

REPUBLIQUE DU CAMEROUN

Paix-Travail-Patrie

.....
REGION DU LITTORAL

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

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REPUBLIC OF CAMEROON

Peace-Work-Fatherland

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MINISTRY OF BASIC EDUCATION

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**REGIONAL MONTHLY INTEGRATED LEARNING PLAN
FOR PRIMARY SCHOOLS INCLUDING MATHEMATICS
LEVEL TWO (CLASS 4)**

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.



The Regional delegate

30 NOV 2021

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MONTHLY INTEGRATED LEARNING PLAN FOR ENGLISH LANGUAGE

MONTH /PERIOD: 1

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Greetings: morning, afternoon, night - Sight word - Upright joint script - Verbs: Auxiliary verbs - Adventure - Numbers from 501-600 - Comprehension text on a family - Synonyms 	<ul style="list-style-type: none"> - Greet people and respond to greetings appropriately at different periods of the day - Read words - Copy out short texts of at least five different sentences several times legibly and consistently - Appropriate use of Auxiliary verbs - Read picture, adventure stories - Use the correct synonyms of words 	<ul style="list-style-type: none"> - Flashcards - Magazines - Pens - Charts - Adventure story - Practice creative writing - Use plurals of countable and uncountable nouns - Real objects 	8
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Songs word - Multisyllabic words - Spelling and dictation- words with apostrophe s' - Kinds of nouns: Common, Proper, Concrete - Stories - Monophthones.g sit, mil, fit read, learn, meal etc - Essay writing types of essay) 	<ul style="list-style-type: none"> - sing songs using correct tones and melody - read short texts audibly - write sentences with apostrophe s' correctly - identify and use nouns in simple sentences - read picture adventure stories 	<ul style="list-style-type: none"> - telephone - cartoons - simplified dictionaries - charts - adventure story 	8

			- Plural formation (es,ies)			
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Songs – popular (traditional) - Pictures - Words with apostrophe s’ - Kinds of nouns: common, proper, concrete - Stories - Picture reading - Diphthones: oy, oi (boy, coin) etc - Verbs regular and irregular verbs 	<ul style="list-style-type: none"> - sing songs using correct tones and melody - show love for reading - write sentences with apostrophe s’ correctly - identify and use nouns in simple sentences - read stories with short texts - Use verbs in different sentences 	<ul style="list-style-type: none"> - Telephone - radio - pictures - related textbooks - relevant charts - story books - List of verbs 	8

4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - National Anthem - Short texts/ Sentences - Dialogue (family) - Kinds of adjectives (common, proper) - Integration activity - Revision /assessment and remediation 	<ul style="list-style-type: none"> - Sing national anthem patriotically - Show love for reading - Write dictated sentences - Use K.S.A to apply in daily life situations 	<ul style="list-style-type: none"> - Copies of the national anthems - Charts - Writing material - List of relevant verbs - Story books - Show willingness in dialogue - Identify and use them - Tests, quizzes, broadsheets 	4
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MONTH / PERIOD 2

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Polite language (polite request, polite responses and appropriate address. - Things found in Town - Reading comprehension. The pattern “th” - Writing sentences and paragraphs on a Town - The simple present tense 	<ul style="list-style-type: none"> - Use polite forms, respond appropriately and politely to people and address people appropriately. - Describe life in Town - Read sentences with the pattern “th” - Show the readiness to write - Appreciate present tense 	<ul style="list-style-type: none"> - Pictures - Newspapers - Sentences to be copied - Charts - Use verbs in the simple present tense 	7

			<ul style="list-style-type: none"> - Cartoons - Simple present tense 	<ul style="list-style-type: none"> - Put self in the position of a character in a story 		
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Personalities In Town - Read short text with the “ch” sound - Writing numbers in figures and words from 100, to 200 - The simple past tense - Cartoons - Essay writing (types of essay) - Writing numbers from 601-700 - The simple past tense 	<ul style="list-style-type: none"> - Dialogue about personalities in Town - Show willingness to pronounce correctly - Show willingness to write numbers - Manipulate verbs and appreciate past tense - Deduce a moral lesson from cartoons - Practice creative writing - Show willingness to write numbers in figures and in words - Use verbs in the past tense 	<ul style="list-style-type: none"> - Pictures - Flash cards - Related textbooks - Cartoons - List of relevant verbs 	8
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Things found in the village - Read short stories about the village. The “sh” sound - Dictation - Adjectives: kinds of adjectives/opposites - Adventure stories - comparative adjectives - superlative adjectives 	<ul style="list-style-type: none"> - Describe live in the village - Read text silently and answer questions - Spell words with the “sh” sound - Identify and use common and proper adjectives - Read picture adventure, stories with short texts - Construct sentences using the comparative adjectives 	<ul style="list-style-type: none"> - Pictures - Passage - Dictionaries - Pictures, flash cards - Adventure, story books 	7

4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Reading comprehension - The sound /ai/ e.g cry, sky - Narrative essay - Plural information (s,es,ies) - Rhymes - Debate about village activity - Superlative adjectives - Integration activities, revision /assessment and remediation 	<ul style="list-style-type: none"> - Read text silently and answer questions - Write narrative essays of about 80 words - Use the plurals of countable nouns - Deduce a moral lesson from a rhyme - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Pictures - Text - Noun list and puzzles - Rhyme - Show willingness to defend one's point of views convincingly - Construct sentences using the superlative adjective - Portfolios - Checklists - Broadsheets 	7
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MONTH / PERIOD 3

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - The school environment - Reading comprehension (Short sentences) - Multisyllabic words - The future tense - Rhymes 	<ul style="list-style-type: none"> - Describing the school environment - Read text silently and answer questions - Copy out short sentences several times legibly and consistently - Appreciate the future events - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Pictures - Texts - Pens - List of relevant verbs - Rhymes 	5
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - The classroom - Reading aloud –A text with multisyllabic words - The pattern “or” - Copy out text describing the classroom - Present continuous tense - Prose passages - Write numbers in figures and in words from 701-800 	<ul style="list-style-type: none"> - Describing the classroom - Read multisyllabic words aloud - Show willingness to write - Appreciate the present continuous tense - Put self in the position of a character in a story - Show willingness to write numbers 	<ul style="list-style-type: none"> - Pictures - Magazines - Flashcards - Prose passages 	7
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - School personalities and discussions of school activities - consonant cluster “bl” and “gl” etc - Write numbers in figures and words from 201 to 	<ul style="list-style-type: none"> - Carryout a dialogue on school personalities and activities - Show willingness to write numbers. Appreciate the past continuous tense - Deduce a moral lesson from a cartoon 	<ul style="list-style-type: none"> - Charts - Flashcards - Number cards - Texts, charts - Cartoons 	7

			<p>300</p> <ul style="list-style-type: none"> - The past continuous tense - Rhymes - Cartoons - Spelling and dictation 	<ul style="list-style-type: none"> - Show willingness to write numbers - Deduce a moral lesson from a rhyme 		
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Polite language - Picture reading - Descriptive essay on some school amenities - Future continuous tense <p>- Integration, revision /assessment and remediation</p>	<ul style="list-style-type: none"> - Respond appropriately and politely to people - Read pictures - Write descriptive essay of about 60 words - Appreciate the future continuous tense <p>- Use K.S.A to solve daily life situations</p>	<ul style="list-style-type: none"> - Realia, pictures, charts - Pictures, drawings, flash cards - List of relevant verbs - Rhymes - Show willingness to wait for one's turn - Broadsheets 	4

MONTH / PERIOD 4

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Teaching - The pattern “ss”, “se”, “ce” e.g. wise, pass, nice - Write sentences and paragraphs - First conditional tense - Rhymes - Spelling and dictation - Listening comprehension 	<ul style="list-style-type: none"> - Describe the teaching profession - Show willingness to pronounce correctly - Write dictated sentences and paragraphs - Show appreciation for the first conditional tense - Deduce a moral lesson from a rhyme - Show the desire to spell, pronounce and punctuate correctly. Show a sustained interest in listening and answering questions 	<ul style="list-style-type: none"> - Charts - Related syllabus and textbooks - Writing material - List of relevant verbs - Rhymes 	7
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Farming - Read a short text. Consonant cluster “b” e.g. bring - Descriptive essay - Spelling and dictation - Adverbs, manner, place - Adventure stories - Writing numbers from 301 to 400 comparative 	<ul style="list-style-type: none"> - Dialogue. Describing farming - Pronounce consonant clusters e.g. tt, dt - Spell and pronounce words correctly - Identify and use adverbs of manner, of place and of time in appropriate contexts - Read picture adventure stories with short texts - Show willingness to write numbers 	<ul style="list-style-type: none"> - Charts - Flashcards, pictures - Puzzles - List of adverbs - Adventure story - Number cards 	6
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and 	<ul style="list-style-type: none"> - Medicines (Read short stories about medicines). - The consonant cluster “gr” and “gl” etc - Narrative essay 	<ul style="list-style-type: none"> - Discussions, listening comprehension and answer question - Read text silently and answer questions 	<ul style="list-style-type: none"> - Charts - Passage, audio visual aids - Writing material - Mobile board 	7

		<ul style="list-style-type: none"> - vocabulary - Literature 	<ul style="list-style-type: none"> - Spelling and dictation - Homonyms - Adventure stories - Writing numbers from 801-900 	<ul style="list-style-type: none"> - Show willingness to do creative writing - Use Homonyms in sentences correctly - Read picture adventure stories with short texts - Show willingness to write numbers 	<ul style="list-style-type: none"> - Adventure story - Number cards 	
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Carpentry- description and story - Reading comprehension - adjective - Prose passages - Revision /assessments and remediation 	<ul style="list-style-type: none"> - Describing a carpenter - Read text silently and answer questions - Construct sentences using comparative adjectives - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Charts - Related textbooks - Prose passages - Portfolio - Broadsheets 	4

MONTH / PERIOD 5

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
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1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Land transport-dialogue - Reading comprehension - Handwriting(upright joint script) - Writing numbers from 401-500 conjunctions - Coordinating - Rhymes - Writing numbers from 901-1000 	<ul style="list-style-type: none"> - Carryout a dialogue on land transport - Read text silently and answer questions - Show willingness to write numbers - Link words, phrases and sentences with connecting words - Deduce a moral lesson from a rhymes - Show a sustained interest in listening and answering question 	<ul style="list-style-type: none"> - Pictures, flashcards - Text, related textbooks - Mobile board, charts - Conjunction list, recorded contents - Adventure story books 	7
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Air transport-dialogue - Reading comprehension - More on triphthongs /eg our, hour, flour, sour - Conjunctions- coordinating - Subordinating - Adventure-stories - Abstract nouns - Cartoons 	<ul style="list-style-type: none"> - Carry out a dialogue on Air transport - Read text silently and answer questions - Distinguish between monophthongs, diphthongs and triphthongs - Link words, phrases and sentences with connecting words - Read picture adventure stories with short texts - Deduce a moral lesson from a cartoons 	<ul style="list-style-type: none"> - Pictures, charts - Text, related textbooks - Flash, radio, telephone - Conjunction list, picture, radio, recorded contents - Identify and use nouns - Adventure story books - cartoons 	8
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Water transport - Listening comprehension - Reading comprehension - Build sentences with jumbled words - Interjection - Affixes - Prefixes (dis-disagree, anti-anti-racism) - Adventure –stories - Build short paragraph 	<ul style="list-style-type: none"> - Show a sustained interest in listening and answering questions - Read text silently and answer questions - Show readiness to write - Use interjection to express feelings - Read picture adventure stories with short texts 	<ul style="list-style-type: none"> - Pictures, charts - Text, related text books - Sentences to be copied - Flash cards - Interjections list & puzzles - Adventure storybooks 	11

			<ul style="list-style-type: none"> jumbled sentences - Prefixes (dis, disjoint, anit =antiracist) - Suffixes = (less = fearless) (ism, favoritism) 			
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Travel agencies - sig saw reading, the pattern/ph/and/gh/ e.g. phone, cough - Descriptive essay - Preposition - Definition and types - Revision /assessments and remediation 	<ul style="list-style-type: none"> - Carryout a dialogue on travel agencies - Show wiliness to pronounce correctly - Write descriptive essay of about 60 words - Identify and use prepositions of location, direction and time - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Pictures flash card - Pictures, drawing - Pictures drawing - List of prepositions, preposition puzzles - Tests, broadsheets 	5

MONTH / PERIOD 6

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Personal hygiene - Narrative text about personal hygiene - S.W.B the sound /əʊ/ eg soap, coat, throat - Writing sentences on personal hygiene - pronouns (simple and 	<ul style="list-style-type: none"> - Listening to a song about personal hygiene - Read text silently and answer questions - Show willingness to pronounce correctly - Copy out short text of at least five different sentences several times 	<ul style="list-style-type: none"> - Audio –visual aids, text, passage - Flash cards - Sentences to be copied - List of relevant pronouns - Cartoons 	6

			<ul style="list-style-type: none"> compound) - Cartoons 	<ul style="list-style-type: none"> and legibly and consistently - Identify and use pronouns - Deduce a moral lesson from a cartoon 		
2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Care of the environment - Read narrative text about care of the environment - Descriptive essay + spelling and dictation - Types of pronouns- possessive pronouns - Rhymes - S.W.B. The sound/ ʊ:/e.g. saw, corn etc 	<ul style="list-style-type: none"> - Listening to a story about care of the environment - Carryout specific tasks on a text read - Write descriptive essay of about 60 words - Look up the spellings of words in the dictionary - Show interest in the use of pronouns in different context - Deduce a moral lesson from rhymes 	<ul style="list-style-type: none"> - Picture, Audio-visual aids - Related textbooks - Dictionaries - Recorded contents - Rhymes 	6
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Health institutions - Descriptive text about health institutions - S.W.B. the sound /oi/and/oy/ e.g coin, toy - Narrative essay + spelling and dictation - Types of pronouns – subject pronouns/object pronouns - Rhymes 	<ul style="list-style-type: none"> - Listening comprehension about health institution - Read text silently and answer questions - Show willingness to pronounce correctly - Spell and pronounce words correctly - Write narrative essay of about 60 words - Construct sentences using pronouns - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Related textbooks, text, passage - Flashcards, Audio-visual Aids, pictures - List of relevant pronouns - Rhymes 	6
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and 	<ul style="list-style-type: none"> - Diseases-dialogue - Read descriptive text about diseases - S.W.B. the sound /ai/e.g. fly, tiger etc 	<ul style="list-style-type: none"> - Show willingness on dialogue - Read text silently and answer questions - Show willingness to pronounce correctly 	<ul style="list-style-type: none"> - Stage props and appropriate costumes - Texts - Related syllabus and textbooks 	5

		<ul style="list-style-type: none"> - vocabulary - Literature 	<ul style="list-style-type: none"> - Spelling and dictation - Prose passages - Revision /assessments and remediation 	<ul style="list-style-type: none"> - Spell and pronounce words correctly - Put self in the position of a character in a story - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Dictionaries - Related textbooks - Prose passage 	

MONTH / PERIOD 7

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

DOMAIN

Envisaged Project:

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Types of games - Reading comprehension - Guided writing on types of games - Prepositions-location-direction - Adventure stories 	<ul style="list-style-type: none"> - Describing types of games - Read text silently and answer questions - Show willingness to do creative writing - Identify and use prepositions of location and direction - Read picture adventure stories with short texts - 	<ul style="list-style-type: none"> - Audio-visual Aids - Related textbooks - Writing material - list of prepositions - adventure story books 	5

2		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Sports officials - The pattern “ear” and “ier” - Picture talk on sports officials - Preposition-time and Interjection - Cartons 	<ul style="list-style-type: none"> - Describing sporting materials - Listen to a story on sporting material - Show willingness to pronounce correctly - Picture talk - Identify and use preposition of timeand Use interjections to express feelings - Deduce a moral lesson from a cartoon 	<ul style="list-style-type: none"> - Stage props and appropriate costumes - Related syllabus and textbooks - Picture - Preposition puzzles - Cartoon 	5
3		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Sporting materials - Listening comprehension - The “Scr” and “Spr” patterns - Build sentences with jumble words - Synonyms - Rhymes 	<ul style="list-style-type: none"> - Describing sporting materials - Listen to a story on sporting material - Show willingness to pronounce correctly - Show willingness to do creative writing - Use the correct synonyms of words - Deduce a moral lesson from a rhyme 	<ul style="list-style-type: none"> - Charts, pictures - Flash cards - Writing material - Relevant word list - Rhyme 	6
4		<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Importance of games - The magic “e” eg make, take - Descriptive essay on importance of sport - Adventure stories - Integration, revision /assessment and remediation 	<ul style="list-style-type: none"> - Discussion on importance of games - Show willingness to pronounce correctly - Show willingness to describe - Read picture adventure stories with short texts. - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Pictures - Charts, word list - Pictures - Interjections list and puzzles - Adventure story - Quizzes, tests, portfolios, broadsheets 	4

