</b> Integration:Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: February****Integrated Learning Theme: Health****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Mathematics</b>	Sets and logic	- Union sets	- Use the symbol “U” to join sets	- Objects - Sets	4
		Numbers and Operations	- Introduction to division	- Identify the division sign	- Number cards - Slates	
		Measurements and size	- Identifying money up to 200 frs	- Identify money to 200frs	- Real objects - Coins	
		Graph and Statistics	- Number lines	- Locating objects on a number line	- Real objects - Slates	
2		Sets and logic	- Union of sets	- Use “U” to join sets	- Real objects - slates	4

		Numbers and Operations	- Division of numbers	- Solve problems using the division sign	- Slates - Chalk	
		Measurements and size	- The value of money	- Say the value of money	- Slate - Chalk - Pictures	
		Graph and Statistics	- Number line	- Locating objects on a number line	- Slates - Chalk - Pictures	
3		Sets and logic	- Union of sets	- Use “U” to join sets	-Slates - Pictures	4
		Numbers and Operations	- Introduction to multiplication	- Identify the multiplication sign	- Picture - Slates - Chalk	
		Measurements and seize	- The value of money	- Say the value of money	- Real objects - Slates	
		Graph and Statistics	- Reading a number on a number line	- Read numbers on a number line	- Objects - Charts - Slates	

4		Sets and logic	- Union of sets	- Use “U” to join sets	- Real objects - Slates - Chalk	4
		Numbers and Operations	- Multiplication table ( 2 times)	- Multiply by 2	- Slates - Chalk - Number cards	
		Measurements and size	- Revision   Remediation	- Revise	- Slates - Chalk - Pictures - Number cards	
		Graph and Statistics	- Number line	- Reading numbers on a number line	- Slates - Chalk - Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: March****Integrated Learning Theme: Games****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Mathematics</b>	Sets and logic	- Intersection of sets	- Use “n” to find the common elements	- Slates - Pictures - Chalk	4
		Numbers and Operations	- Multiplication by 5	- Multiply numbers by 5	- Number cards - Slates - Chalk	
		Measurements and seize	- Addition of money up to 100frs	- Add money up to 100frs	- Number cards - Slates - Chalk	
		Graph and Statistics	Number line	- Writing numbers on a number line	- Slates - Chalk - Number cards	
2		Sets and logic	- Intersection of sets	- Use “n” to identify common elements on a set	- Slates - Pictures - Chalk	4



		Numbers and Operations	- Dividing numbers by 2	- Dividing numbers by 2	- Number cards - Slates - Chalk	
		Measurements and size	- Subtraction of money up to 100	- Subtract money up to 100frs	- Number cards - Chalk	
		Graph and Statistics	- Number line	- Counting numbers on a number line	- Number cards - Slates - Chalk	
3		Sets and logic	- Intersection of sets	- Use “n” to identify common elements in a set	- Slates - Number cards - Chalk	4
		Numbers and Operations	- Division by 3	- Divide numbers by 3	- Slates - Number cards - Chalk	

		Measurements and size	- Subtraction of money up to 100	Subtract money up to 100	- Slates - Number cards - Chalk	
		Graph and Statistics	- Addition of numbers using number line	- Add numbers using a number line	- Real objects	
4		Sets and logic	- Intersection of sets	- Use “n” to identify common elements in a set	- Number cards - Slates - Chalk	4
		Numbers and Operations	- Division by 4	- Divide numbers by 4	- Number cards - Slates - Chalk	
		Measurements and size	- Subtraction of money up to 100frs	- Subtract numbers up to 100 frs	- Number cards - Slates	
		Graph and Statistics	- Subtraction of numbers on a number line	- Subtract numbers using the number line	- Pictures -Slates - Chalk	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: April****Integrated Learning Theme: Communication****Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Mathematics</b>	Sets and logic	- Revision and remediation	- Revise	- Chalks - Slates - Number cards	4
		Numbers and Operations	- Introduction to fractions	- Identify fraction $\frac{1}{2}$	- Chalk - Slates - Number cards	
		Measurements and seize	- Comparing money	- Compare money using the symbols “<,>”	- Number cards - Pictures	
		Graph and Statistics	- Data	- Represent data using graphs	- Number cards - Pictures	

2	Sets and logic	- Revision and remediation	- Revise previous knowledge	- Number cards - Flash cards	4
	Numbers and Operations	- Fractions $\frac{1}{2}$	- Identify the fraction $\frac{1}{2}$	- Real objects - Number cards	
	Measurements and seize	- Comparing money	- Compare money using the symbols “<”>	- Real objects - Number cards	
	Graph and Statistics	- Ranking	- Arrange numbers in ascending and descending order	- Number cards	
3	Sets and logic	- Revision and remediation	- Revise previous knowledge	- Number cards - Pictures	4
	Numbers and Operations	$\frac{1}{4}$ , $\frac{3}{4}$	- Shade the fractions	- Real objects	
	Measurements and seize	- Revision	-Revise previous knowledge	- Real objects - Number cards	

		Graphs and Statistics	- Tallying	- Tally numbers in groups	- Number cards - Slates	
4		Sets and logic	- Revision  Remediation	- Revise previous knowledge	- Number cards - Slates	4
		Numbers and Operations	- Shading fractions	- Shade fractions	- Real objects	
		Measurements and seize	- Revision	- Revise previous knowledge	- Slates - Number cards	
		Graph and Statistics	- Graphs	- Represent data using graphs	- Number cards - Slates - Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: September****Integrated Learning Theme: The Home****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	The human body	- Parts of the body	- Identify and differentiate the parts of the body	- Charts - Picture	4
2		The human body	- Functions of parts of the body	- Associate body parts to their function	- Charts - Pictures	
3		Personal hygiene	- Care of the body	- Keep the body clean on daily basis	- Towel - Sponge	
4		Personal hygiene	- Things used in cleaning the body	- Identify things used in cleaning the body	- Charts	
<b>NB:Integration: Remediation/ Evaluation</b>						

**DOMAIN: BASIC KNOWLEDGE****Month: October****Integrated Learning Theme: The Village/Town****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	- The senses	- The five senses	Identify the senses	- Charts - Pictures	4
2			Functions of the sense organs	- Functions of the sense organs	- Charts	
3			- Care of the sense organs	- How to care for sense organs	- Pictures	
4		Toilets	Types of toilets	- Identify different toilets	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: November****Integrated Learning Theme: The School****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	Reproductive health	- Human reproductive organs	- Differentiate the male and female reproductive organs	- Charts - Pictures	4
2		HIV/AIDS	Causes of HIV/AIDS	- How HIV/AIDS can be contacted	- Charts	
3			Prevention of HIV/AIDS	- How to prevent HIV/AIDS	- Charts - Pictures	
4			Symptoms of HIV/AIDS	- State the symptoms of HIV/AIDS	- Pictures	
<b>NB:Integration: Remediation/ Evaluation</b>						