MONTH / PERIOD 8

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

DOMAIN

Envisaged Project

Week	Subject	Components	Units / Contents	Expected learning outcomes	Teaching/Learning resources	N° of learning outcome
1	English language	<ul style="list-style-type: none"> - Speaking and listening - Reading - Writing - Grammar and vocabulary - Literature 	<ul style="list-style-type: none"> - Traditional tools of communication - Reading comprehension - Write short sentences describing traditional tools - Types of sentences (declarative interrogative and exclamatory) - Adventure story 	<ul style="list-style-type: none"> - Describing traditional tools of communication - Show willingness to read silently and answer questions - Show willingness to do creative writing - Construct sentences in different sentence types - Read picture adventure stories with short texts 	<ul style="list-style-type: none"> - Pictures real objects - Related text books - List of different types of sentences and puzzles - Adventure story book 	5
2		<ul style="list-style-type: none"> - Speaking and 	<ul style="list-style-type: none"> - Modern tools of 	<ul style="list-style-type: none"> - Describing modern tools of 	<ul style="list-style-type: none"> - Charts 	3

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

MONTHLY SCHEME OF WORK FOR MATHEMATICS

MONTH/PERIOD : 1 THEME SUBJECT: MATHEMATICS LEVEL: II CLASS: 4 PROJECT					
WEEK	SUBJECT	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	TEACHING AND LEARNING RESOURCES
1	MATHS	<ul style="list-style-type: none"> ● Number and operations ● Sets and logic ● Measurement and size ● Geometry and shape ● Graph and statistics 	<ul style="list-style-type: none"> ● Read and write numbers up to 5000 ● Introduction and definition ● The mathematical four rules ● Number line ● Introduction to graph and statistics 	<ul style="list-style-type: none"> ● Counting numbers from 0-5000 and reading them ● Introduction and definition ● Solve problems based on the 4 maths operations ● Add positive numbers from 0-40 ● Introduction to graph and statistics 	<ul style="list-style-type: none"> ● Counters, books, pens ● Charts ● Counters ● Graph papers
2			<ul style="list-style-type: none"> ● Identify mathematical symbols ● Set symbols ● Metric system of length ● Positive and negative numbers ● Difference between graphs and statistics 	<ul style="list-style-type: none"> ● Identify the different mathematical symbols used in different operations ● Identify symbols used in different operations ● Converting from one unit to another ● Subtract negative numbers from 0-(-40) ● Difference between graphs and statistics 	<ul style="list-style-type: none"> ● Charts ● Unit table ● Flash cards
3			<ul style="list-style-type: none"> ● Addition of numbers ● Set symbols ● Changing from M to CM ● Locating points on the number line up to 20 	<ul style="list-style-type: none"> ● Write the expanded and standard form ● Use symbols to differentiate the characteristics ● Establish relationship between the 2 	<ul style="list-style-type: none"> ● Numbers ● Chart and flash cards ● Maps, graphs, pencil ● Papers and pens

		<ul style="list-style-type: none"> ● Number and operations ● Sets and logic ● Measurement and size ● Geometry and shape ● Graph and statistics 	<ul style="list-style-type: none"> ● Collecting data 	<ul style="list-style-type: none"> units ● Use coordinates to locate axes and the origin ● Collect and represent a set of data on a table 		
4			<ul style="list-style-type: none"> ● Subtraction of numbers ● Converting from m to Km ● Locating points on the number line up to 40 ● Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> ● Construct and use subtraction table 6,8,10 ● Convert from one unit to the other ● Use the coordinates to locate the marked points ● Use KS A to solve daily mathematical problem 	<ul style="list-style-type: none"> ● Subtraction table ● Revision ● Multiplication/division table ● Graphs, maps, pencils ● broadsheets 	
2ND PERIOD Month : Theme : Domain : Envisage Project :						
1			<ul style="list-style-type: none"> ● Multiplication of numbers ● Naming of sets ● Addition of lengths ● Addition using number line ● The frequency table 	<ul style="list-style-type: none"> ● Multiplication and solving of capacity problems ● Name the different types of sets ● Add lengths using the metric length ● Addition of numbers using the number line 	<ul style="list-style-type: none"> ● Multiplication table ● Pictures, diagrams ● Addition table ● counters 	
2			<ul style="list-style-type: none"> ● Number and operations ● Sets and logic ● Measurement and size ● Geometry and shape 	<ul style="list-style-type: none"> ● Division of numbers ● Formation of sets ● Subtraction of lengths ● Subtraction using the number line ● Finding the average 	<ul style="list-style-type: none"> ● divide and solve capacity problems ● Forming of sets ● To identify situations for subtracting lengths ● Subtract numbers using the number line ● Averages (finding averages) 	<ul style="list-style-type: none"> ● Counters ● Real objects, pictures ● Counters ● Counters Numbers
3		<ul style="list-style-type: none"> ● Number and operations ● Sets and logic ● Measurement and size ● Geometry and shape 	<ul style="list-style-type: none"> ● Less and greater than ● Elements of a set ● Multiplication of lengths ● Parallel and intersecting lines ● More problems on averages 	<ul style="list-style-type: none"> ● Distinguish between less than and greater than ● Stating elements of a set ● Multiplication of lengths ● Parallel and intersecting lines ● More problems on averages 	<ul style="list-style-type: none"> ● Scale ● Real objects ● Multiplication table ● Rulers, pencils ● Numbers 	

4		<ul style="list-style-type: none"> ● Graph and statistics 	<ul style="list-style-type: none"> ● Place value chart ● Division of different lengths ● Shapes(triangles, rectangles, squares) ● Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> ● Identify the value of a digit in a number up to 10000 ● Estimate weight, identify and give weight measure ● Determine the area of a square , rectangle by counting squares ● Use KS A to solve daily mathematical problem 	<ul style="list-style-type: none"> ● Place value chart ● Scale ● Square, papers ● Portfolio, broadsheets
3rd PERIOD Month : Theme : Domain : Envisage Project					
1			<ul style="list-style-type: none"> ● Even, odd and prime numbers ● Elements of a set ● Measurement of weight/metric table ● Drawing 3D shapes ● Coordinate axes 	<ul style="list-style-type: none"> ● Solve problems involving odd, even and prime numbers ● State elements of or not an element of a set ● Metric system, mm, m, cm, dm, km, ml, cl, L, gram, kg ● Solve i involving 3D shapes ● Determine coordinates of marked points 	<ul style="list-style-type: none"> ● Real objects ● Numbers, letters ● Rulers, pencils ● Maps,
2			<ul style="list-style-type: none"> ● Factors of numbers up to 1000 ● Elements of a set ● Converting from 1 unit of weight to another. ● Drawing 4D shapes ● Ordered pairs(3,4) 	<ul style="list-style-type: none"> ● Solve problems involving factors ● State the elements of a set ● Converting from Km to m ● Solve problems involving 4D ● Determine coordinates of marked points 	<ul style="list-style-type: none"> ● Numbers ● Real objects, pictures ● Measuring tape, B.B rulers ● Pencils, ● Graphs , protractors.
3		<ul style="list-style-type: none"> ● Number and operations 	<ul style="list-style-type: none"> ● Common factors ● Equal and equivalent sets ● Addition of weight 	<ul style="list-style-type: none"> ● Finding common factors of different sets ● Determine equal and equivalent sets 	<ul style="list-style-type: none"> ● Charts real objects ● Charts ● Counters

		<ul style="list-style-type: none"> ● Sets and logic ● Measurement and size 	<ul style="list-style-type: none"> with/without carrying ● Problems with (3,4) D shapes ● Locating places 	<ul style="list-style-type: none"> ● Adding weight with/without carrying ● Solving problems with 3 and 4D shapes ● Locate points on a map 	<ul style="list-style-type: none"> ● Pencils, rulers ● Map, pencils, protractors
4		<ul style="list-style-type: none"> ● Geometry and shape ● Graph and statistics 	<ul style="list-style-type: none"> ● Highest common factor(HCF) ● Revision/remediation ● Subtracting of weight with/without borrowing ● Drawing and calculating areas of (3,4) D shapes ● Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> ● Meaning the HCF of numbers ● Revision/remediation ● Subtraction of weight with/without borrowing ● Use KS A to solve daily mathematical problem rowing 	<ul style="list-style-type: none"> ● Real objects, audio visual aids, pictures, charts, rulers, counting materials, card board <p>Broadsheets</p>
4th PERIOD Month : Theme : Domain : Envisage Project					
1		<ul style="list-style-type: none"> ● Number and operations ● Sets and logic ● Measurement and size ● Geometry and shape 	<ul style="list-style-type: none"> ● Multiples of numbers ● Finite sets ● Multiplication and division of weight ● Perimeter of a square ● Reading points x , y, plane 	<ul style="list-style-type: none"> ● Describe the HCF of numbers ● Multiples of numbers up to 5000 ● Describe finite set ● Finding the product and quotient of a given weight ● Calculate the perimeter of square or rectangles ● Read and interpret the relationship on the maps 	<ul style="list-style-type: none"> ● Real objects, pictures, charts
2		<ul style="list-style-type: none"> ● Graph and statistics 	<ul style="list-style-type: none"> ● Common multiples ● Infinite sets ● Measurements of capacity 	<ul style="list-style-type: none"> ● Finding common multiples of given sets ● Describe infinite set ● Using multiplication, division to solve 	<ul style="list-style-type: none"> Real objects, audio visual aids, pictures, charts abacus, computers

			<ul style="list-style-type: none"> Perimeter of a triangle Locating points on x, y, plane 	<ul style="list-style-type: none"> capacity problems Calculate the perimeter of triangles Read and interpret the relationship on maps 	
3		<ul style="list-style-type: none"> Number and operations Sets and logic Measurement and size Geometry and shape Graph and statistics 	<ul style="list-style-type: none"> Lowest Common Multiples (L.C.M.) Differentiate between finite and infinite Converting from one unit of capacity to another The area of a triangle Linking two points to form a line 	<ul style="list-style-type: none"> Explain the L.C.M. of numbers; solve problems involving L.C.M. of numbers Distinguish between finite and infinite sets Converting from 1 unit to the other Calculate the area of triangles Identify and draw parallel and intersecting lines and indicate the points of intersection 	Real objects, Audio-visual aids, pictures/charts, measurement objects
4	5TH PERIOD Month : Theme : Domain : Envisage Project		<ul style="list-style-type: none"> Types of fractions Addition of capacity with/without carrying The area of a rectangle Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> Identify the different types of fractions Adding and carrying with/without carrying Calculate the areas of rectangles Use KS A to solve daily mathematical problem rowing 	Real objects, pictures, charts
1			<ul style="list-style-type: none"> Changing fractions from improper to mixed Disjointed sets Subtraction of capacity with/without borrowing Radius and circles Plotting ordered pairs on x,y plane. 	<ul style="list-style-type: none"> Change improper fractions to mixed fractions Identify disjointed sets Carry out subtraction of capacity with or without borrowing Finding radius of circles Carry out plotting operations 	Real objects, charts Pencils Flash cards
2			<ul style="list-style-type: none"> Changing fractions from mixed to improper Empty sets Multiplication and division of capacity 	<ul style="list-style-type: none"> Change fractions from mixed to improper Identify an empty set Multiply and divide capacity Calculate areas of a circle 	Charts Pictures charts
		<ul style="list-style-type: none"> Number and 			

		<ul style="list-style-type: none"> operations Sets and logic Measurement and size Geometry and shape Graph and statistics 	<ul style="list-style-type: none"> Area of a circle Linking points on x,y plane to form shapes. 	<ul style="list-style-type: none"> Draw, link and form shapes 	
3			<ul style="list-style-type: none"> Addition of fractions Empty sets/disjointed set Area of a square Circumference of a circle Naming the shapes formed on the x, y plane 	<ul style="list-style-type: none"> Solve the problems involving addition with different denominators Distinguish between empty sets and disjointed sets Finding areas of squares Calculate circumference of circles Identify and name shapes on x,y plane 	Real objects, pictures, charts
4			<ul style="list-style-type: none"> Subtraction of fractions Area of a rectangle Circumference of a circle Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> Solve problems involving subtraction of fractions with different denominators Calculate areas of rectangles Find Circumference of circles Use KS A to solve daily mathematical problem rowing 	Real objects, audio-visual aids, pictures, charts, abacus, computers Test quiz broadsheets
6 TH PERIOD					
Month : Theme : Domain : Envisage Project					
1		<ul style="list-style-type: none"> Number and operations Sets and logic Measurement and size Geometry and shape Graph and statistics 	<ul style="list-style-type: none"> Multiplication of fractions Intersection of sets Areas of triangle Quadrilateral shapes Ranking from smallest to biggest 	<ul style="list-style-type: none"> Solve problems involving multiplication of fractions Finding the intersection of 2 sets Draw 4 sided shapes Arrange from ascending and descending order of magnitude 	Real objects, audio-visual aids, pictures/charts Rulers , pencils, charts
2			<ul style="list-style-type: none"> Division of fractions Intersection of sets Perimeter of squares Pentagons Ranking from biggest to 	<ul style="list-style-type: none"> Carry out operations involving division of fractions Finding the intersection of 2 and 3 sets Calculate the perimeter of squares Draw and measure pentagons 	Real objects Charts flashcards

			smallest	<ul style="list-style-type: none"> Rank and arrange from biggest to smallest 	
3			<ul style="list-style-type: none"> BODMAS Intersection of sets Perimeter of rectangles Measuring angles using protractors Tallying(circular, strokes) 	<ul style="list-style-type: none"> Carry out operations on fractions using the role of BODMAS Solve more problems on intersection of sets Calculate the perimeter of rectangles Measure angles using protractors Tallying circulars and strokes 	Maths sets, charts, pictures, bb. diagrams
4			<ul style="list-style-type: none"> Decimals Perimeter of triangles Measuring angles using protractors Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> Identify and read decimals Calculate the perimeter of triangles Use protractors to measure angles <ul style="list-style-type: none"> Use KS A to solve daily mathematical problem rowing 	Maths sets, charts, pictures, Diagrams test , quiz broadsheets
7TH PERIOD Month : Theme : Domain : Envisage Project					
1			<ul style="list-style-type: none"> Addition of decimals Union of sets The calendar: day of the week, months of the year/ordinary and leap year, the 13 lunar months Differentiate between quadrilaterals and Mapping: One to one 	<ul style="list-style-type: none"> Carry out addition of decimal numbers Finding the union of two sets Relate the different days of the week and months of the year to specific activities and events Identify and differentiate quadrilaterals 	Maths sets, charts, pictures, bb. Diagrams
2			<ul style="list-style-type: none"> Subtraction of decimals Union of sets Time: face clocks Quadrilaterals and circles 	<ul style="list-style-type: none"> Carry out operations involving subtraction of decimals Find the union of 2 and more sets Read time from clock face 	Maths sets, charts, pictures, bb. Diagrams

			<ul style="list-style-type: none"> • Mapping: Many to one 	<ul style="list-style-type: none"> • Differentiate between quadrilaterals and circles 	
3			<ul style="list-style-type: none"> • Multiplication of decimals • Union of sets • Telling time • Display organization skills • Mapping: One to many 	<ul style="list-style-type: none"> • Carry out multiplication of decimals by whole numbers, decimals by decimals • Solve more problems on union sets • Read and write time from face clocks 	Maths sets, charts, pictures, bb. Diagrams clock
4			<ul style="list-style-type: none"> • Division of decimals • Associate time to daily activities • Display organization skills • Integration activity , assessment, and Remediation 	<ul style="list-style-type: none"> • Division of decimals by whole numbers, decimal by decimal • Solve problems associating time to daily activities • Use KS A to solve daily mathematical problem rowing 	Real objects, charts , pictures
8TH PERIOD Month : Theme : Domain : Envisage Project					
1			<ul style="list-style-type: none"> • Time(clock faces) • Revision and remediation • Money: currency units up to 5000frs • Construct shapes using local materials • The number line(introduction) 	<ul style="list-style-type: none"> • Reading the time • Revision and remediation • Manipulate currency unit up to 5000frs • Construct shapes using local materials • Learning basic on number line 	Real objects, charts , pictures
2			<ul style="list-style-type: none"> • Writing the time • Addition and subtraction of money • Construct shapes using local materials • Counting in groups on the number line 	<ul style="list-style-type: none"> • Write time on clock faces • Carry out shopping with money up to 5000frs • Construct shapes using local materials • Counting in group of 5, 10,etc. 	Real objects, charts , pictures Number , chart, rulers
3			<ul style="list-style-type: none"> • Conversion of time • Revision and remediation 	<ul style="list-style-type: none"> • Convert time from one unit to another • Revision and remediation 	Real objects, charts , pictures

			<ul style="list-style-type: none"> • Shopping and bills • Construct shapes with local materials • Addition and subtraction on the number line 	<ul style="list-style-type: none"> • Carry out shopping with money up to 500frs • Construct shapes with local materials 	
4			<ul style="list-style-type: none"> • End of year assessment. remediation 	<ul style="list-style-type: none"> • Uses complex problem situation to solve daily life problems 	Broadsheets and reports booklets

ROBELITTORE

MONTHLY SCHEME OF WORK FOR SCIENCE AND TECHNOLOGY

MONTH /PERIOD: 1

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

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOMES
1	SCIENCE AND TECHNOLOGY	<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING - ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Parts of the body - Energy - Immediate Environment 	<ul style="list-style-type: none"> - List parts of the body - Describe sources of energy - Pupils should know their immediate environment 	<ul style="list-style-type: none"> - Charts, pictures, real objects - Lamp, kerosene, match - Charts pictures 	3
2		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING - ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Functions of parts of the body - Energy - Animals 	<ul style="list-style-type: none"> - State how the various parts of the body function - State the importance of energy - Animals: Domestic and wild, differentiate between domestic and wild animals 	<ul style="list-style-type: none"> - Lamp, kerosene, wet, match - Charts, pictures 	3
3		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING - ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Care of the body parts - Energy - Drugs and drug abuse 	<ul style="list-style-type: none"> - Enumerate ways of cleaning the body - State the various forms of energy - know drugs and what amount to drug abuse 	<ul style="list-style-type: none"> - Charts, pictures, real objects - Lamp, kerosene, wet match - Charts, pictures, first aid box. 	3
4		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING 	<ul style="list-style-type: none"> - Advantages of energy - Effects of drugs 	<ul style="list-style-type: none"> - state the advantages of energy 	<ul style="list-style-type: none"> - Charts, pictures, real object - Lamp, kerosene, 	2

		ENVIRONMENTAL EDUCATION	- Revision / integration activity/ assessment / remediation	- Enumerate the negative effects of drugs - Use K.S.A to solve dialy life situations	match - Charts, picture - Portfolios, broadsheets	
		-	- HEALTH EDUC = 4	- EVIRON'TAL SC.= 3	TECHN. & ENG.= 4	TOT. = 11
MONTH /PERIOD: 2 INTEGRATED LEARNING THEME:THEHOME;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- The five senses (functions and care) - Machines and types - Health hazards	- Naming of the five human senses - Explain the functions of the five sense organs - Label the five senses and use to detect correctly - Identify the various types of machines - Know the causes and the effects of health hazards	- Charts, picture, real objects - Pictures, chats	3
2		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Bones and types - Machine and parts - Pollution, land pollution	- Identify bones and the types - Define and name parts of a machine - state causes and effects of land pollution	- Pictures, charts, real objects - Bamboo, ropes etc.	3
3		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Bones - Parts of machines - Water pollution	- How to protect and care for the bones - Listing the uses of the various parts of machine - Bring out causes and consequences of water	- Charts, pictures, real objects - Bamboo, ropes, - Water	3
4		- HEALTH EDUCATION	- Sense organs	- Listing ways of caring for	- Charts, pictures	

		- TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Food: types of food - Revision / integration activity/ assessment / remediation	the sense organs - Enumerate the different types of food - Use K.S.A to solve daily life situations	- Broadcasts	2
		-	- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 3	TOT. = 11
MONTH /PERIOD: 3						
INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....						
DOMAIN						
ENVISAGED PROJECT						
1		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Reproduction - Weaving - Importance of food in the body	- Meaning of reproduction - Show interest in weaving - Pupils should say what food does in the body	- Fibre, bamboo, spear grass etc - Pictures, charts	3
2		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Male reproductive organs - Weaving a basket - Gardening: types and importance	- identify the male reproductive organs - should weave baskets - should give the various types of gardening and importance	- Charts, pictures - Bamboo, fibre, ropes etc - Real objects	3
3		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- The female reproductive organs - Weaving - Plants:	- Identify the female organs - Produce a basket - Types of plants	- Charts, pictures - Bamboo, fibre, ropes etc - Real objects	3
4		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Care of the male reproductive organs - Weaving - Integration activity/ assessment / remediation	- Say how to care for their organs - Produce a raffia bag - Know and educate others on the care of the male reproductive organs - Use K.S.A to solve daily	- Charts, pictures - Bamboo, fibreetc - Portfolios, broadshets.	2

				life situations		
		-	- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 12
MONTH /PERIOD: 4 INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Care of the female reproductive system - Weaving - Importance and conservation of plant 	<ul style="list-style-type: none"> - How to care for the female reproductive organ - Produce a raffia bag - State the importance and ways to conserve plants 	<ul style="list-style-type: none"> - Pictures, charts - Bamboo, fibre, ropes etc 	3
2		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - HIV/AIDS - Plumbing - Diseases: Common infections 	<ul style="list-style-type: none"> - Meaning of HIV/AIDS - Name types of plumbing and materials - know and say what diseases are. 	<ul style="list-style-type: none"> - Pictures, charts - Bricks, tapes, ropes 	3
3		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Mode of transmission of HIV /AIDS - Plumbing - Air and water borne diseases 	<ul style="list-style-type: none"> - How HIV/AIDS can be contracted - Associate plumbing materials to other uses - identify air and water borne diseases / prevention - 	<ul style="list-style-type: none"> - Pictures, charts, real objects - Bricks, tapes, ropes 	3
4		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - HIV/AIDS - Plumbing - Revision / Integration activity/ assessment / remediation 	<ul style="list-style-type: none"> - How HIV/AIDS can be prevented - Show the various steps of plumbing - Use K.S.A to solve daily life situations - 	<ul style="list-style-type: none"> - Charts, pictures real objects - Bricks, tapes, ropes - broadsheets 	2
		-	- HEALTH EDUC = 6	- EVIRON'TAL SC.= 2	TECHN. & ENG.= 4	TOT. = 12

MONTH /PERIOD: 5 INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Effects of HIV/AIDS - Telecommunication - Insects: definition and types 	<ul style="list-style-type: none"> - Listing all the effects of HIV/AIDS of 4 - Various means of communication - Define and give types of insects 	<ul style="list-style-type: none"> - Pictures, charts, real objects - Mobile phone, television, radio etc 	3
2		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Diseases and examples - Telecommunication - Useful and harmful insects 	<ul style="list-style-type: none"> - Naming diseases and stating some examples - Uses of telephone - Clearly differentiate useful insects and harmful insects 	<ul style="list-style-type: none"> - Charts, pictures - Mobile phone 	3
3		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Mode of transmission - Telecommunication - Importance of insects 	<ul style="list-style-type: none"> - How diseases are transmitted from one person to another or others - Operate a telephone - Pupils should be able to state the importance of insects 	<ul style="list-style-type: none"> - Pictures, charts, real objects 	3
4		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Contagious diseases - Telecommunication - Revision / Integration activity/ assessment / remediation 	<ul style="list-style-type: none"> - Naming contagious diseases - Operate a radio - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Charts, pictures - Real objects - Tests, quiz, portfolios, broadsheets 	2
			- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 11
MONTH /PERIOD: 6 INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN						

ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Diseases - Telecommunication - Water 	<ul style="list-style-type: none"> - Prevention of diseases - Operate a T.V - Sources of water 	<ul style="list-style-type: none"> - Pictures, charts - Real objects 	3
2		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - types of toilets - Electricity - Water purification 	<ul style="list-style-type: none"> - Name different types of toilets - Identify electrical devices - should state the various methods of water purification 	<ul style="list-style-type: none"> - cable, batteries - charts, pictures, water - Real objects 	3
3		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Toilets - electricity - personal Hygiene 	<ul style="list-style-type: none"> - care of the different types of toilets - advantages of electricity - state various ways of keeping personal hygiene 	<ul style="list-style-type: none"> - Pictures, charts 	3
4		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Drugs - Electricity - HIV/AIDS - Revision / assessment / remediation 	<ul style="list-style-type: none"> - Meaning of drugs - advantages of electricity - be able to state the causes of HIV/AIDS - Use K.S.A to solve daily life situations. 	<ul style="list-style-type: none"> - Charts, Pictures - Portfolios, broadsheets. 	3
		-	- HEALTH EDUC = 4	- EVIRON'TAL SC.= 4	TECHN. & ENG.= 4	TOT. = 12
<p>MONTH /PERIOD: 7 INTEGRATED LEARNING THEME:THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		<ul style="list-style-type: none"> - HEALTH EDUCATION 	<ul style="list-style-type: none"> - Types of drugs 	<ul style="list-style-type: none"> - Naming types of drugs 	<ul style="list-style-type: none"> - Pictures, charts 	

		- TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Safety - Prevention of HIV/AIDS	- State causes of accidents - State various ways of preventing HIV/AIDS		3
2		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Drugs - Safety - STDS: definition and types	- Effects of drugs - State causes of accidents - Defining STDS and stating some examples	- Charts, pictures	3
3		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Burns and scalds - Safety - STDs	- Define and differentiate between burns and scalds - State safety measures - Prevention of STDs	- Pictures, charts, objects	3
4		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- First aids - Security - Revision / Integration activity/ assessment / remediation	- Meaning of first aids - define security - Use K.S.A to solve daily life situations	- Pictures, charts, real object - Broadsheets.	2
		-	- HEALTH EDUC = 4	- EVIRON'TAL SC.= 3	TECHN. & ENG.= 4	TOT. = 11
MONTH /PERIOD: 8						
INTEGRATED LEARNING THEME: THE HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....						
DOMAIN						
ENVISAGED PROJECT						
1		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- First aid equipment - Security equipment - planting	- Naming equipment - Stating various equipment used to provide security - Planting of trees	- Charts, first aid objects	3
2		- HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION	- Vaccination - Security - Planting	- give the importance of vaccination - state measures of security - Grass /Flowers	- Charts, pictures, real objects	3

3		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - Importance of vaccination - Security 	<ul style="list-style-type: none"> - give the importance of vaccination - state measures of security 	<ul style="list-style-type: none"> - Pictures and charts 	2
4		<ul style="list-style-type: none"> - HEALTH EDUCATION - TECHNOLOGY &ENGINEERING ENVIRONMENTAL EDUCATION 	<ul style="list-style-type: none"> - General Revision - End of year assessment/ remediation 	<ul style="list-style-type: none"> - Use complex problem situation to solve daily life problems 	<ul style="list-style-type: none"> - Broadsheets / report booklets 	
		-	- HEALTH EDUC = 2	- EVIRON'TAL SC.= 2	TECHN. & ENG.= 4	TOT. = 8

ROBE LITTOGRAPH

REPARTITION MENSUELLE DE FRANCAIS

Class 4 Level 2	Français						
Centre d'intérêt Mois	-La maison - Septembre						
Semaines	Composant(e)s	Unités	Contenu d'apprentissage	Résultats attendus	Stratégies d'enseignements	Matériel didactique	Nombre de contenu d'apprentissage
1 Contexte le salon	<ul style="list-style-type: none"> - Compréhension et expression orale (CEO) - Compréhension écrite (lecture) (CE) - Vocabulaire (VOC) - orthographe - Grammaire et conjugaison 	<ul style="list-style-type: none"> - Présentation lexicale - Lecture des mots et des phrases - Le dictionnaire bilingue - Marques morphologiques - Groupe 	<ul style="list-style-type: none"> - Lexique: Père, mère, oncle, tante, cousin, nièce, profession - Les salutations (bonjour, salut, bonsoir) - Les mots 	<ul style="list-style-type: none"> - Présenter les membres de sa famille et leur profession - Saluer, se présenter et présenter quelqu'un - Lire des 	<ul style="list-style-type: none"> - Jeux de rôle - Dramatisation - systématisation - Activités de pré-lectures - Lecture globale - Lecture sélective 	<ul style="list-style-type: none"> - Images - Posters - Support audiovisuel - Textes illustrés, Album enfants, Pages internet - Pages 	

		<p>nominale</p>	<p>et les phrases relatifs au centre d'intérêt</p> <ul style="list-style-type: none"> - Lexique en relation avec le centre d'intérêt (majuscule, virgule) - Le nom (nom, déterminants) 	<p>mots et des phrases</p> <ul style="list-style-type: none"> - Utiliser le dictionnaire bilingue, développer le goût de la lecture - Utiliser les signes morphologiques - Utiliser correctement les groupes nominaux dans les phrases <p>Identifier le groupe nominal dans une phrase</p>	<ul style="list-style-type: none"> - Activités de post-lecture - observation, découverte, systématisation, classement test de clôture - Illustration, observation, découverte, systématisation, classement test de clôture - observation, découverte, systématisation, classement test de clôture 	<p>internet</p> <ul style="list-style-type: none"> - Images, posters, albums, divers supports visuels - Images, posters, albums, divers supports visuels 	
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<p>2 La cuisine</p>	<p>-Compréhension et expression orale -Compréhension écrite (lecture) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Présentation lexicale - Lecture des mots et des phrases - Le dictionnaire bilingue - Groupe nominal - Marques morphologiques</p>	<p>- Les salutations (bonne après-midi, bonne nuit, comment allez-vous, comment ça va) - Les mots et les phrases relatifs au centre d'intérêt, lexicale en relation avec les centres d'intérêts - Les types des noms - Cédille,</p>	<p>- Saluer, se présenter et présenter quelqu'un - Lire des mots et des phrases développer le goût de la lecture - Reconnaître, utiliser les différents types de noms dans les phrases, utiliser les signes morphologiques</p>	<p>-Jeux de rôles, dramatisation, systématisation, découverte -Activités de pré-lecture, lecture globale, lecture sélectives - Activités de post-lecture - observation, découverte, systématisation, classement test de clôture - observation, découverte, systématisation</p>	<p>- Images, posters, support audiovisuel - Images, posters, support audiovisuel - Images, posters, album, divers, support audiovisuel - Images, posters, album, divers, support audiovisuel - Images, posters,</p>	
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			deux points		on, classement test de clôture - Illustration, observation, découverte, systématisation, classement test de clôture	album, divers, support audiovisuel	6
3 Les toilettes	-Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Les structures grammaticales - Lecture - Les antonymes - Les déterminants du nom - Marques	- se présenter et présenter quelqu'un (je m'appelle, il/elle s'appelle, j'habite a,	-Se présenter et présenter ses camarades -Lire à haute voix des textes simples (4 phrases) -Utiliser	-Jeux de rôles, dramatisation, comptines, illustration, marionnettes. - activités de prelecture, lecture globale,	- Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. - Textes, textes	

		morphologiques	il/elle habite a) Texte narrative - Lexique en relation avec le centre d'intérêt - Les adjectifs possessifs - Les adjectifs démonstratifs - Apostrophe, point d'interrogation - Point d'exclamation	correctement les antonymes -Déterminer la nature d'un déterminant Déterminer la nature d'un déterminant (adjectif démonstratifs) -Utiliser les signes morphologiques	lecture sélective, activité post lecture -observation, découverte, systématisation, texte de closure - - observation, découverte, systématisation, test de closure -Illustration, observation, découverte, systématisation, texte de closure	illustres - Images, Posters, albums, divers, supports audiovisuels. - Images, Posters, albums, divers, supports audiovisuels. - Images, Posters, albums, divers, supports audiovisuels. -	
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<p>4 Les objets de la concession</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Les saisons - Lexiques - Lecture - Famille de mots - Les déterminants du nom - Marques morphologiques</p>	<p>- Indication de la météo (Il pleut, il fait beau, il neige, il fait froid, il fait chaud). - Lecture des textes divers - lexique en relation avec les centres d'intérêts - Evaluation et Remédiation</p>	<p>- Parler du temps qu'il faut - Lire à haute voix des textes simples (4 phrases) - Regrouper des mots par famille (les objets du salon et de la cuisine) - Utiliser les adjectifs morphologiques. Appliquer le savoir, savoir-faire et savoir être (S., S.F, S.E) dans les situations de</p>	<p>- Jeux de rôles, dramatisation, démonstration, comptines, systématisation illustration, - activités de prelecture, lecture globale, lecture sélective, activité post lecture - observation, découverte, classement, systématisation, texte de closure -- observation, découverte, systématisation</p>	<p>- Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. - Textes Textes illustrés, Album enfants, Pages internet - Images, Posters, albums, divers, supports audiovisuels - Images, Posters, albums, divers, supports audiovisuels</p>	<p style="text-align: center; font-size: 48px;">2</p>
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				la vie courante.	on, texte de closure	- Evaluation et Remédiation	
Mois : Centre d'intérêt :	Octobre	-	-			-	
1 Contexte Les activités économiques de la ville	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Les saisons (structures grammaticales) - Famille de mots - Les déterminants du nom - Marques régulières du féminin	- Quel temps fait-il, les indications du temps réel (aujourd'hui, hier, demain etc.) - Texte descriptif. - Les mots de la même famille	- Parler du temps qu'il fait - repérer les indices d'un texte et répondre aux questions textuelles - Trouver les mots de la même famille (savoir faire le marché,	- Jeux de rôles, dramatisation, systématisation, comptines, illustration... - activités de prelecture, lecture globale, lecture sélective, activité post lecture	- Images, Posters, jeux, Support audiovisuel, radio, téléphone, télévision. - Textes illustrés, Album enfants, - Pages internet - Images,	7