**DOMAIN: BASIC KNOWLEDGE****Month: December****Integrated Learning Theme: Occupation****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	Diseases	- Types of diseases	- Identify the types of diseases	- Chart	4
2			- Symptoms of diseases	- Discuss symptoms of disease	- Charts - Pictures	
3			Prevention of diseases	- Accept sleeping under a mosquito net	- Charts	
4		Toilets	- Care of the toilet	- How to care for the toilets	- Chart - Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: January****Integrated Learning Theme: Traveling****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	Health habits	Good health habits	Identify good health habits	Picture	4
2		Minor accidents	Types of minor accidents	Identify types of minor accidents	Chart	
3			Prevention of minor accidents	Identify ways to prevent minor accidents	Picture	
4		First Aid	First aid box and content	- Use the items in the first aid box to treat victims	Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: February****Integrated Learning Theme: Health****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Health Education )</b>	Public health	Vaccinations	Identify some common vaccinations	Chart	4
2			Health hazards	State some common health hazards	- Picture	
3		Epidemics	Kinds of epidemics	How to prevent epidemics	Chart	
4		Pandemics	Kinds of pandemics	How to prevent pandemics	Chart	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: September****Integrated Learning Theme: The home****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education )</b>	The immediate environment	The home environment	Identify the components of a home	- Real objects - Pictures	4
2			Care of the home	Care of the home environment	Real object	
3		The school environment	The school environment	Identify the components of the school environment	- Real objects - Pictures	
4			Care of the school environment	Care for the school environment	- Real objects - Pictures - Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: October****Integrated Learning Theme: The Village/Town****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education )</b>	The immediate environment	The school environment	Identify the components of the school environment	- Real objects	4
2			The school environment	The school family ( teachers, pupils & parents) and care for the school environment	- Pictures	
3		Plants	- Types of flowers	Identify the different types of flowers	- Hoes - Diggers	
4			Types of plants	Identify the different types of plants	- Pictures - Drawings - Real objects	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: November****Integrated Learning Theme: The School****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
	<b>Science and Technology ( Environmental Education )</b>	Plants	Types of plants	Identify the different types of plants	Pictures - Drawings - Real objects	5
			Care of plants	Care of plants	- Real objects	
			Types of trees	- Identify different types of trees - Care of trees	- Pictures - Drawings	
		Animals	- Domestic animals	Identify domestic animals	- Posters - Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: December****Integrated Learning Theme: Occupation****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education</b>	- Animals	- Habitat and care of domestic animals	- Recognize the different habitat and care of domestic animals	- Pictures - Posters - Water	4
2			- Habitat and care of domestic animals	- Recognize the different habitats and care of domestic animals	- Pictures - Posters - Water	
3			- Wild animals	- Identify wild animals	- Posters - Cages	
4			- Habitat and care of wild animals	- Recognize the different habitats and care of wild animals	- Posters - Cages	
<b>NB: Integration: Remediation/ Evaluation</b>						

## Monthly Scheme of work

Month: January

Integrated Learning Theme: Traveling

Envisage Project

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Science and Technology ( Environmental Education</b>	Insects	- Types of insects ( Useful insects )	- Identify the types of useful insects	- Pictures - Drawing	5
2			- Types of insects ( Harmful insects)	- Identify the types of harmful insects	- Pictures - Drawings	
3			- Protection of insects	- Protect insects	- Drawing cages	
4		Environmental hazards	- Hazards in the locality	- Describe how environmental hazards can be prevented - Protect environment	- Pictures - Drawings	
<b>NB:</b> Integration:Remediation/ Evaluation						



**DOMAIN: BASIC KNOWLEDGE****Month: February****Integrated Learning Theme: Health****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education</b>	- Water	- Water Sources	- Identify the different sources of water	- Real Objects - Pictures	4
2			- Uses of water	- State the various uses of water	- Pictures - Drawings	
3			Care of water sources	- Protect sources of water	- Pictures - Drawing	
4				- Protect sources of water	- Pictures - Drawing	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: March****Integrated Learning Theme: Games****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education)</b>	Birds	- Domestic birds	- Identify and name domestic birds	- Pictures - Real objects	5
2			- Habitats	- Recognize the different habitats of domestic birds	- Pictures - Cages	
3			- Care of domestic birds	- Protect domestic birds		
4			- Wild birds and habitats - Care of wild birds	- Identify wilds birds and habitat - Protect wild animals	- Pictures - Real objects - Cages - Drawing	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: April****Integrated Learning Theme: Communication****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education)</b>	Health habits	- Good health habits	- Identify good health habits	- Pictures - Sketches	4
2			- Good health habits	- Practice good health habits	- Fruits - Water - Bottles	
3		Pollution and waste	- Pollution and waste management	- Identify types of pollution		
4			- Preventing pollution	- Demonstrate ways of preventing pollution		

**DOMAIN: BASIC KNOWLEDGE****Month: May****Integrated Learning Theme: Communication****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Environmental Education)</b>	Environmental Hazards	- Types of hazards ( Natural Hazards)	- Identify natural hazards	- Pictures - Drawings - Seeds	4
2			- Man – made hazards	- Identify man-made hazards	- Hoes - Matchet	
3			- Environmental care	- Identify strategies to protect the environment	- cans - water - bottles	
4			- Environmental care	- Identify strategies to protect the environment	- Gloves	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: September****Integrated Learning Theme: The home****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Technology &amp; Engineering)</b>	Mechanisms and machines	Types of machines	Identify different types of machines in the locality	- Charts - Pictures	4
2			- Machines found in the kitchen	Identify machines found in the kitchen	- Pictures - Charts	
3			Use of machines	State the use of machines	- Pictures	
4			Care of machines	- How to care for machines	- Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: October****Integrated Learning Theme: Village/Town****Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Science and Technology ( Technology &amp; Engineering)</b>	Materials	Types of materials	Identify common materials in the environment	Chart	4
2			Dangerous materials in the school environment	Identify dangerous materials in the school environment	- Charts - Pictures	
3			How to avoid dangerous materials in the school environment	Ways to avoid dangerous materials in the school environments	Charts	
4			Choice and handling of materials	Show great interest in recycling materials	Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: November****Integrated Learning Theme: The school****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Technology &amp; Engineering)</b>	Materials	Useful materials in the school environment	Identify useful materials in the environment	Pictures	4
2			Types of materials we can recycle	Identify materials we can recycle	Charts	
3			Types of objects produced from recycle materials	State material produced from recycle material	Pictures	
4			Use of objects produced from recycle materials	Identify the uses of objects produced from recycle materials	Charts	
<b>NB:Integration: Remediation/ Evaluation</b>						

**DOMAIN: BASIC KNOWLEDGE****Month: December****Integrated Learning Theme: Occupation****Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Science and Technology ( Technology &amp; Engineering)</b>	Construction	Building materials	Classify materials used from building houses	Pictures	4
2			Materials use for different construction	Identify materials use for constructions	Charts	
3			Care for various constructions	How to care for various construction	Pictures	
4			Materials we use to construct roads and bridges	- Identify materials used for constructing roads and bridges	Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						



**DOMAIN: BASIC KNOWLEDGE****Month: January****Integrated Learning Theme: Traveling****Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Science and Technology ( Technology &amp; Engineering)</b>	Construction	Methods of construction	Identify methods of construction	- Charts	4
2		Electricity	Electrical devices	State some electrical devices	- Chart s - Pictures	
3			Dangers of electricity	Recognize the wrong use of electrical devices	Charts	
4			Precaution of electricity	Precautions to be taken when using electricity devices	Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: Septembre****Integrated Learning Theme: La maison****Envisage Project**

<b>Semaine</b>	<b>Subject</b>	<b>Comprehension et expression orale</b>	<b>Comprehension ecrite(lecture)</b>	<b>Vocabulaire</b>	<b>Grammaire et conjugaison</b>	<b>Orthographe</b>
1	<b>French</b>	Son du francaise - Bruits - Onomatopees	- Divers types de supports Ecrits ; livres,jeune, etiquettes	Ecriture des lettres	Nomscommuns	Les graphies des phonemes
2		Son du francaise	Divers types de supports ecrits : livres, album, jeune,étiquettes	Ecriture des lettres	Nomcommuns	Les graphics des phonème francais
3		- Bonjour, bonsoir, salut, au revoir, a demain, a bientôt, merci	Divers types de supports ecrits ; livres, album,jeune,etiquette	Ecriture des lettres	Vocabulaire usuel relatif au centre d'interet	Les graphies des phonemesfrançais
<b>NB:</b> Integration: Remediation/ Evaluation						

## DOMAIN: BASIC KNOWLEDGE

Month: Octobre

Integrated Learning Theme: Le village | La ville

Envisage Project

Semaine	Subject	Comprehension et expression orale	Comprehension écrite( lecture)	Vocabulaire	Grammaire et conjugaison	Orthographe
1	<b>French</b>	- Voici/voilà, noms propres, s'apples	Les voyelles Aa, Oo, Ii, Uu, Ee	- Ecriture des mots avec les voyelles etudiers	- Genre et nombre des nomes	Homophones a/as/a
2		- Voici/voilà, noms propres, s'appels	Les voyelles Aa, Oo, Ii, Uu, Ee	- Ecriture des mots avec les voyelles etudiers	- Les pronoms personnels ; Je, tu, il, elle	Homophones a/as/a
3		- Est-ce que je propres, s'appelles	Les voyelles Aa, Oo, Ii, Uu, Ee	- Ecriture des mots avec les voyelles etudiers	- Vocabulaire usuel relatif au centre d'intérêt	Homophones a/as/a
<b>NB:</b> Integration: Remediation/ Evaluation						

**DOMAIN: BASIC KNOWLEDGE****Month: Novembre****Integrated Learning Theme: L'école****Envisage Project**

<b>Semaine</b>	<b>Subject</b>	<b>Comprehension et expression orale</b>	<b>Comprehension écrite( lecture)</b>	<b>Vocabulaire</b>	<b>Grammaire et conjugaison</b>	<b>Orthographe</b>
1	<b>French</b>	- Leve-toi,assiat toi, reveille – toi, brosse-toi les dents, bois ton lait	- Les consonnes l,m,n,p,t,r,v,a,b,s,k,c,j,e	- Ecriture des mots avec les consonnes etudies	- Articles et adjectifs possessifs	Homophones La   la
2		Unités/contenus d'apprentissage	- Leve-toi,assiat toi, réveille – toi, brosse-toi les dents, bois ton lait	- Les consonnes l,m,n,p,t,r,v,d,b,s,k,c,j,p	- Ecriture des mots avec les consonnes etudies	Homophones La   la
3		- Poèmes, comptines	- Les consonnes l,m,n,p,t,r,v,d,b,s,k,c,j,p	- Ecriture des mots avec les consonnes etudies	- Vocabulaire usuel relatif au centre d'interet	Homophones La   la
<b>NB:Integration: Remediation/ Evaluation</b>						

## DOMAIN: BASIC KNOWLEDGE

Month: Decembre

Integrated Learning Theme: Occupation

Envisage Project

Semaine	Subject	Comprehension et expression orale	Comprehension ecrite( lecture)	Vocabulaire	Grammaire et conjugaison	Orthographe
1	<b>French</b>	J'aime, je n'ai pas, ca me plait	- Il nous,et,le,la	Ecriture de courte phrases emajuscule et point	Sous sur dansa gauche a droite	Homophones Et,est
2		J'aime, je n'ai pas, ca me plait	- Il nous,et,le,la	Ecriture de courte phrases majuscule et point	Sous sur dansa gauche a droite	Homophones Et,est

## DOMAIN: BASIC KNOWLEDGE

Month: Janvier

Integrated Learning Theme: Voyage

Envisage Project

Semaine	Subject	Comprehension et expression orale	Comprehension écrite( lecture)	Vocabulaire	Grammaire et conjugaison	Orthographe
1	<b>French</b>	Indications de temps Aujourd'hui demain hier, 7 jour de la semaine	Formation de syllables	Ecriture courts textes ( majuscule point)	Temp simple de l'indication present future	Homophones
2		Indications de temps : Aujourd'hui/demain/hier 7 jour de la semaine	Formation de syllables	Ecriture courts textes ( majuscule point)	Temp simple de l'indication present future	Homophones
3		Indications de temps : Aujourd'hui/demain/hier 7 jour de la semaine	Formation de syllables	Ecriture courts textes (majuscule point)	Vocabulaire usuel relatif au centre d'inter	Homophones ou/ou
4		<b>Situations</b>	<b>D'intégration</b>	<b>Remediation</b>	<b>Evaluation</b>	