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

			<p>d'intérêts</p> <ul style="list-style-type: none"> - Les articles indéfinis (un, une, des, etc) - Nom masculin et féminin 	<p>t les déterminants du nom.</p> <ul style="list-style-type: none"> - utiliser correctement les synonymes -déterminer la nature d'un déterminant (les articles indéfinis) - distinguer le nom masculin du nom féminin 	<p>lecture</p> <ul style="list-style-type: none"> -observation, découverte, classement, systématisation, texte de closure - observation, découverte, systématisation, illustration 	<ul style="list-style-type: none"> - Images, Posters, albums, divers, supports audiovisuels - Images, Posters, albums, divers, supports audiovisuels 	<h1>6</h1>
<p>3 Activités économiques du village</p>	<ul style="list-style-type: none"> -Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et 	<ul style="list-style-type: none"> - Expression des opinions. - Expression des souhaits - Lecture - Famille des mots - La phrase 	<p>Lexique:</p> <p>Avis, point de vue, pensée</p> <p>Texte narrative</p> <ul style="list-style-type: none"> - Lexique : 	<ul style="list-style-type: none"> - exprimer son opinion - exprimer un souhait, une envie, un désir -trouver l'idée 	<ul style="list-style-type: none"> -Jeux de rôles, dramatisation , démonstration, comptines, systématisation 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, radio, - Textes 	

	<p>conjugaison - orthographe</p>	<p>simple</p> <ul style="list-style-type: none"> - Marques du nombre - La phrase complex - Marques irreguliere d'un nombre. 	<p>objectifs, services</p> <ul style="list-style-type: none"> - Lecture des textes divers - Les mots en relation avec le centre d'intérêt - Les mots avec le son (ON) - Point-virgule - Les constituan ts d'une phrase (sujet, verbe, compléme nt) - Le nom singulier et pluriel 	<p>générale d'un texte, développer le gout de la lecture</p> <ul style="list-style-type: none"> -Regrouper les mots par famille identifier, lire et écrire les mots avec le son ON ex : mouton, bonbon etc. -identifier les constituants de la phrase -distinguer le nom singulier du nom pluriel. - Identifier les 	<p>-activités de prelecture, lecture globale, lecture sélective, activité post lecture</p> <ul style="list-style-type: none"> - observation, Illustration, démonstratio n, systématisati on - Illustration, observation, découverte, systématisati on, 	<p>illustrés, Album enfants, Pages internet</p> <ul style="list-style-type: none"> - Textes Textes illustrés, Album enfants, Pages internet - Images, Posters, albums etc. - Images, Posters, divers, supports audiovisue ls - 	
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			Propositions - (-x:-aux	propos itions dans une phrase compl exe - Utilise r correc temen t quelqu e marqu es irréguli ère			
4 Les structur es du village	-Compréhension et expression orale - Compréhension écrite (lecture) (CE)	- Expression des opinions - Expression des souhaits - Récits	- Structure grammati cale : à mon avis, je pense	- exprimer son opinion Exprimer un souhait, une	-Jeux de rôles, dramatisatio , démonstratio n, comptines,	- Images, Posters, jeux, Support audiovisue l, radio,	

	<ul style="list-style-type: none"> - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Familles des mots les signes de ponctuation de base - Marque du nombre 	<p>que, je suis de l'avais, d'après moi</p> <ul style="list-style-type: none"> - Lexique : les structures grammaticales je veux, j'ai envie, s'il vous plait - Chronologie des faits - Evaluation et Remédiation 	<p>envie, un désir</p> <ul style="list-style-type: none"> -Organiser un récit cohérent -Pouvoir - utiliser correctement les signes de ponctuations - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<p>systematisation</p> <ul style="list-style-type: none"> - production du premier jet -production du deuxième jet -correction, autoévaluation à partir des critères - observation, découverte dramatisation -observation, Illustration, systematisation 	<ul style="list-style-type: none"> - Images, Posters, divers, supports audiovisuels - Images, Posters, albums etc. - Images, Posters, supports audiovisuels 	<h1 style="font-size: 48px; margin: 0;">4</h1>
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<p>1 Mois de novem bre Centre d'intérêt : l'école Contexte : les membres de la famille de l'école</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Description - Récit - Dictionnaire bilingue : lexique en relation avec le centre d'intérêt - Les signes de ponctuations de base - Marque du nombre - Marques irrégulières du nombre</p>	<p>Lexique : aspect générale aspect physique et aspect morale - - Lexique : les adjectifs descriptifs : les noms des lieux, les objets, les personnes - Chronolog ie des faits : texte narratif - lexique en relation avec le</p>	<p>- décrire un objet, un paysag e une person ne - décrire un objet, une personne, un lieu - organiser un récit dans un ordre cohérent - utiliser le dictionna ire - développ er le gout de la</p>	<p>- Jeux de rôles, dramatisation , démonstratio n, comptines, systématisati on - production du premier jet - production du deuxième jet - correction, autoévaluatio n à partir des critères - observation, découverte systématisati on, classement, texte de closure</p>	<p>- Images, Posters, jeux, Support audiovisue l, - Images, Posters, albums, divers, supports audiovisue ls - Images, Posters, albums, divers, supports audiovisue ls - Images, Posters, albums</p>	<p style="text-align: center; font-size: 2em;">8</p>
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			<p>centre d'intérêt</p> <ul style="list-style-type: none"> - point d'interrogation et d'exclamation - marques régulières du pluriel - (-x :-aux) 	<p>lecture</p> <ul style="list-style-type: none"> - utiliser correctement les signes de ponctuations - reconnaître les marques régulières du pluriel - Utiliser correctement quel que marques irrégulières du nombre - 		
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<p>2 Structure de l'école</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Description - Récit - La famille des mots, - Les types de phrases - Marque du nombre - marques irrégulières du nombres</p>	<p>Lexique: structure grammaticale: il est il à Elle/il est sympa/triste /..... - Décrire les noms des animaux, couleurs ... - Chronologie : faits divers (un accident de circulation , une bagarre) - Les mots avec les sonsienete</p>	<p>- Décrire un objet, un paysage, une personne. - Décrire les noms des animaux, couleurs ... - Organiser un récit dans un ordre cohérent - production du premier jet - production du deuxième jet correction,</p>	<p>- Jeux de rôles, observation, illustration .. - Jeux de rôles, observation, illustration .. - Démonstration, illustration , jeux de rôles, systématisation - Démonstration, illustration , jeux de rôles, systématisation</p>	<p>- Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels</p>	<p style="text-align: center; font-size: 2em;">8</p>
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			<p>in</p> <ul style="list-style-type: none"> - Phrase déclarative - Les irrégulières 	<p>autoévaluation à partir des critères</p> <ul style="list-style-type: none"> - Pouvoir trouver, reconnaître et décrire les mots avec les sons inconnus (chien, chrétien, haleine, peine) - Identifier les phrases déclaratives - Pouvoir utiliser correctement les irrégulières 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration, systématisation 		
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				<ul style="list-style-type: none"> es du pluriel - Utiliser correctement quel que marques irrégulières du nombre 			
3 Les activités de l'école	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Description - Récit - La famille des mots, - Les types de phrases - Accord des adjectifs qualificatifs 	<ul style="list-style-type: none"> - Structures grammaticales - Faits divers - Les sons tr et dr - Phrase interrogative - Les adjectifs qualificatifs 	<ul style="list-style-type: none"> - Définir, reconnaître et trouver les propositions dans les phrases 	<ul style="list-style-type: none"> - Jeux de rôles, démonstration, illustration, systématisation - production du premier jet - production du deuxième 	<ul style="list-style-type: none"> - Images, Posters, divers, supports audiovisuels - Images, Posters, divers, supports audiovisuels - Images, 	

			fs - Adjectifs démonstratifs -	- Organiser un récit dans un ordre cohérent - Trouver les mots avec les sons et des lettres : drapeau, travail etc. - Identifier la phrase interrogative	jet correction, autoévaluation à partir des critères - Jeux de rôles, démonstration, explication, systématisation - Jeux de rôles, démonstration, explication, systématisation - Illustration, observation, classement	Posters, divers, supports audiovisuels -	<h1>8</h1>
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				<ul style="list-style-type: none"> - Accorder correctement les adjectifs qualificatifs - Accorder correctement les adjectifs démonstratifs. - Utiliser le préfixes et les suffixes 	t		
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				pour former de nombres.			
4 Les règles de l'école	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Description - Texte incomplet - Famille des mots - Les types de phrases - Accord des adjectifs	- Les adjectifs qualificatifs - Un texte incomplet du choix - Les sons ai et ia - exclamative - Evaluation et Remédiation -	- Définir, reconnaître et trouver les adjectifs qualificatifs - Déterminer une histoire - Trouver les sons ia et ai - Identifier les phrases exclamatives	- Illustration, observation, classement - production du deuxième jet - correction, autoévaluation, correction - illustration, démonstration, classement,	- Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels	

				- Appliquer (S., S.F, S.E) dans les situations de la vie courante.	<ul style="list-style-type: none"> - systématisation - Jeux de rôles, démonstration, explication, systématisation - 	visuels	6
<p>Mois de décembre</p> <p>Centre d'intérêt : les métiers</p> <p>Contexte : définition de métier 1</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - description - Texte incomplet - Le dictionnaire bilingue - Textes - Accord des adjectifs qualificatifs 	<p>Structure grammaticale : il est Il a il/elle est sympa/triste</p> <p>.....</p> <ul style="list-style-type: none"> - Structures grammaticales : conjugaison du verbe être 	<p>-décrire un objet, un paysage une personne</p> <ul style="list-style-type: none"> - - Conjuguer le verbe du verbe être au 	<ul style="list-style-type: none"> - Jeux de rôles dramatisation, explication, démonstration - Jeux de rôles dramatisation, explication, démonstration 	<ul style="list-style-type: none"> - Images, Posters, jeux, Support audiovisuel, radio, - Images, Posters, jeux, Support audiovisuel, radio, - Images, Posters, Support 	

			<p>au présent de l'indicatif</p> <ul style="list-style-type: none"> - Texte incomplet du choix - Lexique en relation avec le centre d'intérêt - Constituants d'un texte (phrases) - Accord des adjectifs qualificatifs 	<p>présent de l'indicatif</p> <ul style="list-style-type: none"> - Terminer une histoire - Utiliser le dictionnaire bilingue - Développer - goût de la lecture - Déterminer les constituants 	<p>tion</p> <ul style="list-style-type: none"> - Observation, découverte, systématisation, classement - Observation, découverte, systématisation, classement - Observation, découverte, systématisation, classement 	<p>visuel, radio,</p> <ul style="list-style-type: none"> - Images, Posters, Support visuel, radio, - Images, Posters, Support visuel, radio, 	<h1>6</h1>
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				<p>d'un texte</p> <ul style="list-style-type: none"> - Accorder correctement les adjectifs qualificatifs 		
<p>2 Les différents types des métiers</p>	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<p>Bien et services</p> <ul style="list-style-type: none"> - Conjugaison - Texte incomplet - Famille des mots - Texte - Marque du nombre. - Accord des adjectifs qualificatifs 	<p>Lexique : nombre, objets, personnes, animaux, monnaie, articles.</p> <ul style="list-style-type: none"> - grammaticales : conjugaison du verbe avoir au présent de 	<p>Compter jusqu'à 100,000 0-2000</p> <ul style="list-style-type: none"> - Conjuguer le verbe avoir au présent de l'indicatif - Rédiger un texte cohérent 	<ul style="list-style-type: none"> - Observation, découverte, systématisation, démonstration - production du premier jet - production du deuxième jet - correction, 	<ul style="list-style-type: none"> - Images, Posters, supports visuels - Images, Posters, supports visuels - Images, Posters, divers, supports visuels - Images, Posters,

			l'indicatif - rédiger un texte correctement - les sons an et en - les constituants d'un texte (paragraphe) - les nombres de 0 à 20. - Accord des adjectifs qualificatifs.	- Rédiger les mots avec les sons an et en (danse, sante, tente, entente) - Déterminer les constituants d'un texte - Ecrire en chiffre et en lettre les nombres de 0 à 20. Accorder correctement des adjectifs qualificatifs	autoévaluation à partir des critères, - découverte, démonstration etc. - découverte, démonstration etc. - découverte, démonstration etc.	divers, supports visuels - Images, Posters, divers, supports visuels	<h1>7</h1>
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<p>3 Les groupes de métiers</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Bien et services - Texte incomplet - Famille de mots - Textes - Marque du nombre</p>	<p>- Lexique : les nombres de 0 à 100 - Rédiger un texte - Les sons ai et ei - Les constituants d'un texte (illustration) - Les nombres</p>	<p>- 2600-4000 - Compter jusqu'à 100 - Rédiger un texte cohérent - Trouver les mots avec le son aietei (lirai, mai, veine, peine) - Déterminer le constituant d'un texte - Ecrire les nombres de 21 à 50</p>	<p>- Découverte, démonstration et - Découverte, démonstration et - Découverte, démonstration et - Jeux de rôles, démonstration, illustration etc. - Jeux de rôles, démonstration, illustration etc.</p>	<p>- Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels - Images, Posters, divers, supports visuels, radio - Images, Posters, divers, supports visuels,</p>	
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						radio	
						-	
4 Les différents groupes des métiers	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Biens et services - Lecture des textes divers - Le dictionnaire bilingue - Les pronoms - Marque du nombre	- Texte poétique - Lexiques : les nombres de 100 a 300 - Lecture d'un texte - Lexique avec le centre d'intérêt - Les pronoms personnels je, tu, il/elle, nous, vous, ils/elles	- Compter de 100 a 300 - Développer le goût de la lecture - Utiliser le dictionnaire bilingue - Utiliser correctement les pronoms personnels - Appliquer (S., S.F, S.E) dans les	- Jeux de rôles, démonstration, illustration etc. - Activités prelectures, lecture globale, lecture sélective, activités post lectures - Observation, démonstration, systématisation etc	- Images, posters, divers, supports visuels, radio - Texte, textes illustrés, album enfant, page internet - Texte, textes illustrés, album enfant, page internet	4

			- Evaluation et Remédiation	situations de la vie courante. - Utiliser correctement les prônons personnels	- Observation, démonstration, systématisation etc - Observation, démonstration, systématisation etc -		
1 Mois de janvier Centre d'intérêt : le voyage Les moyens du voyage	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - orthographe	- Biens et services - Lecture des textes divers - Les antonymes - Les prenomms. - Marque du nombre	Compter les nombres de 4000 – 8000 Texte poétique - Lexiques : les nombres de 300 a 500 - Lecture d'un texte	Compter les nombres de 4000 – 8000 Texte poétique - Compter de 300 a 500 - Retrouver l'idée générale d'un texte	- Jeux de rôles, démonstration, illustration , systématisation etc. - Activités prelectures, lecture globale, lecture	- Images, posters, divers, supports visuels, - Texte, textes illustres, album enfant, page internet - Texte,	

			<ul style="list-style-type: none"> - Lecture avec le centre d'intérêt <p>Les pronoms personnel: je, tu, il/elle, nous, vous, ils/elles</p> <ul style="list-style-type: none"> - Ecrire les nombres de 51 à 120 (en chiffre et en lettre) 	<ul style="list-style-type: none"> - Utiliser correctement les antonymes. - Utiliser correctement les pronoms personnels - Ecrire les nombres en chiffre et en lettre 	<ul style="list-style-type: none"> - sélective, activités post lectures - Observation, démonstration etc - Observation, démonstration etc 	<ul style="list-style-type: none"> - textes illustres, album enfant, page internet - Texte, textes illustres, album enfant, page internet 	<h1>6</h1>
2 Voyage par moyenne terrestre	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire 	<ul style="list-style-type: none"> - Biens et services - Lecture des textes divers - Le dictionnaire bilingue 	<p>Compter les nombres de 8000 à 15000.</p> <ul style="list-style-type: none"> - Lexiques : les nombres 	<ul style="list-style-type: none"> - Compter de 500 à 1000 - Identifier les aspects importants 	<ul style="list-style-type: none"> - Jeux de rôles, illustration - Activités prelecture, lecture globale, 	<ul style="list-style-type: none"> - Images, posters etc. - Texte, textes illustres, album enfant, 	