**DOMAIN: BASIC KNOWLEDGE****Month: Fevrier****Integrated Learning Theme: Sante****Envisage Project**

<b>Semaine</b>	<b>Sujets</b>	<b>Comprehension et expression orale</b>	<b>Comprehension ecrite( lecture)</b>	<b>Vocabulaire</b>	<b>Grammaire et conjugaison</b>	<b>Orthographe</b>
1	French Language	Devant	Lecture des	Textes narratives	Accord simples	Homophones
2		Derriere, sur, sous - Devant/derriere	- Instructions simples Exercises deux - Lecture de	- Descriptif relatifs au centre d'interet - Textes narratifs	Noms adjectif - Accords simple	Son/Sont Homophones
3		Derriere: sur/sous Devant/derriere Sur/sous	-Instructions simple exercice jeux - Lecture de instructions simple exercice Jeux	Descriptif relatifs au centre d'interet - Textes narratifs descriptif relatifs au centre d'interet	Noms adjectif - Accords simple	Son/Sont Homophones Son/sont

4		Devant/derriere Sur/sous	Lecture d'instructions simple - Exercices Jeur	- Textes narratifs descriptif relatifs au centre d'interet	Vocabulaire usuel relatif au centre d'intérêts	Homophones Son/sont
<b>NB : Situations/ D'intégration / Remediation / Evaluation</b>						

## DOMAIN: BASIC KNOWLEDGE

**Month: Mars**

**Integrated Learning Theme: Les jeux**

**Envisage Project**

Semaine	Sujets	Comprehension et expression orale	Comprehension ecrite( lecture)	Vocabulaire	Grammaire et conjugaison	Orthographe
1	<b>French Language</b>	- Nombre : de 1 a 20 - Objet Combien y-a til été	- Lettres de l'alphabet francais	- Textes narratifs, descriptif, relatifs au centre interet	- Phrase affirmatives, Negatives, declaratives et interrogatives	Homophones ce/se



2		- Nombre : de 1 a 20 - Object Combien y-a til - Combien y-a-t-il de	- Lettres de l'alphabet francais	- Textes narratifs au centre d'interet	Phrase affirmatives, Negatives, declaratives et interrogatives	Homophones ce/se
3		Nombre : de 1 a 20 - Object Combien y-a til - Combien y-a-t-il de	- Lettres de l'alphabet francais	Textes narratifs au centre d'interet	- Vocabulaire usuel relatif au centre d'interet	Homophones ce/
<b>NB : Situations/ D'integration / Remediation /Evaluation</b>						

## DOMAIN: BASIC KNOWLEDGE

**Month: Avril**

**Integrated Learning Theme: Communication**

**Envisage Project**

Semaine	Sujets	Comprehension et expression orale	Comprehension ecrite( lecture)	Vocabulaire	Grammaire et conjugaison	Orthographe
1	<b>French Language</b>	- Qu'est- ce que tu fais ? Je dors, je me leve	- Lecture des phrases	- Texte narratifs descriptifs, relatifs au centre d'intepret	Phrase affirmatives, Negatives, declaratives et	Homophones Leurs/leur

					interrogatives	
2		- Qu'est- ce que tu fais ? Je dors, je me lève	Lecture des phrases	- Texte narratifs descriptifs, relatifs au centre d'intepret	Phrase affirmatives, Negatives, declaratives et interrogatives	Homophones Leurs/leur
3		- Qu'est- ce que tu fais ? Je dors, je me lève	Lecture des phrases	- Texte narratifs descriptifs, relatifs au centre d'intepret	- Vocabulaire usuel relatif au centre d'intérêt	Homophones Leurs/leur
<b>NB : Situations/ D'intégration /Remedation /Evaluation</b>						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: September****Integrated Learning Theme: The Home****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcomes</b>
1	<b>Citizenship</b>	- Rules and regulations	- Home rules and regulations	- State home rules and regulation	- Charts	4
2			School rules and regulations	- list school rules and regulations	- Pictures	
3			- Community rules and regulations	- State home rules and regulations	- Charts	
4			Community rules and regulations	- Outline home rules and regulations	- Relevant text-books	
<b>NB: Integration:Remediation/ Evaluation</b>						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: October****Integrated Learning Theme: The village/town****Envisage Project:**

<b>Weeks</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected learning outcomes</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcomes</b>
1	<b>Citizenship</b>	Personalities	School authorities	State school authorities	Pictures	4
2			Local authorities	Name local authorities	- Pictures - Charts	
3			Political Figures	List political figures	- Relevant Newspapers	
4			Religious Authorities	- Enumerate religious authorities	Textbooks Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: November****Integrated Learning Theme: The School****Envisage Project:**

<b>Weeks</b>	<b>Subjects</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning Outcomes</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcomes</b>
1	<b>Citizenship</b>	Personalities in the school community	- Inspector	- State functions of the inspector	- Charts	4
2			- Head Teacher	List the functions of the head teacher	- Picture	
3			- Teacher	- Outline the functions of the teacher	- Real Objects	
4			- Teacher	- Enumerate the functions of the teacher	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: December****Integrated Learning Theme: Occupations****Envisage Project:**

<b>Weeks</b>	<b>Subjects</b>	<b>Components</b>	<b>Units / Components</b>	<b>Expected Learning outcomes</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcomes</b>
1	<b>Citizenship</b>	Occupations	Types of occupations	List the types of occupations	- Picture	4
2			Tools of a teacher	- State the tools of a teacher	Charts	
3			Tools of a farmer	- Name the tools of a farmer	Picture	
4			Tools of a nurse/ doctor	- List the tools of a nurse /doctors	Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Communal life and national integration**

**Integrated Learning Theme: Travelling**

**Month: January**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Citizenship</b>	Universal Values	- Respect	- Show respect for others	- Charts	4
2			- Obedience	- Obey their parents and elders	- Pictures	
3			- Love	- Demonstrate love for one another	- Charts	
4			- Tolerance	- Tolerate others - Put others first	- Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Communal life and national integration**

**Integrated Learning Theme: Health**

**Month: February**

**Envisage Project:**

Week	Subject	Components	Units  Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Citizenship</b>	Universal values	- Honesty	- Show honesty	- Charts	4
2			- Sharing	- Share with others	- Pictures	
3			- Forgiveness	- Forgive each others	- Charts	
4			- Welcoming	- Welcome strangers	- Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						



**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Integrated Learning Theme: Games****Month: March****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Citizenship</b>	- National Emblems	- National emblems	- State the national emblems	- Charts	4
2			- Flag	- Display respect when hoisting the flag	- Picture	
3			- National Anthem	- Display respect when singing the national anthem	- Charts	
4			- Motto	- State the motto of the country	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Integrated Learning Theme: Communication****Month: April****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resource</b>	<b>No of expected learning outcome</b>
1	<b>Citizenship</b>	National emblems	- Singing the national anthem	- Sing the national anthem	Chart	4
2			- Seal	- Identify the seal	Charts	
3			- Court of arms	- Identify the court of arms	Picture	
4			- Court of arms	- Identify the court of arms	Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: September****Integrated Learning Theme: The Home****Envisage Project:**

Week	Subject	Components	Units/ Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	<b>Moral Education</b>	Commandments of God	The 1 <sup>st</sup> Commandment	- State and observe the first commandments	- Chart	4
2			The 2 <sup>nd</sup> Commandments	- List and obey the 2 <sup>nd</sup> commandments	- Chart	
3			The 3 <sup>rd</sup> Commandment	- State and obey the 3 <sup>rd</sup> commandments	- Charts	
4			The 4 <sup>th</sup> commandment	- State and obey the 4 <sup>th</sup> commandments	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: October****Integrated Learning Theme: The Village/town****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Moral Education</b>	Commandments of God	- The 5 <sup>th</sup> Commandments	- State the obey the 5 <sup>th</sup> commandments	- Charts	4
2			The 6 <sup>th</sup> commandments	- List and obey the 6 <sup>th</sup> commandments	- Charts	
3			The 7 <sup>th</sup> Commandments	- List and obey the 7 <sup>th</sup> commandment	- Charts	
4			The 8 <sup>th</sup> Commandments	- State and obey the 8 <sup>th</sup> Commandments	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: September****Integrated Learning Theme: The Home****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Human Rights</b>	Rights of the child	Rights of the child	- Identify their rights	- Charts	4
2			Right of Education	- State the right to education	- Pictures	
3			Right to Identification	- List the right to identification	- Charts	
4			Right of Health	- State the right to health	- Pictures	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Communal life and national integration**

**Month: October**

**Integrated Learning Theme: The village/ town**

**Envisage Project:**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Response	No of expected learning outcome
1	<b>Human Rights</b>	- Rights of the child	- The right to rest	- State the right to rest	- Chart	4
2			- The right to freedom/movement	- List the right to freedom	- Picture	
3			- The right to medication	- Identify the right to medical care	- Chart	
4			- The right to play/eat	- State the right to play/ eat	- Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: November****Integrated Learning Theme: The School****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Human Rights</b>	Duties of the child	- Duties of a child	- Identify their responsibilities	- Charts	4
2			- Duty to greet their parents	- State the duty to greet their parents	- Picture	
3			- Duty to fetch water in the house	- State the duty to fetch water in the house	- Charts	
4			- Duty to wash plates	- List the duty to wash plates	- Picture	
<b>NB: Integration: Remediation/ Evaluation</b>						

**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: December****Integrated Learning Theme: Occupation****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	Human Rights	Duties of a child	- Duty to welcome parents	- State the duty to welcome their parents	- Picture	4
2			- Duty to pass exams	- List the duty to pass exams	- Charts	
3			- Duty to love their parents	- Enumerate the duty to love their parents	- Picture	
4			- Duty to pray for their parents	- State the duty to pray for their parents	- Chart	
<b>NB:</b> Integration: Remediation/ Evaluation						



**Domain: COMMUNAL LIFE AND NATIONAL INTEGRATION****Month: September****Integrated Learning Theme: The home****Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Peace and Security Education</b>	Security measures	- Definition - Security Measures in the kitchen	- State security measures in the kitchen	- Charts	4
2			- Security measures in the sitting-room	- List security measures in the sitting room	- Pictures	
3			- Security measures in the bedroom	- List security measure in the bedroom	- Pictures	
4			- Security measures in the toilet	- enumerate security measures in the toilet	- Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Communal life and national integration**

**Month: October**

**Integrated Learning Theme: The village/town**

**Envisage Project:**

Week	Subject	Components	Units  Content	Expected Learning outcome	Didactic material	No of expected learning outcome
1	<b>Peace and security education</b>	- Security measures	- Security measures in the garden	- List security measures in the garden	- Charts	4
2			Security measures in school	- State security measures in school	- Slogans	
3			- Security measures in town	- enumerate security measures in town	- real objects	
4			- Security measures in the village	- State security measures in the village	- Pictures	

**NB:**Integration: Remediation/ Evaluation

**Domain: Communal life and national integration**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Peace and security Education</b>	Institution and people that promote peace and security	People that promote peace and security	- List people that promote peace and security	- Charts	4
2			Institutions that promote peace and security	- State institutions that promote peace and security	picture	
-3			Strange people and suspected objects	- Stay away from strange people and objects	- Chart	
4			Suspected acts and objects	- Respect all suspected acts and objects	- Picture	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units  Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	- Natural materials - Found materials - Recyclable materials	- Materials used for arts and craft	- Identify materials used for arts and craft	Stones, sticks, leave, grass	3
2		Craftsman's tools - Workshop tools	- Found materials	- Identify materials found for arts and craft	Grass, paper, stones	
3		- Folding objects, fan kite, plane, caps, canoes	- Recycled cable materials used	- Identify recyclable materials	Grass, papers stones	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: October**

**Integrated Learning Theme: The Village/Town**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>- Arts and Craft</b>	- Founded Materials - Recyclable materials	- Materials used	- Identify materials found and recyclable use for art and craft	Grass, paper, stone	3
2		- Practice session - Rope making	Folding	- Identify Plane shape	Assorted paper gum	
3		- Objects - Fun kite - Plane canoes etc	Folding objects	- Produce envelopes using plane shapes	Assorted paper gum	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	Practice session	Production caps	To Produce Caps	Papers gum	2
2		Folding	Production Of canoes	To produce canoes	Papers gum	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: December**

**Integrated Learning Theme: Occupation**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	Craftsman tools	Workshop tools	Identify a craft man's tools	Harmer Nails princess	4
2		Crafts man's tools	Workshop tools	- Demonstrate the use of the tools	Harmer Nails	
3		Folding	Practice sessions rope making	To wave ropes	Ropes Twine	
4		Practice session	Balls making	To make balls	Rope, rubber	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: January**