	<ul style="list-style-type: none"> - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Les pronoms - Marque du nombre 	<ul style="list-style-type: none"> - Lire et répondre aux questions à partir d'un texte - Les sons : oinet ion - Les pronoms relatifs - Ecrire les nombres de 80 à 100 	<ul style="list-style-type: none"> - s de l'organisa tion d'un texte - Trouver les mots avec le son oinet ion - Utiliser correctem ent les pronoms relatifs - Ecrire en lettres et en chiffres de 80 à 100 	<ul style="list-style-type: none"> - lecture sélective, activités post lectures - démonstra tion, illustration , - démonstra tion, illustration , - démonstra tion, illustration , 	<ul style="list-style-type: none"> - page internet - Texte, textes illustres, album enfant, page internet - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels 	
3 Voyage maritim e	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) 	<ul style="list-style-type: none"> - Biens et services - Textes fonctionnels - Famille de mots 	<p>Compter les nombres de 15000 à 25000</p> <ul style="list-style-type: none"> - Structures 	<ul style="list-style-type: none"> - Poser et répondre aux questions liées aux nombres 	<ul style="list-style-type: none"> - Jeux de rôles, dramatisat ion, comptine, illustration 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels - Images, 	

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	<ul style="list-style-type: none"> - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Groupe verbal(COD) - Marque régulière 	<p>grammaticales : (combien y'a-t-il de ... ? combien coûte ?</p> <ul style="list-style-type: none"> - Lettre - Lesain et ian - Les verbes du premier groupe - Marques régulières du féminin. <p>C.O.D et C.O.I.</p>	<ul style="list-style-type: none"> - Produire des textes fonctionnels de son environnement - Trouver les mots avec les sonsain et ian(maintenant, viande) - Identifier les verbes du premier groupe et leurs terminaisons - Distinguer le nom masculin du nom féminin. 	<ul style="list-style-type: none"> -production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères, - démonstration, illustration - démonstration, illustration - démonstration, illustration 	<p>posters, divers, supports visuels</p> <ul style="list-style-type: none"> - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels 	<h1 style="font-size: 48px; margin: 0;">7</h1>
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				<ul style="list-style-type: none"> - Utiliser le groupe verbal dans la phrase. Utiliser le COD et le COI dans les phrase 			
4 voyage s aériens	<ul style="list-style-type: none"> - Compréhension et expression orale - Grammaire et conjugaison 	<ul style="list-style-type: none"> - Achat et vente - Le groupe verbal(COD) 	<ul style="list-style-type: none"> - Lexique : article, monnaie, services - COD complément d'objet direct 	<ul style="list-style-type: none"> - Faire des achats - Identifier le COD dans les phrases - Appliquer (S., S.F, S.E) dans les situations de la vie courante. 	<ul style="list-style-type: none"> - démonstration, illustration - démonstration, illustration 	<ul style="list-style-type: none"> - Images, posters, divers, supports visuels - Images, posters, divers, supports visuel 	2

<p>1 Mois de février Centre d'intérêt : la santé Définir la santé</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- Récit - Texte fonctionnel - Famille de mots - Préposition - Marque du nombre</p>	<p>- Lieux, personnage, action, événement - Texte informatif, lettre, postale Ok Les pronoms personnel: je, tu, il/elle, nous, vous, ils/elles - - Post-it - Les sons na et an - Les prépositions (a, de, du, de la) et leurs usages</p>	<p>- Raconter oralement les histoires vécues, entendues ou imaginaires. Produire des textes informatifs usuels. - Produire des textes fonctionnels de son environnement - Trouver les mots avec les sons na et an (nation, pantalon)</p>	<p>- démonstration, illustration - production du premier jet - production du deuxième jet - correction, autoévaluation à partir des critères, - Jeux de rôles, dramatisation, comptine, illustration - Observation, découverte, systématisation,</p>	<p>- Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, divers, supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports</p>	<p style="text-align: center; font-size: 48px;">6</p>
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			<ul style="list-style-type: none"> - Le nom singulier et nom pluriel - Evaluation et Remédiation 	<ul style="list-style-type: none"> - Identifier les prépositions dans les phrases - Distinguer le nom pluriel du nom singulier 	<ul style="list-style-type: none"> - classement, test de closure - classement, test de closure 	visuels	
2 Les personnels de la sante	<ul style="list-style-type: none"> - Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - Achat et vente - Textes fonctionnels - Famille de mots - Conjonction de coordination - Accord des adjectifs qualificatifs 	<ul style="list-style-type: none"> - Lexique : articles, monnaie, services... - Etiquettes - Les sons cret gr (crayon, grenade) - Conjonction de coordination : mais, ou, et. - Mais, ni, 	<ul style="list-style-type: none"> - Faire des achats - Produire des textes fonctionnels de son environnement - Retrouver les cr/gr dans les mots - Identifier les conjoncti 	<ul style="list-style-type: none"> - classement, test de closure - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - Observation, découvert 	<ul style="list-style-type: none"> - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album 	

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			ou, etc. - Accord des adjectifs qualificatifs	ons de coordinations dans les phrases Utiliser les conjonction de coordination dans les phrases - - Accorder correctement les adjectifs qualificatifs	e, etc - Observation, découverte, etc - Observation, découverte, etc	divers supports visuels - Images, posters, album divers supports visuels Images, posters, album divers supports visuels	
3 La sante environnementale	-Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire	- récit - lettre - famille de mots - conjonction de coordination	- lexique : lieux, personnage, action événement - lettre	- Raconter oralement les histoires vécues entendues ou	- Observation, découverte - production du premier	- Images, posters, album divers supports visuels - Images,	

	<ul style="list-style-type: none"> - Grammaire et conjugaison - orthographe 	<ul style="list-style-type: none"> - marque régulière du féminin 	<ul style="list-style-type: none"> - Les sons as et sa (masque, savon) - Conjonction de coordination (et, mais, ou) - Marque régulière du féminin 	<ul style="list-style-type: none"> imaginaires - Compléter une lettre - Trouver les sons as et sa dans les phrases - Identifier les conjonctions de coordination dans les phrases - Distinguer le nom masculin du nom féminin - Appliquer (S., S.F, S.E) dans 	<ul style="list-style-type: none"> jet, production du deuxième jet, correction, autoévaluation à partir des critères, - démonstration, découverte, illustration - démonstration, découverte, illustration - démonstration, découverte, illustration 	<ul style="list-style-type: none"> posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels 	
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				les situations de la vie courante.			
4 Hygiène corporelle	- Grammaire et conjugaison - Vocabulaire	- Les adjectifs qualificatifs usuels - Famille de mots	- Les adjectifs qualificatifs usuels (content, petit) - Les sons : ale et alle(sandale, balle) - Evaluation et Remédiation	- Identifier les adjectifs qualificatifs dans les phrases - Trouver les sons ale et alle dans les phrases. ³ - Appliquer (S., S.F, S.E) dans les situations de la vie courante.	- découverte, illustration, explication - découverte, illustration, explication	- Images, posters, album divers supports visuels - Images, posters, album divers supports visuels -	

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<p>1 Mois de mars Centre d'intérêt : les jeux Définir les jeux</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>- récit - lettre - famille de mots - les indicateurs temporels - conjugaison</p>	<p>- recit : structures grammaticales (verbes d'action au passé) - lettre : courriel - les sons ga et go (garage, rigole) - les indicateurs temporels (demain, aujourd'hui, hier, il ya une fois) Fréquence (chaque jour, de temps en</p>	<p>- utiliser correctement les verbes d'action au passé - compléter un courriel - trouver le son ga et go dans les mots - conjuguer un verbe au temps qu'impose un indicateur temporel</p>	<p>- découverte, illustration , explication - - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - découverte, illustration , - découverte, e,</p>	<p>- Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters,</p>	<p style="text-align: center; font-size: 48px; font-weight: bold;">5</p>
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			temps,) - conjuguer un verbe au temps passe		illustration , découverte, illustration ,	album divers supports visuels	
2 importance des jeux	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- récit - lettre - famille de mots - les temps verbaux simples. Les temps verbaux composés - marque de nombre.	- récits : structures grammaticales : les indicateurs temporels - messages - les sons ant et anc - les temps verbaux simples (présent) Le passe composé. - marque du nombre	- Raconter oralement les histoires vécues, entendu ou imaginaires - Compléter un message - Trouver les sons ant et anc dans les phrases - Identifier les temps	- découverte, illustration, explication - production du premier jet, production du deuxième jet, correction, autoévaluation à partir des critères, - découverte	- Images, posters, album divers supports visuels - Images, posters, album divers supports visuels - Images, posters,	

				<p>simples de l'indicatif</p> <p>Conjuguer les verbes au passé composé.</p> <ul style="list-style-type: none"> - Distinguer les noms singuliers des noms pluriels 	<p>e, illustration, démonstration</p> <ul style="list-style-type: none"> - découverte, illustration, démonstration - découverte, illustration, démonstration 	<p>album divers supports visuels</p> <ul style="list-style-type: none"> - Images, posters, album divers supports visuels 	<h1>6</h1>
<p>3 Jeux individuel</p>	<p>- Compréhension et expression orale</p> <ul style="list-style-type: none"> - Compréhension écrite (lecture) (CE) <p>Vocabulaire</p> <ul style="list-style-type: none"> - Grammaire et 	<p>- Sports et loisirs</p> <ul style="list-style-type: none"> - Expression des sensations - Description - Famille de mots - Les temps 	<p>lexique : Sports, loisirs, jeux</p> <ul style="list-style-type: none"> - Lexique : sentiment, maladie, 	<p>Parler des verbes au passé composé</p> <ul style="list-style-type: none"> - Dire ce qu'on ressent 	<ul style="list-style-type: none"> - découverte, illustration, jeux de rôles etc - production du premier 	<ul style="list-style-type: none"> - Images, posters, divers supports visuels - Images, posters, divers 	

	conjugaison orthographe	verbaux simples. Les temps verbe aux composés. - Marque du nombre(s)	état général - Description (un lieu, une personne, un animal) - Famille de mots - Les temps verbaux simples (future simple) - Le passé composé. - Marque du nombre(s)	- Décrire un lieu, une personne, un animal, un objet - Regrouper les mots par familles, trouver les uns ou des mots de la même famille. Conjuguer les verbes au passé composé - Identifier les temps simples de	jet, production du deuxième jet, correction, autoévaluation à partir des critères, - découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation	supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels	
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				l'indicatif - Distinguer le nom singulier du pluriel.	- découverte, illustration, classement, systématisation		
4 Les jeux collectifs	- Compréhension et expression orale - Grammaire et conjugaison	- Sports et loisirs - Expression des sensations - L'imparfait de l'indicatif	- lexique : Sports, loisirs, jeux - Structure : jouer à, au, a, la, aimer faire - Lexique : sentiment, maladie, état général - Conjuguer les verbes à l'imparfait	- Parler des sports et loisirs. - #Dire ce qu'on ressent - Conjuguer les verbes à l'imparfait de l'indicatif - Appliquer (S., S.F, S.E) dans les situations	- découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation	- Images, posters, divers supports visuels - Images, posters, divers supports visuels	<h1 style="text-align: center;">3</h1>

			de l'indicatif - Evaluation et Remédiation	de la vie courante.			
1 Mois d'avril Centre d'intérêt : communication Définir la communication	- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe	- Expression des sensations - Sports et loisirs. - Textes incomplet - Les dictionnaires bilingues - Les verbes être et avoir aux temps simples de l'indicatif - Marque du nombre	Sports, loisirs, jeux - Structure générale : l'état générale (j'ai froid, j'ai chaud, j'ai mal à la tête, je suis triste) - Texte incomplet - Lexique en relation avec le centre d'intérêt	Parler des sports. - Dire ce qu'on ressent - Terminer une histoire, rédiger un texte cohérent, compléter une histoire - Utiliser le dictionnaire bilingue, développ	- découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation - découverte, illustration	- Images, posters, divers supports visuels - Images, posters, divers supports visuels - Images, posters, divers supports visuels	

			<ul style="list-style-type: none"> - Verbes être et avoir au présent de l'indicatif - Marque du nombre 	<ul style="list-style-type: none"> - er le goût de la lecture - Conjuguer les verbes être et avoir aux temps simples de l'indicatif - Distinguer les noms singuliers du pluriel 	<ul style="list-style-type: none"> - , classement, systématisation - découverte, illustration, classement, systématisation - découverte, illustration, classement, systématisation 	<ul style="list-style-type: none"> - visuels - Images, posters, divers supports visuels 	<h1>6</h1>
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<p>2 Différents moyens de la communication</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<p>Situation dans l'espace. - Localisation - Lecture de texte ouvert - Famille de mots - L'imparfait de l'indicatif - Révision des accords des adjectifs qualificatifs</p>	<p>Lexiques : lieux, bâtiments mes : structure grammaticales : au est ? comment aller à tout droite, à gauche, à droite - Localisation : lexique : le nom de lieux, les bâtiments, les rues - Structures grammaticales : je vais a/au,</p>	<p>Décrire un itinéraire. - Se situer dans l'espace - Dire où on va et d'où on vient - Développer le goût de la lecture - Trouver les mots avec le son ietit - Conjuguer les verbes à l'imparfait de l'indicatif</p>	<p>- Jeux de rôle, dramatisation, démonstration - Prelecture, lecture globale, lecture sélective, évaluation - découverte, illustration, classement, découverte, illustration, classement, découverte,</p>	<p>- Images, posters, supports visuels, marionnettes - Textes, textes illustres - Images, posters - Images, posters - Images, posters</p>	<p style="text-align: center; font-size: 48px;">6</p>
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			<p>a la..., je viens de, du, de la .</p> <ul style="list-style-type: none"> - Lecture d'un texte à partir du livre au programme - Les sons ie et it - L'imparfait de l'indicatif - Révision 		<p>illustration , classement,</p>		
<p>3 Les outils traditionnels de la communication</p>	<p>- Compréhension et expression orale - Compréhension écrite (lecture) (CE) - Vocabulaire - Grammaire et conjugaison - orthographe</p>	<ul style="list-style-type: none"> - Activités des hommes - Lecture des mots et phrases - Famille de mots - Les groupes verbaux - Marque du 	<ul style="list-style-type: none"> - Lexique : cultivateur , commerçant, forgeron, couturier - Lecture des textes divers 	<p>- Parler des verbes activités des hommes de sa localité</p> <ul style="list-style-type: none"> - Identifier les activités des 	<ul style="list-style-type: none"> - découverte, illustration , classement, - Prelecture, lecture globale, lecture 	<ul style="list-style-type: none"> - Images, posters - Images, posters - Images, posters, divers supports visuels - Images, 	

	<p>- Grammaire et conjugaison</p>	<p>nombre</p> <ul style="list-style-type: none"> - Activités des hommes. - Marques irrégulière du nombre. 	<ul style="list-style-type: none"> - Famille de mots lexique en relation avec les centres d'intérêt - Les verbes du deuxième groupe (finir, punir, sentir) - Marque du nombre - Structures grammaticales : on coupe les herbes avec une machette -Les verbes du 3^{eme} (tenir, venir, 	<p>hommes de sa localité</p> <ul style="list-style-type: none"> - Développer le goût de la lecture - Regrouper des mots par famille - Conjuguer convenablement les verbes du deuxième groupe au temps de l'indicatif - Ecrire les nombres correctement - Identifier 	<p>sélective, évaluation</p> <ul style="list-style-type: none"> - Observation, découverte, illustration, systématisation - Observation, découverte, illustration, systématisation - Observation, découverte, illustration, systématisation 	<p>posters, divers supports visuels</p> <ul style="list-style-type: none"> - Images, posters, divers supports visuels 	<h1>8</h1>
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			<p>sortir) groupes - Marques irrégulière du nombre (- x, - aux)</p>	<p>les activités des hommes de sa localité. Conjuguer les verbes du 3^{eme} group au temps de l'indicatif - Utiliser correcte ment quelque parque irrégulière du nombre.</p>	<p>- Observati on, découvert e, illustration , systematis ation</p>		
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<p>4 Les outils modern es de la commu nicatio n.</p>		-	- Evaluatio n de fin d'année et remédiati on	- Utilise3r une situation complexe pour résoudre un problème dans vie courante	- Observati on, découvert e, illustration , systématis ation	- Trois dans un - Bulletin	<p>1</p>
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RDBELT