**Integrated Learning Theme: Travelling**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	Practice session	Brooms making	- To make brooms	Palm Leaves	4
2		Practice session	Blinds making	- To make blinds	Rounded needles Head scissors	
3		Threading Beed chain	Threading	- Thread with papers, beads to produce various designs	- Real Objects - Charts	
4		Moulding models pots, caps	Moulding	To Produce pots	Real Objects	



**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: February**

**Integrated Learning Theme: Health**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	Moulding models pots, cups, bowls	Moulding of clay	- To produce cups	Real Objects	2
2		Moulding models pots, cups, bowls	Moulding of clay	- Use them to produce different objects	Real Objects	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: March**

**Integrated Learning Theme: Games**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and Crafts</b>	Charps, Pavements houses	Structures	Construct shapes	- Bucket - Brush	1
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: April**

**Integrated Learning Theme: Communication**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Arts and crafts</b>	Charps Pavements Houses	Structures	- Construct pavements	- Water - Buckets	2
2		Charps Pavements Houses	Structures	- Construct houses	- Water - Buckets	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Artistic Education ( Performing Art)</b>	Music	Musical instruments - Traditional musical instruments	Identify different traditional musical instrument	Chart	4
2		Music	Musical notes	Identify musical notes	Pictures	
3		Music	Musical notes	Sing respecting musical notes	Charts	
4		Music	Musical notes	Sing respecting musical notes	Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: October**

**Integrated Learning Theme: The Village/town**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Artistic Education(performing arts)</b>	Dance	Dance steps	Identify various dance steps	Chart	4
2		Dance	Dance Steps	Practice different dance steps	Picture	
3		Dance	Dance	More on Practice different dance steps	Picture	
4		Dance	Dance	More on practice different dance steps	Picture	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Artistic Education(performing arts)</b>	Music	Musical Instruments	Play musical instrument	Chart	4
2		Music	More on musical instruments	Play musical instruments	Chart	
3		Dance	Dancing	Dance gracefully	Chart	
4		Dance	More on Dancing	Dance gracefully	Chart	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Artistic Education ( Visual Art)</b>	Drawing	Draw plain shapes	How to draw plain shapes	Chart	4
2		Drawing	Materials used in drawing	Identify materials used in drawing	Chart Picture	
3		Colouring	Coloring Objects	Colour objects using appropriate colours	Picture	
4		Painting	Material used in printing	Identify materials used in printing		
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: October**

**Integrated Learning Theme: The Village / Town**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Artistic Education(visual arts)</b>	Painting	Producing paint	Use avocado to produce local paint	Chart	4
2		Painting	Painting objects	Use painting materials to paint objects on plain surfaces	Charts	
3		Colouring	Colouring Objects	Colour objects using appropriate colours	Charts	
4		Colouring	Colouring objects	Colour objects using appropriate	Pictures	



**Domain: vocational and life skills**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Context</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Agro pastoral Farming</b>	Farming	Agricultural tools	Cutlass	Identify and draw a cutlass	Real Objects	4
2		Sitting/dinning		Watering can	Use a watering can to do gardening	Real objects	
3		Kitchen		Digger	Identify and draw a digger	Real Objects	
4		Domestic animal		- A hoe	Use appropriate tools to do gardening	Real objects	
<b>NB:</b> Integration: Remediation/ Evaluation							

**Domain: vocational and life skills**

**Month: October**

**Integrated Learning Theme: The Village/Town**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Context</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Agro pastoral Farming</b>	Things found in the town	Gardening/Farming	Plant seeds;Maize, beans	Select seeds that are good for planting	Real Objects	4
2		Personalities in town		Plant seeds ( groundnut, Soya beans)	Care for plants in the garden	Real Objects	
3		Things found in the village	Soil enrichment	Manures	- Identify different types of manures	Real Objects	
4		Village Activities		Manures	- More on identification of manures	Real Objects	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Context</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Agro Pastoral Farming</b>	The school environment	Soil Enrichment	Manures	- Use manures to improve the soil	Real Objects	4
2					- More on use of manures to improve the soil	Real Objects	
3					- More on use of manures to improve the soil	Real Objects	
4					- More on use of manures to improve the soil	Real Objects	

**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: December**

**Integrated Learning Theme: Occupation**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Context</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Agro pastoral Farming</b>	Farming	Gardening	Watering	- Care for plants in the garden	Real objects	4
2		Designing	Gardening	Weeding	- More on caring for plants in the garden	Real Objects	
3		Tailoring	Gardening	Mulching	- Show loves for agriculture	Real Objects	

4		Moulding	Gardening	Thinning	- More on show love for agriculture	Real Objects	
<b>NB:</b> Integration: Remediation/ Evaluation							

**Domain: vocational and life skills**

**Month: January**

**Integrated Learning Theme: Travelling**

**Envisage Project:**

Week	Subject	Context	Components	Units /Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	<b>Agro pastoral Farming</b>	Airport	Livestock Farming	Animal Care	Produce animal feed	Real Objects	4
2		Land Transport		More on animal care	Produce animal feed	Real Objects	
3		Water transport		Feeding animals	Feed animals	Real Objects	

4		Travel agencies		More on feeding animals	More on feed domestic animals	Corn Soya beans	
<b>NB:</b> Integration: Remediation/ Evaluation							

**Domain: vocational and life skills**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project:**

Week	Subject	Components	Units /Content	Expected Learning outcome	Teaching/Learning Resource	No of expected learning outcome
1	<b>Sports and Physical Education</b>	Movement	- Walking and balancing	- Display different rhythmic movement - Show love for keeping fit	- Whistles - Clay Soil - Wood ash	4
2			Skipping	- Perform keep- fit exercises	- Sportswear - Clappers - Towels	

3			Matching and galloping	- Perform keep fit exercises	Sportswear - Clappers - Towels	
4			Hop scotch and Dodging	- Perform keep fit exercises	- Balls - Ropes	
<b>NB:</b> Integration: Remediation/ Evaluation						

RDBE LIT ORA

**Domain: vocational and life skills**

**Month: October**

**Integrated Learning Theme: The Village/Town**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sports and Physical Education</b>	- Relay	- Touch and run	- Demonstrate the sense of staying attentive	- Balls -Cylinders - Sticks - Rope - Wood ash	4
2			- Line Picking and Tunnel	- Treasure helping Others	- Balls - Cylinders - Sticks	
3			- Zigzag	- Treasure helping others	- Towels - Buckets	
4			- Shuttle	- Demonstrate the sense of staying attentive	- Balls - Cylinders - Sticks - Ropes	