MONTHLY SCHEME OF WORK FOR SOCIAL STUDIES

MONTH /PERIOD: 1

INTEGRATED LEARNING THEME:HISTORY, GEOGRAPHY, CITIZENSHIP; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	SOCIAL STUDIES	<ul style="list-style-type: none"> - History - Geography - Citizenship (civics), Moral education 	<ul style="list-style-type: none"> - Definition and types of history - Geography - The flag - Greetings 	<ul style="list-style-type: none"> - Define and name types of history - Define and state reasons for studying geography - Define colors and standing position when the flag is hoisted - Say how to greet 	<ul style="list-style-type: none"> - Pictures, flag, chart 	4
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics), Moral education 	<ul style="list-style-type: none"> - Nation of time - Weather and reason for studying weather - Greetings 	<ul style="list-style-type: none"> - Explain dates and periods in history - Define weather, give reasons for studying weather - Define colors and standing position when it is hoisted - To say how to greet 	<ul style="list-style-type: none"> - Pictures, charts 	3
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics and Human Rights) 	<ul style="list-style-type: none"> - The early man and his characteristics - Weather and elements - Administrative ruler - Children's rights 	<ul style="list-style-type: none"> - Say who the early man was and how he looked like - Listing and explaining weather elements - Name and identify administrative rulers - State the rights of a child 	<ul style="list-style-type: none"> - Charts, pictures, newspapers 	4

4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Tools and discoveries of the early man - Weather instruments - The National Anthem - Apologies - Revision/ Intergration activity and remediation 	<ul style="list-style-type: none"> - List the tools and discoveries of the early man - Fabricate some weather instruments - Sing the National Anthem correctly - Promote ethical value - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> - Pictures, real objects - Portfolios, broadsheets 	4
<p>MONTH /PERIOD: 2 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Migration in Cameroon - Clouds - Traditional rulers - Duties 	<ul style="list-style-type: none"> - Define migration and state its causes - List the types of and explain the characteristics of clouds - Identify and state functions of traditional ruler - State the duties of children to their parents 	<ul style="list-style-type: none"> - Observation - Pictures, charts 	4
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Effects of migration in Cameroon - Vegetation of Cameroon - Motto - Love 	<ul style="list-style-type: none"> - State the positive and negative effects of migration in Cameroon - Identify and state the vegetation of Cameroon - Say the motto of Cameroon correctly - Promote ethical values 	<ul style="list-style-type: none"> - Pictures, charts - Rulers - maps 	4
3		<ul style="list-style-type: none"> - History 	<ul style="list-style-type: none"> - The People of 	<ul style="list-style-type: none"> - Trace the ethnic groups 	<ul style="list-style-type: none"> - Map 	4

		<ul style="list-style-type: none"> - Geography - Citizenship (civics, Human rights) 	<ul style="list-style-type: none"> - Cameroon - The equatorial forest - Religious rulers - Notion of Human Rights 	<ul style="list-style-type: none"> - who first occupied Cameroon - State and explain the two types (mangrove and rainforest) - Identify and name religious rulers - Define Human Rights 	<ul style="list-style-type: none"> - Pencils, rulers - Pictures, charts 	
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - The arrival of Europeans in Cameroon - The tropical grassland - Revision / Integration activity/assessment and remediation 	<ul style="list-style-type: none"> - Narrate the arrival of Europeans in Cameroon and reasons - State and explain the three types (Sudan, Sahel and Guinea Savannahs) - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Charts, pictures - broadsheets 	2
MONTH /PERIOD: 3 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - The discovery and naming of Cameroon - Location of the types of vegetation - Administrative structure of a region - Human right abuse 	<ul style="list-style-type: none"> - Trace the process leading to the naming of Cameroon - Draw and locate the vegetation on the Cameroon map - Describe the administrative structure of a region - Describe Human Rights abuse 	<ul style="list-style-type: none"> - Charts, pictures - Maps 	4
2		<ul style="list-style-type: none"> - History 	<ul style="list-style-type: none"> - The Carthaginians 	<ul style="list-style-type: none"> - Narrate the arrival of the 	<ul style="list-style-type: none"> - Maps, charts, 	4

		<ul style="list-style-type: none"> - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Forest and its importance - The seal - Care 	<ul style="list-style-type: none"> - Carthaginians in Cameroon - define forest and its importance - Say what the seal is and importance of National Emblems - Practice ethical values 	<ul style="list-style-type: none"> - pictures 	
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - The exploration of Cameroon - Afforestation /Deforestation - Municipal elections - Sexual abuse 	<ul style="list-style-type: none"> - Explain how Europeans explored Cameroon - Define deforestation and its effects - Define and explain the electoral process - Say what sexual abuse means and its consequences 	<ul style="list-style-type: none"> - Pictures, charts 	4
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - More on exploration of Cameroon - The coat of arms - Obedience - Revision / Integration activity/assessment and remediation 	<ul style="list-style-type: none"> - Explain how Europeans explored Cameroon - Explain the importance of National Emblems - Practice ethical values - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Pictures, charts - Tests, quiz, portfolios, broadsheets 	3
<p>MONTH /PERIOD: 4 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - Religious movements in Cameroon 	<ul style="list-style-type: none"> - Define religion and name the various religious movements in Cameroon 	<ul style="list-style-type: none"> - Pictures, charts 	4

		(Civics, Human Rights)	<ul style="list-style-type: none"> - Soil and its types - Legislative elections - Drug abuse 	<ul style="list-style-type: none"> - Define soil and list its types - Define electoral process - Define, state types of drugs and its consequences 		
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Animism - Soil types and characteristics - The home - Honesty 	<ul style="list-style-type: none"> - Explain the origin and practice of animism in Cameroon - List soil types and their characteristics - State the rules and regulations of a home - Practice ethical values 	<ul style="list-style-type: none"> - Charts, real objects (soils) 	4
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - Islam and Christianity - Soil erosion and causes - Presidential elections - Peace 	<ul style="list-style-type: none"> - Explain the origin and founders of islam and Christianity. - Define soil erosion and its causes - Define presidential elections and explain the electoral process - Define and give its importance 	<ul style="list-style-type: none"> - Charts, real objects, pictures 	4
4		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - Islam and Christianity - Soil erosion and causes - Revision / integration activity/ assessment and remediation 	<ul style="list-style-type: none"> - Explain the origin and founders - Define soil erosion and its causes - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Charts, real objects, pictures - Broadsheets 	2

MONTH /PERIOD: 5

INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....

DOMAIN

ENVISAGED PROJECT

1		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - The German annexation of Cameroon - Prevention of soil erosion - The school - Appreciation 	<ul style="list-style-type: none"> - Explain the German annexation of Cameroon - Stating the means of preventing soil erosion - The rules and regulations of a school - Practice ethical values 	<ul style="list-style-type: none"> - Maps - Records, charts, pictures 	4
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - The German annexation of Cameroon - Occupation and its types - UNICEF - Peace and security 	<ul style="list-style-type: none"> - Explain why the Germans annexed Cameroon - Evaluate the contributions of some economic activities to development - Recognize national, international organizations that assist schools - Promote a culture of peace 	<ul style="list-style-type: none"> - Pictures, charts 	4
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Resistance to German annexation - Farming and types of farming - The community - Respect 	<ul style="list-style-type: none"> - Explain how German annexation was resisted in some areas of Cameroon - Show interest in subsistence activities - State the rules and regulations of the community - Practice ethical values 	<ul style="list-style-type: none"> - Pictures, charts 	4
4		<ul style="list-style-type: none"> - History - Geography 	<ul style="list-style-type: none"> - Collaboration - The community 	<ul style="list-style-type: none"> - State the collaboration of Cameroon with the 	<ul style="list-style-type: none"> - Pictures, charts - Quiz, portfolio, 	2

		- Citizenship (Civics)	- Revision / integration activity/ assessment and remediation	Germans - Define and state how it assist schools - Resolve conflict - Use K.S.A to solve daily life situation	broadsheets	
<p>MONTH /PERIOD: 6 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		- History - Geography - Citizenship (Civics, Human Rights)	- German administration in Cameroon - Livestock farming - UNESCO - Peace negotiation	- Explain how the Germans administered Cameroon - Show interest in subsistence activities - Define and state how it assisted schools - Resolve conflicts	- Pictures, charts	4
2		- History - Geography - Citizenship (civics, moral education)	- German treaties in Cameroon - Fishing (types and importance) - The state - Public property	- Explain the various treaties signed by the Germans and the Cameroon chiefs - Define fishing, state its types, state importance - Enumerate the rules and regulations of the state - Identify public property and use them correctly	-	4
3		- History - Geography - Citizenship (Civics, Human	- Role played by some Cameroonians in the pacification of	- Explain the roles played by these historic heroes in the pacification of Cameroon - Distinguish the three main	- Charts, pictures, real objects	4

		Rights)	<ul style="list-style-type: none"> - Cameroon - Transport and means of transportation - WFO - Act of reporting 	<ul style="list-style-type: none"> - types of transportation - Define WFO and state its assistance - Report all suspected acts, people and objects 		
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Role played by some Cameroonians in the pacification of Cameroon - The nuclear family - Volunteerism - Revision / integration activity/ assessment and remediation. 	<ul style="list-style-type: none"> - Explain the role played by these historic heroes - Name members of nuclear family, advantages/disadvantages - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Pictures, charts - Broadsheets 	3
MONTH /PERIOD: 7 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - Role played by some Cameroonians in the pacification of Cameroon - Means of water transport - WHO - Safety and security measures 	<ul style="list-style-type: none"> - Explain the role played by these historic heroes - Name and explain the various means of water transport - Definition and say how it assists schools - Practice safety and security measures 	<ul style="list-style-type: none"> - Charts, pictures 	4
2		<ul style="list-style-type: none"> - History - Geography 	<ul style="list-style-type: none"> - The First World War 	<ul style="list-style-type: none"> - Explain the causes of the First World War 	<ul style="list-style-type: none"> - Charts, pictures 	4

		<ul style="list-style-type: none"> - Citizenship (civics, moral education) 	<ul style="list-style-type: none"> - Means of air transport - The extended family - Volunteerism 	<ul style="list-style-type: none"> - Name and explain the various means of air transport - Name members of the extended family - Volunteer to work for the common good of the family and community 		
3		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics, Human Rights) 	<ul style="list-style-type: none"> - The First World War - Animal breeding/animal husbandry - Plan - National Organizations that Promote Peace 	<ul style="list-style-type: none"> - Explain the course and effects of the war in Cameroon - Define and name types of animal breeding and importance - Definition and importance - State the national peace organization that promote peace 	<ul style="list-style-type: none"> - Charts, statistics, pictures 	4
4		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics) 	<ul style="list-style-type: none"> - The partition of Cameroon - Major races in Africa (Bantu and Semi Bantu) - Road safety - evaluation and remediation 	<ul style="list-style-type: none"> - Explain how Cameroon was partitioned between Britain and France - To identify and describe the Bantus/Semi-Bantus - To name and say how to respect road safety regulations - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Pictures, maps - Broadsheets 	3
<p>MONTH /PERIOD: 8 INTEGRATED LEARNING THEME: HISTORY, GEOGRAPHY, CITIZENSHIP;sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN</p>						

ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics) 	<ul style="list-style-type: none"> - The partition of Cameroon - Major races in Africa (Nilo-Sudanese) - NGOS 	<ul style="list-style-type: none"> - Explain why Cameroon was partitioned - Describe Nilo-Sudanese people - Definition and importance 	<ul style="list-style-type: none"> - Pictures, maps 	3
2		<ul style="list-style-type: none"> - History - Geography - Citizenship (Civics) 	<ul style="list-style-type: none"> - The partition of Cameroon - Major races in Africa (Aki and Haoussa People) - Cameroon Regions and Headquarters 	<ul style="list-style-type: none"> - State the effects of the partition of Cameroon - Identify and describe the Haoussa people - Name regions and their headquarters 	<ul style="list-style-type: none"> - Pictures, charts 	3
3		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - The Mandate system in Cameroon - Major races in Africa (Borreros) - Revision 	<ul style="list-style-type: none"> - Explain Cameroon under the British Mandate - To identify and describe the Borrero people - General Revision 	<ul style="list-style-type: none"> - Pictures, revision charts 	3
4		<ul style="list-style-type: none"> - History - Geography - Citizenship 	<ul style="list-style-type: none"> - Revision - Major races in Africa (Fulanis) - End of year evaluation / remediation 	<ul style="list-style-type: none"> - Identify and describe the Fulani people from their features - Use complex problem situations to solve daily life problems 	<ul style="list-style-type: none"> - Broadsheets / report booklets 	2

MONTHLY SCHEME OF WORK FOR MONTHLY SCHEME OF WORK FOR

MONTH /PERIOD: 2

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

DOMAIN

ENVISAGED PROJECT

week subject	subject	components	UNIT/CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	NO OF LEARNING OUTCOMES
1	vocational studies	Home econs Agro pastoral Arts and crafts	<ul style="list-style-type: none"> - Needle work(equipment/materials) - Agricultural tools - Tools of a moulder 	Identify and state needle work equipment and materials Define and state agricultural tools Identify the various tools of a moulder and their maintenance <ul style="list-style-type: none"> - Real objects - real objects/chart 		3
2		Agro pastoral Home Economics Arts and Crafts	<ul style="list-style-type: none"> - Uses of some needlework equipment - Agricultural tools(rake) - Carpenter: tools and functions 	<ul style="list-style-type: none"> - State and use some need work equipment - Use cutlass and rake appropriately - Describe the functions of a carpenters 	Real objects	3
3		Agro pastoral Home Economics Arts and Crafts	<ul style="list-style-type: none"> - Needle work equipment and material - Agricultural tool(hoe) - Weaver 	<ul style="list-style-type: none"> - Care for needle work equipment - Uses the hoe appropriately to practice agriculture - Constitute a tool box of weaverand state their functions 	Charts Real objects	3

				-		
4		Agro pastoral Home Economics Arts and Crafts	<ul style="list-style-type: none"> - Pattern - Agricultural tool (digger) - Integration Activity/assessment and remediation 	<ul style="list-style-type: none"> - cut out pattern on paper - use the pig to practice agriculture - Use K.S.A to solve daily life situation - Broadsheets 	Paper, catalogue, magazines, pig axe broadsheets	2
MONTH /PERIOD: 2 INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		Home Economics Agro pastoral Arts and craft	<ul style="list-style-type: none"> - Stitches (running , temporal, chain , tacking) - Agricultural tool (spade) 	Define and state types of stitches and their uses. <ul style="list-style-type: none"> - Use the spade appropriately to practice agriculture - Constitute the tool box of sculptor and use them for minor maintenance 	Pictures Real; objects(stone wood, pain, sandpaper)	2
2		Home Econs Agro Pastoral Arts	<ul style="list-style-type: none"> - Stitches (running , temporal, chain , tracking) 	<ul style="list-style-type: none"> - Sew stitches on pieces of clothes - Use watering can appropriately to carry out agriculture - Definition , tools and function of the tools of a painter 	- Charts , real objects Watering can real objects(brush).	1
3			<ul style="list-style-type: none"> - Stitches/permanent(blanket, back , hemming, button holes) - Agricultural tools - moulding 	<ul style="list-style-type: none"> - Sew the various stitches on pieces of clothes - Care and maintain agricultural tools - Identify material used to produce objects. 	Pictures , real objects chart	3

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4		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Stitches /decorative run and fell , feather satin, French knot , chain cross - Agricultural tools - Carpentry - Integration activity, assessment and remediation 	<ul style="list-style-type: none"> - Sew the various stitches on pieces of clothes - Cleaning of agricultural tools - Identify and use materials to produce an object - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Charts - Detergents /lubricants - Real objects - broads heets 	3
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MONTH /PERIOD: 3
INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....
DOMAIN
ENVISAGED PROJECT

1		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Seam (run and fell , overlap - Gardening /farming - weaving 	<ul style="list-style-type: none"> - - define and state types of seams - Name different species of tree and flowers - Identify materials and use it to produce an object 	Charts Real objects/charts	3
2		Home/Econs Agro Pastoral	<ul style="list-style-type: none"> - Seams - Planting - Sculpting 	<ul style="list-style-type: none"> - State some uses of seam - Describe planting process and respect planting distance - Identify material sculpting and practice - Craftsman ship 	<ul style="list-style-type: none"> - Real objects (hoe, 	3

		Arts And Crafts			cutlass etc.)	
					- Wood , stone , paper, sandpaper, brush	
3		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Seams(plain , French) - Planting flowers - Materials for decoration 	<ul style="list-style-type: none"> - Sew seams on pieces of clothes - Plant flowers and respect planting and care for them - Identify and use materials for decoration to decorate the classroom 	<ul style="list-style-type: none"> - Needle work - Catalogue - Containers, hoe, flower - Toilet roll shell , thread 	3
4		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Seams (run and fell , overlap) - Gardening and farming - Weaving - Integration activity,assessment and remediation 	<ul style="list-style-type: none"> - Seam(run and fell - Planting tree - Identify weaving materials and use it to produce and object - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Clothes , catalogue - Trees, hoe , cutlass - Brush , bucket, 	3

					- foam - broads - heets	
MONTH /PERIOD: 4 INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Openings /fastening - Soil - Fabricating objects 	<ul style="list-style-type: none"> - Define and state types of openings - Define and state types of soils - Produce artistic objects(guitar, flute 	<ul style="list-style-type: none"> - real objects - sample s of soil - real objects (bamb oo, clay , paper) 	3
2	Vocational studies	Home Economics Agro – Pastoral Arts And Craft	<ul style="list-style-type: none"> - opening (box pleat) - soil enrichment - folding 	<ul style="list-style-type: none"> - sew different opening on pieces of clothes - identify various ways of preparing the soil for planting - fold papers to produce objects following dimensions 	Papers, ruler	3

3		Home Economics Agro – Pastoral Arts And Craft	<ul style="list-style-type: none"> - fastening - organic and inorganic manure - folding 	<ul style="list-style-type: none"> - define and state types of fastenings - state components of organic and inorganic manure and apply manure to enrich soil to boost plant growth - use leaves to fold objects following given dimensions 	hook and eye compost , dropping dung , fertilizer leaves	3
4		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - fastening - cutting shapes - integration activity/ assessment and remediation 	<ul style="list-style-type: none"> - fasten(hook and eye , zips on different clothes - cut different materials to produce varied shape - Use K.S.A to solve daily life situation 	Zip , hook and eye - manure - papers , scissor, cloth -Observation drill -Check list broad sheets.	2

MONTH /PERIOD: 5

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

DOMAIN

ENVISAGED PROJECT

		Home /Econs		define and state types of food		
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1		Agro Pastoral Arts And Crafts	Food and nutrition - Types of food - seed germination - cutting figures	- Plant seeds in containers to demonstrate the germination process. Cut different materials to produce varied figures	Real objects, charts. Seeds, containers (tyres) Papers , scissors, cloth	3
2 3		Home /Econs Agro Pastoral Arts And Crafts	- classes of food - types of seed germination - producing objects	- identify and state classes of food - name the different types of seed germination - use materials from the environment to produce different objects	- Food , chart, samples of food - Raffia branches , nails, saw , ropes, bamboo, cutlass	3
4		home /econs agro pastoral arts and crafts	- - Methods of cooking - Conditions for seed germination - Integration activity, assessment and remediation	- State and explain the different methods of cooking foods - Explain and state conditions favourable for seed germination - Use K.S.A to solve daily life situation	- Ports , water ,oil, frying pan, chopping boards - Broadshes etc.	2

MONTH /PERIOD: 6

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

DOMAIN ENVISAGED PROJECT						
1		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Types of foods - Planting seed - Preparing moulding paste (week 20 – 24) 	<ul style="list-style-type: none"> - Explain the importance of food to the body - Plant seeds and care for them in containers - Prepare moulding paste using the right qualities to mould object 	<ul style="list-style-type: none"> - Charts - Sticks, ropes, nails, hammer, cutlass, syringes, medicines 	3
2		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Food /fruits - Livestock/farming 	<ul style="list-style-type: none"> - Conserve food and fruits using different methods - Explain and identify types of livestock farming 	<ul style="list-style-type: none"> - Charts - Sticks , ropes, nails, hammer, cutlass, spyringe , medicine 	2
3		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Laying the table - Types of livestock 	Identify items used in laying the table Feed animals especially pig farming	<ul style="list-style-type: none"> - Spoons, cups, fork, mats , paper napkin - Food (grass, pig feed. 	2
4		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Laying the table - Types of stock (goat/sheep farming - evaluation and remediation 	<ul style="list-style-type: none"> - Lay the table Protect animals <ul style="list-style-type: none"> - Use K.S.A to solve daily life situation 	Table mats, plates, cups, water, Fence , syringe Medicine , thatches	2

MONTH /PERIOD: 7 INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		Home /Econs Agro Pastoral Arts And Crafts	-Types of meals -Cattle rearing - Mould figures (2weeks) (25 – 28)	-Define and state types of meals -Rear cattle in the locality -Prepare moulding paste using right quantities	Samples of assorted meals Grass Water, paper, clay	3

2		Home /Econs Agro Pastoral Arts And Crafts	- Balanced meal - Rabbit rearing	Define and state the importance of balanced meal Describe and rear rabbits	Examples of balanced meals Grass, vegetables,	2
3		Home /Econs Agro Pastoral Arts And Crafts	Laundry - Laundry materials and equipment - Snail farming	- Identify laundry materials and equipment - Feed and grow snails	- Iron , pegs, container water soap - Remains of food, vegetable , tyres	2

4		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Laundry materials and equipment(uses) - Fish farming - Integration activity and remediation 	<ul style="list-style-type: none"> - Use laundry materials and equipment - Protect and grow fish - Use K.S.A to solve daily life situation 	Real objects(soap, bucket, washing machine Water ,food Portfolio and broadsheets.	2
MONTH /PERIOD: 8 INTEGRATED LEARNING THEME: HOME; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		Home /Econs Agro Pastoral Arts And Crafts	House craft Household equipment (furniture) <ul style="list-style-type: none"> - Livestock product - Prepare moulding - Paste (week 29 -22) 	<ul style="list-style-type: none"> - Identify and manage household equipment - Identify products of poultry farming - Moulding shapes with the moulding paste 	<ul style="list-style-type: none"> - Furniture, bed, plate : cupboard - Eggs, feather 	3
2		Home /Econs Agro Pastoral Arts And Crafts	<ul style="list-style-type: none"> - Household equipment (kitchen utensils - Product of livestock farming (piggery) 	<ul style="list-style-type: none"> - Identify and manage household equipment - Identify products of pig farming 	<ul style="list-style-type: none"> - Pots, mortar and pistle, gas cooker - Pork , fats 	3

3		home /econs - agro pastoral - arts and crafts	-care of the sections (parlour, kitchen , veranda - product of livestock farming (cattle farming)	- care for different sections of the house Identify products of cattle farming -	- Milk, butter, beef -	3
4		Home /Econs Agro Pastoral Arts And Crafts	-agro –pastoral farming (importance of livestock farming) End of year assessment / remediation	- State the importance of livestock farming - Use complex problem situations to solve daily life problems	- Broadshets /report booklets	1

MONTHLY SCHEMES OF WORK FOR ARTS AND CRAFT

MONTH/PERIOD :1						
INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4...						
DOMAIN						
ENVISAGED PROJECT						
WEEK	SUBJECT	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	NUMBER OF LEARNING OUTCOMES
1		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Painting Materials • Dance:-Identification of some dance steps. 	<ul style="list-style-type: none"> • Identify painting materials • Care for painting materials • Identify various dance steps(traditional, artistic, gymnastic dance steps) 	<ul style="list-style-type: none"> • Paint brush, paints, masks, buckets, water. • Audio-visualaids. 	2
2		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Painting Materials • Dance steps 	<ul style="list-style-type: none"> • Identify painting materials • Care for painting materials • Reproduce dance steps from the North West Region 	<ul style="list-style-type: none"> • Audio-visualaids. 	2
3		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Painting Materials • Dance steps 	<ul style="list-style-type: none"> • Identify painting materials • Care for painting materials • Reproduce dance steps from the Littoral Region 	<ul style="list-style-type: none"> • Audio-visualaids. 	2
4		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Mixing colors • Dance step • Integration activity and remediation 	<ul style="list-style-type: none"> • Combine colors for painting • Reproduce dance steps from the South West Region <ul style="list-style-type: none"> - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> • Paints, masks, gloves • Audio-visualaids. • Checklists • broadsheets 	2

MONTH/PERIOD :2 INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4... DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Object to paint: Painting of arts works • Dance steps 	<ul style="list-style-type: none"> • Drawobject for painting • Paint object using appropriate color combinations • Appreciate beauty in painting • Reproduce dance steps from the Northern Region 	<ul style="list-style-type: none"> • Charts, paint brush, paints masks, gloves, buckets, water • Audio-visualaids. 	2
2		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Object to paint: Painting of arts works • Dance steps 	<ul style="list-style-type: none"> • Drawobject for painting • Paint object using appropriate color combinations • Appreciate beauty in painting • Reproduce dance steps from the Center/South Regions 	<ul style="list-style-type: none"> • Audio-visualaids. 	4
3			<ul style="list-style-type: none"> • Object to paint 	<ul style="list-style-type: none"> • Drawobject for painting 	<ul style="list-style-type: none"> • Charts, paint brush, 	2

		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • Painting of artworks • Dance steps 	<ul style="list-style-type: none"> • Paint object using appropriate color combinations • Appreciate beauty in painting • Reproduce dance steps West/East regions 	<ul style="list-style-type: none"> • paint masks, gloves, buckets, water. • Audio-visualaids. 	
4		<ul style="list-style-type: none"> • VISUAL ARTS • PERFORMING ARTS 	<ul style="list-style-type: none"> • objects to paint • painting of artworks • Dance steps • Integration activity and remediation 	<ul style="list-style-type: none"> - Drawobject for painting • Appreciate beauty in painting • Execute a foreign dance step(e.g. Waltz) <ul style="list-style-type: none"> - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> • Audio-visualaids. • Observation • Broadsheets 	2
MONTH/PERIOD :3 INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4... DOMAIN ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> • Object to paint • Painting of art Works • Music: Identification of traditional musical instruments 	<ul style="list-style-type: none"> • Drawobject to paint • Paintobject • Identify different traditional musical instruments 	<ul style="list-style-type: none"> • Charts, pictures, etc • Drums, flutes, piano, CDs, Gong, mouth organs, etc 	3
2			<ul style="list-style-type: none"> • Object to paint • Painting of artworks • Traditional musical instruments • Uses 	<ul style="list-style-type: none"> • DrawObjects to paint • Paintobjects • Explain the uses of the same traditional musical instruments 	<ul style="list-style-type: none"> • Drums, flutes, xylophone, gong, rattles 	4
3			<ul style="list-style-type: none"> • Object to paid 	<ul style="list-style-type: none"> • Drawobject for painting 	<ul style="list-style-type: none"> • Charts, paint, brush, etc 	3

			<ul style="list-style-type: none"> • Painting artworks • Modern musical instruments 	<ul style="list-style-type: none"> • Paint object with appropriate color combinations • Identify some modern musical instruments 	<ul style="list-style-type: none"> • Saxophone, piano, etc 	
4			<ul style="list-style-type: none"> • Object to paints • Painting art works • Modern musical instruments/Uses • Integration activity and remediation. 	<ul style="list-style-type: none"> • Draw object for painting • Explain the uses of some modern musical instruments • Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> • Piano, saxophone, CDs, etc 	3
<p>MONTH/PERIOD :4 INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4... DOMAIN ENVISAGED PROJECT</p>						
1			<ul style="list-style-type: none"> • Draw object for painting • Paint object with appropriate Musical instruments. 	<ul style="list-style-type: none"> • Draw object for painting • Appreciate beauty in a painting • Distinguish some traditional musical instruments from modern ones 	<ul style="list-style-type: none"> • Charts/pictures, paintbrush, paints, masks, gloves, etc. • Drums, piano, saxophone, gong, mouth organs, flutes 	2
2			<ul style="list-style-type: none"> • Draw object for painting • Paint object with appropriate • Play some traditional, musical instruments 	<ul style="list-style-type: none"> • Draw object for painting • Paint object using appropriate color combinations • Play some traditional instruments 	<ul style="list-style-type: none"> • Charts/pictures, paintbrush, paints, masks, gloves, etc. • Drums, piano, saxophone, gong, mouth organs, flutes 	3
3			<ul style="list-style-type: none"> • Photography 	<ul style="list-style-type: none"> • Discuss the importance of 	<ul style="list-style-type: none"> • Pictures, cameras, films. 	3

			<ul style="list-style-type: none"> • Importance of photography • Playing modern musical instruments 	<ul style="list-style-type: none"> • photography • Play some modern musical instruments 	<ul style="list-style-type: none"> • CDs, piano, organ(harmonica), etc 	
4			<ul style="list-style-type: none"> • Devices used in photography • Sol-fa notations (16-17) • Integration activity and remediation 	<ul style="list-style-type: none"> • Identify devices used in photography • Identify sol-fa notations • Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> • Pictures, cameras, smart phones, battery, films. • Sol-fa notations • Broadsheets 	2
MONTH/PERIOD :5 INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4... DOMAIN ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> • Types of photographs • Sol - fa notations 	<ul style="list-style-type: none"> • Identify different types of photos • Identify sol-fa notations 	<ul style="list-style-type: none"> • Pictures , sol-fa notations 	2
2			<ul style="list-style-type: none"> • Preservation of photographs • Sol-fa notes in descending and ascending order 	<ul style="list-style-type: none"> • Describe how to preserve photographs • Recite Sol-fa notes in descending and ascending order 	<ul style="list-style-type: none"> • Albums, Sol-fa notes, picture stands 	2
3			<ul style="list-style-type: none"> • Singing following Sol-fa notations • The camera 	<ul style="list-style-type: none"> • Sing a short song following Sol-fa notations • Use appropriate terms to describe the features of a camera : lenses, flash, zoom, film, memory card, etc 	<ul style="list-style-type: none"> • Song, lenses, flashes, zoom, film, memory card 	2
4			<ul style="list-style-type: none"> • Picture layout • Pitch and intonation 	<ul style="list-style-type: none"> • Describe a picture according to layout (portrait, 	<ul style="list-style-type: none"> • Picture, song • Broadsheets 	2

			<ul style="list-style-type: none"> • Integration activity, assessment and remediation 	<ul style="list-style-type: none"> landscape, etc). • Singing respecting pitch and intonation • Use K.S.A to solve daily life situation 		
MONTH/PERIOD :6 INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4... DOMAIN ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> • Snapping photos • Musical parts 	<ul style="list-style-type: none"> • Record outdoor events through photography • Sing song following parts (1,2,3,4) 	<ul style="list-style-type: none"> • Cameras, song 	2
2			<ul style="list-style-type: none"> • Snapping photos • Musical parts 	<ul style="list-style-type: none"> • Record indoor events through photography • Sing song following parts (1,2,3,4) 	<ul style="list-style-type: none"> • Song, cameras 	2
3			<ul style="list-style-type: none"> • Snapping photos • Musical parts • Songs with musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Practice photograph single object outdoor • Sing songs using musical instruments and sol-fa notations 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	3
4			<ul style="list-style-type: none"> • Snapping photos • Songs with musical instruments and sol-fa notations • Integration Activity, assessment and remediation 	<ul style="list-style-type: none"> • Practice photographing group picture outdoors • Sing songs using musical instruments and sol-fa notations <ul style="list-style-type: none"> - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. • Quiz, broadsheets. 	2

MONTH/PERIOD :7						
INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4...						
DOMAIN						
ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> • Snapping photos • Production of music 	<ul style="list-style-type: none"> • Practice photographing single objectindoors • Produce music and entertainment • Singlively and joyfully 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	2
2			<ul style="list-style-type: none"> • Snapping photos • Production of music 	<ul style="list-style-type: none"> • Practice photographing group pictureindoors • Produce music and entertainment • Singlively and joyfully 	<ul style="list-style-type: none"> • Cameras, song, piano, drum, flute, gong, etc. 	2
3			<ul style="list-style-type: none"> • ARCHITECTURE • The job of an architect • THEATRE/DRAMA • Writing short sketches 	<ul style="list-style-type: none"> • Identify the job of an architect • Write short sketches 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, filtpens • Customers, sketches, audio-visuals aids 	4
4			<ul style="list-style-type: none"> • Importance of architecture • Writingpoems <ul style="list-style-type: none"> - evaluation and remediation 	<ul style="list-style-type: none"> • List the importance of architecture • Write short poems <ul style="list-style-type: none"> - Use K.S.A to solve daily life situations 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, filt pens • Customers, sketches, audio-visuals aids • Broadsheets 	2
MONTH/PERIOD :8						
INTEGRATED LEARNING THEME:VISUAL ARTS, PERFORMING ARTS; sub theme 1..., sub theme 2..., sub theme 3..., sub theme 4...						
DOMAIN						
ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> • Materials of an 	<ul style="list-style-type: none"> • Identify materials used by 	<ul style="list-style-type: none"> • Chart/picture, stencils, 	2