**NB:**Integration: Remediation/ Evaluation

**Domain: vocational and life skills**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sport and Physical Education</b>	- Sprint	- 20 meters	Run fast over a given distance	- Balls - Cylinders - Sticks	3
2			30 meters	Run fast over a given distance	- Clappers - Whistles - Wood ash	

3			50 meters	Run fast over a given distance	- Buckets - Towels	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skill**

**Month: December**

**Integrated Learning Theme: Occupation**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sport and Physical Education</b>	Jumps	- Rope Jump	- Run and cross over the obstacle	- Ropes - Whistles - Clappers	3
2			- High Jump	- Push off the legs with hands	- Clappers - Towels - Whistles	

3			- Long Jump	- Push off the legs with hands	- Clappers - Towels - Whistles	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: January**

**Integrated Learning Theme: Traveling**

**Envisage Project:**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	<b>Sport and Physical Education</b>	Throws	- Shot put	- Combine actions to manipulate and project objects	- Whistles - Wood ash - Water - Towel	3

2			Javelin	- Handle familiar objects of different weights	- Whistles - Wood ash - Water - Towel	
3			Javelin	- Handle familiar objects of different weights	- Whistles - Wood ash - Water - Towel	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: February**

**Integrated Learning Theme: Health**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sport and Physical Education</b>	- Team Sports	- Football - Handball	- Identify the basic rule of at least one team sports	- Balls - Whistles - Basket - Net, Balls	4

					- Tables	
2			- Volleyball - Basketball	- Play with mates	- Balls - Whistles - Net - Bats	
3			- Table tennis	- Play with mates	- Balls - Whistles - Net - Bats	
4			- Long tennis	- Play with mates	- Balls - Whistles - Net - Bats	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: March**

**Integrated Learning Theme: Games**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sport and Physical Education</b>	- Gymnastics	- Cart wheel	- Use different postures to keep stability	- Whistles - Sportswear - Paint, water - Buckets	3
2			- Forward roll and backward roll	- Move in different ways using hands and feet	- Sportswear - Whistles	
3			- Head Balance	- Move in different ways using hands and feet	- Whistles - Sportswear - Taps - Pecks - Clappers	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: vocational and life skills**

**Month: April**

**Integrated Learning Theme: Communication**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>Sport and Physical Education</b>	- Gymnastics	- Backward Roll	- Move in different ways using hands and feet	- Clappers - Whistles - Taps - Pecks	2
2			- Head balance	- Move in different ways using hands and feet		
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: September**

**Integrated Learning Theme: The home**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>National Languages and Culture ( NLC)</b>	- National culture	- Letters of the alphabet for Cameroon languages ( AGLC)	- Identify sounds of AGLC and say them correctly	- Flashcards - Audio VD	4
2			- Types of houses ( Homeequipments)	- Identify the different types of houses found in the locality	- Pictures - Charts	
3			- Members of nuclear family - Building materials - Kitchen utensils	- Name members of their families - Identify the different building materials and kitchen utensils	- Pictures - Charts	



4			<ul style="list-style-type: none"> <li>- Elements of a culture</li> <li>- Section of a house</li> </ul>	<ul style="list-style-type: none"> <li>- Name the different elements of a culture</li> <li>- Name the different sections of a house</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Charts</li> <li>- House</li> </ul>	
<b>NB:</b> Integration: Remediation/ Evaluation						

RDBE LIT TORAL

**Domain: Cultural Identity****Month: October****Integrated Learning Theme: The Village/Town****Envisage Project:**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	NLC	- National culture - National Languages	- Greetings in the village - Name the activities in town	- Respect the norms of the village and town	- Pictures - Charts - Real objects	4
2			- Village Head - Attractions in town	- Identify a village head - Name and explain the different traditional head	- Pictures - Charts - Real Objects	
3			- Traditional games	- Name and explain the different traditional games	- Pictures - Charts	
4			- Water Sources	- Name the water sources found in town	- Pictures - Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: November**

**Integrated Learning Theme: The School**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>NLC</b>	National Languages	- Simple adjectives	- Use appropriate vocabulary to describe activities in school	- Flash cards - Pictures	4
2			- Components of school	- Identify the element component that makes up the school	- Pictures - Real Objects	
3			- Days of the week	- Say the days of the week	- Flashcards - Pictures	
4			- Revision and evaluation	- Answer questions orally	- Flash cards - Pictures	

**NB:**Integration: Remediation/ Evaluation

**Domain: Cultural Identity**

**Month: December**

**Integrated Learning Theme: Occupations**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>NLC</b>	- National languages	- Types of occupations in your locality	- Name the different types of occupations in your locality	- Charts - Pictures	4
2			- Tools used in different occupations	- Name the different tools used in the different occupations in your locality	- Charts - Pictures	
3			- Tools used in different occupations	- Name the different tools used in the different	- Charts - Pictures	
4			- Revision and evaluation	- Answer questions orally	- Pictures - Charts	

**NB:**Integration: Remediation/ Evaluation

**Domain: Cultural Identity**

**Month: January**

**Integrated Learning Theme: Traveling**

**Envisage Project:**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units /Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	NLC	National Languages	- Means of transport (locality)	- Name the various means of transport in the locality	- Pictures - Charts	4
2			Transportation vessels by land	- Identify the various means of transportation vessels by land	- Pictures - Charts	
3			- Transportation vessels by air	- Identify the vessels of transportation vessels by air	- Pictures - Charts	

4			- Transportation vessels by sea	- Identify the vessels of transportation by sea	- Pictures - Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: February**

**Integrated Learning Theme: Health**

**Envisage Project:**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	NLC	National Languages	- Diseases	- Name the types of diseases	- Charts - Pictures	4
2			- Common diseases in the locality	- Name common diseases found in your locality	- Charts - Pictures	
3			- Prevention of common diseases in your locality	- Name the various ways to protect and prevent ourselves from diseases	- Charts - Pictures	

4			- Revision and evaluation	- Answer questions orally and write	- Pictures - Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: March**

**Integrated Learning Theme: Games**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	NLC	National languages	- Diseases	- Name diseases found in the locality	- Pictures - Charts	3
2			- Common diseases in the locality	- Name common diseases found in your locality	- Charts - Pictures	

3			- Prevention of common diseases in your locality	- Name the various ways to protect and prevent ourselves from diseases	- Pictures - Charts	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: April**

**Integrated Learning Theme: Communications**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	NLC	- Nouns	- Definitions and examples	- Define and identify nouns ( objects, places, persons )	- Flash cards - Pictures	4
2			- Countable Nouns	- Identify and name countable nouns	- Flashcards - Pictures	



3			- Uncountable Nouns	- Identify and name uncountable nouns	- Flash cards - Pictures	
4			Associate to their plurals	- Identify and associate nouns to their plurals	- Flash cards - Sentence script	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: May**

**Integrated Learning Theme: Communications**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	NLC	Tenses	- Present tense	- Describe habitual activities	- Flashcards - Sentence script - Pictures	3

2			- Present continuous tense	- Describe ongoing actions	- Real objects - Charts - Pictures - Flash Cards	
3			- Revision and evaluation	- Answer questions orally and write in their exercise books	- Real Objects - Flash cards	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Digital Literacy**

**Month: September**

**Integrated Learning Theme: The Home**

**Envisage Project**

Week	Subject	Components	Units /Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	<b>Information and Communication Technology ( ICT)</b>	Traditional and modern I.C.T tools	Identify and draw traditional I.C.T tools	- Identify and draw traditional I.C.T tools correctly.	- Charts - Pictures - Related textbooks	4

2		Traditional and modern I.C.T tools	Uses of traditional I.C.T tools	- State the uses of traditional I.C.T tools correctly	- Charts - Pictures	
3		Modern I.C.T tools	Identify and draw modern I.C.T tools	Identify and draw modern I.C.T tools	- Charts - Pictures - Real objects	
4		Modern I.C.T tools	Uses of modern I.C.T tools	- State the correct uses of modern I.C.T tools	- Real Objects - Telephones - Televisions	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: October**

**Integrated Learning Theme: The Village/Town**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome

1	<b>I.C.T</b>	Components of a computer and their uses	Identify and draw the main components of a computer	Identify and draw the main components of a computer system	- Computer equipments - Keyboard - Mouse - System Units Charts	4
2		Components of a computer and their uses	Uses of a computer	- Identify and give the different uses of a computer.	- Charts	
3			Uses of a keyboard	- State the use of the keyboard correctly	- Real Objects - Keyboard - Charts	
4			Uses of a mouse	State the uses of a mouse	- Chart - Mouse	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: November**

**Integrated Learning Theme: The Village**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
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1	<b>I.C.T</b>	The keypad of communication devices	The telephone	- Stimulate the use of a keypad of a telephone	- Mobile Phone - Fixed Phone - Walkie- Talkie - Charts	4
2		The keypad of communication devices	The Remote Controls	- Use the remote control to manipulate modern devices	- Charts - Remote control of a television	
3			- Handling of fixed phone	- State various ways on how handle a fixed phone correctly	- Charts - Pictures - Fixd phone	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: December**

**Integrated Learning Theme: Occupation**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	I.C.T	Power buttons of I.C.T devices	- Power buttons of a computer	- Identify the power buttons of a computer	- Chart - Computer	4
2			- Power buttons of a television	- Identify the power button of a television	- Charts - Television	
3			Power buttons of a telephone	- Identify the power buttons of a telephone	- Charts - Telephone	
4			Revision	- Answer questions both orally and written	- Charts - Pencil - Color	

**NB:**Integration: Remediation/ Evaluation

**Domain: Cultural Identity**

**Month: January**

**Integrated Learning Theme: Traveling**

**Envisage Project**

Week	Subject	Components	Units / Content	Expected Learning outcome	Teaching/Learning Resources	No of expected learning outcome
1	I.C.T	Safety measures of I.C.T tools	- Rules in a computer room	- Describe hygienic conditions to be used while using the computer	- Charts - Computers	4
2		Safety measures of I.C.T tools	- Safety measures while using the cell phone	- Describe hygienic conditions to be used while using the cell phone	- Charts - Computers	
3			- Identify safety measures while using I.C.T tools	- Respect hygienic rules while using I.C.T devices	- Charts - Phones - Computers	
4			- Revision	- Answer questions orally and write in their books	- Pencils - Books - Chalkboard	

**NB:**Integration: Remediation/ Evaluation

**Domain: Cultural Identity**

**Month: February**

**Integrated Learning Theme: Health**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>I.C.T</b>	Environmental conditions and security	- Rules in a computer room	- Respect the rules in a computer room	- Charts containing pictures related to the content	4
2		Environmental conditions and security	Respect the rules of a computer room	- Describe the hygienic conditions to be taken while using the I.C.T devices	- Charts - Computer - Real objects	
3			- Respect hygienic rules while using the I.C.T devices	- Describe the hygienic rules while using the I.C.T devices	- Charts - Computers - Telephones - Televisions	



4			- Revision	- Answer questions orally and write	- Charts - Computers	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: March**

**Integrated Learning Theme: Games**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>I.C.T</b>	- Basic notions of abstraction	- The differences in objects ( Cars,bicycles,trucks, houses)	- Identify common object found around your environment	- Pictures - Charts	3
2			The computer programme( Basic task and instruction )	- Recognize that computers can sort out objects	- Charts - Computers - Pictures	

3			- Revision	- Answer questions orally and write in their exercise books	- Pencils - Colors - Books	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: April**

**Integrated Learning Theme: Communication**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>I.C.T</b>	Sources of information	- Identify sources of information	- Identify other sources of information correctly	- Pictures - Charts	3

2		Sources of information	- Tools for sending and receiving information	- Describe tools for sending and receiving information correctly	- Real objects - Pictures	
3			- Revision	- Answer questions orally and write on their books	- Pencils - Colors - Books	
<b>NB:</b> Integration: Remediation/ Evaluation						

**Domain: Cultural Identity**

**Month: May**

**Integrated Learning Theme: Communication**

**Envisage Project**

<b>Week</b>	<b>Subject</b>	<b>Components</b>	<b>Units / Content</b>	<b>Expected Learning outcome</b>	<b>Teaching/Learning Resources</b>	<b>No of expected learning outcome</b>
1	<b>I.C.T</b>	Basic concepts of algorithm	- Processes - Preparing tea for breakfast	- Identify the steps to carry out a tasks as an algorithm	- Charts - Pictures - Computers	3

2			- Preparing for classes	- Recognize that computers go through a step by step process to resolve a problem	- Charts - Pictures - Computers	
3			- Washing Cloths	- Recognize that computers go through a step by step process to resolve a problem	- Charts - Pictures - Computers	
<b>NB:</b> Integration: Remediation/ Evaluation						