			Architect <ul style="list-style-type: none"> • Recitation and dramatization of poems 	an architect <ul style="list-style-type: none"> • Recite poems and dramatize 	rulers, cardboard, pencils/pens, felt pens <ul style="list-style-type: none"> • Customers, sketches, audio-visuals aids 	
2			<ul style="list-style-type: none"> • Materials of an Architect • Acting 	<ul style="list-style-type: none"> • Identify materials used by an architect • Act roles following scripts (sketches) 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pens, felt • Customers, sketches, audio-visuals aids 	2
3			<ul style="list-style-type: none"> • House plans • Stage performance 	<ul style="list-style-type: none"> • Draw miniature house plans and houses • Appreciate the qualities of a beautiful house • Act roles following scripts (stage play) 	<ul style="list-style-type: none"> • Chart/picture, stencils, rulers, cardboard, pencils/pens, felt pens • Customers, sketches, audio-visuals aids 	2
4			<ul style="list-style-type: none"> • House plans • Stage performance (Dump show) • End of year assessment / remediation 	<ul style="list-style-type: none"> • Draw miniature house plans • Demonstrates silent stage performance • Use complex problem situations to Solve daily life problems 	<ul style="list-style-type: none"> • Broadsheets / report booklets 	2

MONTHLY SCHEME OF WORK FOR P.E & SPORTS

MONTH/PERIOD: 1

INTEGRATED LEARNING THEME: SPORTS

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	P.E AND SPORTS	<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Balancing - 4 by 20m - 40m 	<ul style="list-style-type: none"> - Definition of balancing and types of balancing - Cherish healthy competition - Run faster over a distance of 40m 	Flash cards, timers,	3
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	Define jumps, Define throws, Define team sports and gymnastics	<ul style="list-style-type: none"> - Definition of jumps , - throws , - team sports - gymnastics and their types 	Flash cards, flip charts	4
3		Movement -Relays <ul style="list-style-type: none"> - Sprints - Sprints - Gymnastics 	<ul style="list-style-type: none"> - importance of balancing - 4 by 20m - 40m - runs 	-State the importance of balancing -Cherish healthy competition -Run faster over a distance of 40m	Whistle, clappers, wood ash.	3
4		<ul style="list-style-type: none"> - Jumps - Throws 	<ul style="list-style-type: none"> - Identify/ jumps - Identify/throw - evaluation / remediation 	<ul style="list-style-type: none"> - Identify the tract and jump - IDENTIFY TO HANDLE AND THROW - Use K.S.A to solve daily life situation 	Whistle, ball, ropes Observation drill Broadsheets.	2

MONTH/PERIOD: 2

INTEGRATED LEARNING THEME:SPORT

DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - matching - 4 by 40 meters - 45 meters - Importance of sprints 	<ul style="list-style-type: none"> - Definition and importance of matching - Cherish healthy competition - Run faster over a distance of 45m 	Flash cards , sticks,	3
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sport 	<ul style="list-style-type: none"> - Rope jump - Steps used in carrying out throws - Methods used in carrying out team sports - Movements in different ways hands/legs 	<ul style="list-style-type: none"> - Run to cross over a rope - Show willingness to follow instructions - Follow the basic rules of a game - Move in different ways using hands and legs 	Ropes, ball , whistle , net	4
3		<ul style="list-style-type: none"> - Movements - Relay - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Steps in matching - 4 by 40 meters - 45 meters 	<ul style="list-style-type: none"> - Coordinate muscles and brain - Cherish healthy competition - Run faster over a distance of 45m 	Clappers, wood ash, water, bucket	3
4		<ul style="list-style-type: none"> - Jumps - Throws 	<ul style="list-style-type: none"> - Rules in rope jumps - 4 by 50 meters - Evaluation /remediation 	<ul style="list-style-type: none"> - Show willingness to follow rules - Cherish healthy competition - Use K.S.A to solve daily life situation - 	Ropes, sticks, clappers	3
MONTH/PERIOD: 3 INTEGRATED LEARNING THEME: SPORTS DOMAIN ENVISAGED PROJECT						

1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Galloping - touch and run, - 20metres 	<ul style="list-style-type: none"> - Define galloping - Take precautions in touch and run - Run faster over a distance of 20metres 	Whistle,	3
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Rules in rope jump - Throwing 40g handball 	<ul style="list-style-type: none"> - Show willingness to follow rules - identify a good position to throw - Respect rules in handball 	Ball, short put, whistle	3
3		<ul style="list-style-type: none"> - Movements - Relay - Sprints - Gymnastics 	<ul style="list-style-type: none"> - galloping - 4 by 60 meters - 50 meters 	<ul style="list-style-type: none"> - RULES in galloping - Cherish healthy competition - Run faster over a distance of 50m 	clappers, whistle	3
4		<ul style="list-style-type: none"> - Jumps - Throws 	<ul style="list-style-type: none"> - Rope jump - Rules in short put - Integration activity, assessment and remediation 	<ul style="list-style-type: none"> - Raise off the leg/hands and jump over the rope - Combine actions to manipulate and project objects - Use K.S.A to solve daily life situation 	Rope, short put, ball, whistle Broadsheets	2
MONTH/PERIOD: 4 INTEGRATED LEARNING THEME:SPORTS DOMAIN ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relay - Sprints - Gymnastics 	<ul style="list-style-type: none"> - Hopscotch - 4 by 60 meters - 55 meters 	<ul style="list-style-type: none"> - Develop equilibrium - Cherish healthy competition - Run faster over a distance of 55m 	clappers, whistle wood ash	3
2		<ul style="list-style-type: none"> - Jumps 	<ul style="list-style-type: none"> - Jumping on the 	<ul style="list-style-type: none"> - Raise off the legs with 	Balls, cylinders, sticks,	4

		<ul style="list-style-type: none"> - Throws - Team sports 	<ul style="list-style-type: none"> - same position - Short put - Position of each football player 	<ul style="list-style-type: none"> - hands up steadily - Combine actions to manipulate and project objects - Identify the position of each player in a football field - Use different postures to keep stability 	wood ash, sport wears	
3		<ul style="list-style-type: none"> - Movements - Relay - Sprints - Gymnastics 	<ul style="list-style-type: none"> - TYPES of hopscotch - 4 by 70 meters - 55 meters 	<ul style="list-style-type: none"> - Identify the types of hopscotch - Cherish healthy competition - Run faster over a distance of 55m 	Clappers, whistle, ropes	3
4		<ul style="list-style-type: none"> - Jumps - Throws 	<ul style="list-style-type: none"> - High jump - Throwing 40g - Integration activity, assessment and remediation. 	<ul style="list-style-type: none"> - Enumerate rules in high jump - Identify a good position to throw - Use K.S.A to solve daily life situation 	Ropes, weight, ball, whistles Broadsheets Portfolios	2

MONTH/PERIOD: 5						
INTEGRATED LEARNING THEME:SPORTS						
DOMAIN						
ENVISAGED PROJECT						
1		<ul style="list-style-type: none"> - Movements - Relays - Sprints 	<ul style="list-style-type: none"> - Hopscotch proper practical - 4 by 70m 	<ul style="list-style-type: none"> - Develop equilibrium - Develop a healthy and balanced body 	<ul style="list-style-type: none"> - Clappers, whistles, wood ash, water, bucket, towel 	4

		- Gymnastics	- Exercise before cartwheel - 60m	- Run faster over a distance of 60m - Move in different ways using hands, head and feet		
2		- Jumps - Throws - Team sports	- High jump - Short put (practical) - Volleyball	- Raise off the legs with hands up and jump over a rope - Combine actions to manipulate and project object - Define handball	- Rope - Short put ball, bucket, towel - Discuss	3
3		- Movements - Relays - Sprints - Gymnastics	- 4 by 80m - Forward roll	- Practice relay 4 by 80m - Show willingness to follow rules - Run faster over a distance of 60m - Develop a healthy and balanced body	- Buckets, costumes	4
4		- Jumps - Throws	- High jump - Short put (practical) - Integration activity, assessment and remediation.	- Raise off the legs with hands up and jump over a rope - Combine actions to manipulate and project objects - Use K.S.A to solve daily life situation	- Ball, rope, short put ball, whistle - Checklists - Observation drill - Broadsheets	2
MONTH/PERIOD: 6 INTEGRATED LEARNING THEME:SPORTS; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		- Movements - Relays - Sprints - Gyms	-4 by 80m - Positions in line picking - 55m - Rules in forward roll	- Show willingness to respect rules - Respect position in line picking - Run faster over a distance of 55m - Develop a healthy and balanced body	- Costumes - Buckets - Balls	4

2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - High jumps - Javelin (introduction) - Rules in basketball 	<ul style="list-style-type: none"> - Raise off legs with hands up and jump over a rope - Identify a good position to do throws - Show willingness to follow instruction 	<ul style="list-style-type: none"> - Ropes - Balls - Javelin 	3
3		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - 4 by 90m - 60m - Forward roll proper 	<ul style="list-style-type: none"> - Coordinate muscles and the brain - Practice relay 4 by 90m - Run faster over a distance of 60m - Use different postures to keep stability 	<ul style="list-style-type: none"> - Costumes 	4
4		<ul style="list-style-type: none"> - Jumps - Team sports 	<ul style="list-style-type: none"> - High jumps - Rules in table tennis - Integration activity, assessment and remediation. 	<ul style="list-style-type: none"> - Raise off the legs with hands up and jump over a rope - Show willingness to follow instructions - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Ropes - Balls - Broadsheets 	2

MONTH/PERIOD: 7

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

DOMAIN

ENVISAGED PROJECT

1		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Ballet - 4 by 90m - 55m - Backward roll 	<ul style="list-style-type: none"> - Cherish healthy competition in ballet - Practice relay 4 by 90m - Run faster over a distance of 55m - Definition of backward roll 	<ul style="list-style-type: none"> - Ropes - Balls - costumes 	4
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Long jump - Discuss - Table tennis proper 	<ul style="list-style-type: none"> - Raise up the legs with hands up and jump over the pit - Introduction and definition of discuss - Follow the basic rules in 	<ul style="list-style-type: none"> - Saw dust - Ball 	3

				handball		
3		<ul style="list-style-type: none"> - Movements - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Ballet - 4 by 100m - 60m - Backward roll (proper) 	<ul style="list-style-type: none"> - Coordinate muscles and the brain - Practice relay 4 by 100m - Run faster over a distance of 60m - Use different postures to maintain stability and cherish healthy competition 	<ul style="list-style-type: none"> - Wood ash - Sawdust 	4
4		<ul style="list-style-type: none"> - Throws - Team sports 	<ul style="list-style-type: none"> - Discuss - Lawn tennis <p>Integration activity, assessment and remediation.</p>	<ul style="list-style-type: none"> - Introduction and definition of discuss - Follow the basic rules in lawn tennis - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Saw dust, ball, discuss - Broadsheets 	2
<p>MONTH/PERIOD: 8 INTEGRATED LEARNING THEME:SPORTS; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		<ul style="list-style-type: none"> - Movement - Relays - Sprints - Gyms 	<ul style="list-style-type: none"> - Pacing calisthenics - 4 by 100m - 60m - Head balance 	<ul style="list-style-type: none"> - Introduction and definition pacing calisthenics - Practice relay 4 by 100m - Run faster over a distance of 60m - Practice head balance 	<ul style="list-style-type: none"> - Rings, bicycles, - Baton - Whistle, clappers 	4
2		<ul style="list-style-type: none"> - Jumps - Throws - Team sports 	<ul style="list-style-type: none"> - Long jumps - Discuss - Lawn tennis - Cricket 	<ul style="list-style-type: none"> - Jump over a given pit - Handel familiar objects of different weights - Identify the role of each player and play with mates 	<ul style="list-style-type: none"> - Pit, saw dust - Discuss - Tennis balls 	3
3- 4	REVISION/REMEDIATION AND EVALUATION			BROADSHEETS /REPORTBOOKLETS		

MONTHLY SCHEME OF WORK FOR NATIONAL LANGUAGE & CULTURES

MONTH/PERIOD: 1

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

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNITS / CONTENTS	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	N° OF LEARNING OUTCOME
1	NATIONAL LANGUAGE & CULTURES	<ul style="list-style-type: none"> - NATIONAL LANGUAGE - NATIONAL LANGUAGE 	<ul style="list-style-type: none"> - Listening /speaking - Customs 	<ul style="list-style-type: none"> - Name their languages and identify other languages in the community or subdivision - Identify elements of culture relate it to dressing and marriages 	<ul style="list-style-type: none"> - Pictures, chart, audio and videos - Traditional attires, objects, pictures 	2
2			<ul style="list-style-type: none"> - the palace / lamidad - dressing /marriages - other languages 	<ul style="list-style-type: none"> - identify elements of culture related to marriages and dressing 	<ul style="list-style-type: none"> - Traditional marriage attires and objects used during it - Audio and videos 	3
3			<ul style="list-style-type: none"> - Family - Letters of the general alphabet for Cameroonian Languages 	<ul style="list-style-type: none"> - Identify members of a nuclear and extended family - Complete missing syllable in words 	<ul style="list-style-type: none"> - Chart - Charts of words - Word cards - Flashcards 	2
4			<ul style="list-style-type: none"> - Letters of the general alphabet for Cameroonian 	<ul style="list-style-type: none"> - Complete missed syllable in words - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Observation drills - Checklist - Portfolio, broadsheets 	1

			Language - Evaluation /remediation			
MONTH/PERIOD: 2 INTEGRATED LEARNING THEME:NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1			- Members of extended family	- Use short sentences to tell where members of an extended family lies	- Audios and videos	1
2			- Polite forms: request and responses	- Use appropriate request and responses to address people		1
3			- Description of significant life event (birth)	- Use appropriate words to describe significant events, and draw lessons from life events - showing love for culture (births)		1
4			- Marriage - Love - Evaluation /remediation	- Use appropriate words to describe significant event like marriage. - Draw lessons from life events - Show love for culture - Use K.S.A to solve daily life situation	- Traditional drinks/dresses Traditional food - Portfolios - broadsheets	2
MONTH/PERIOD: 3 INTEGRATED LEARNING THEME:NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						

1 - 2			<ul style="list-style-type: none"> - Sketches - Based on contexts of the various ILTS 	<ul style="list-style-type: none"> - Act roles - Act sketches on various themes, and show love for culture (village) 	<ul style="list-style-type: none"> - Short sketches - Traditional costumes, pictures 	2
3			<ul style="list-style-type: none"> - Oral traditions (stories) 	<ul style="list-style-type: none"> - Recount short stories 	<ul style="list-style-type: none"> - Charts. Folk tales and songs, story books 	1
4			<ul style="list-style-type: none"> - Folk tales - Songs - Integration Activity and remediation 	<ul style="list-style-type: none"> - Narrates stories - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Charts/pictures - Folk tales and songs - broadsheets 	2
MONTH/PERIOD: 4 INTEGRATED LEARNING THEME: NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> - Sketches 	<ul style="list-style-type: none"> - Act roles and entertain people using other traditional activities 	<ul style="list-style-type: none"> - Traditional customs - pictures 	1
2			<ul style="list-style-type: none"> - Simple words with 2 or more syllables 	<ul style="list-style-type: none"> - Read two or more syllable words correctly 	<ul style="list-style-type: none"> - Letter and word cards 	1
3- 4			<ul style="list-style-type: none"> - Reading aloud - Short messages of two or more sentences - Integration Activity, assessment andremediatio 	<ul style="list-style-type: none"> - Read short messages of two or more sentences. Use appropriate words to describe pictures - Use K.S.A to solve daily life situation - 	<ul style="list-style-type: none"> - Letter and word cards. - Charts/pictures - Broadsheets 	1

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MONTH/PERIOD: 5 INTEGRATED LEARNING THEME:NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1			- Numbers from 1-50	- Read numbers from 1-50	- Number cards	1
2			- Picture reading	Use appropriate words to describe pictures	- charts - pictures - flashcards	1
3			- writing short messages of two or more sentences	- Write short messages of two or more sentences	- Print documents charts/pictures - Broadsheets	2
4			- writing simple words with 2 or more syllables - Integration Activity, assessment and remediation	- Write two or more syllable words correctly - Use K.S.A to solve daily life situation		
MONTH/PERIOD: 6 INTEGRATED LEARNING THEME:NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1-2			- Writing Numbers from 1-50	- Write numbers from 1-50	- Chart of numbers	1
3 - 4			- Parts of speech	- Use various parts of	- Letter and word	1

			(nouns, verbs adjectives) - Integration Activity, assessment and remediation	speech in sentences correctly - Use K.S.A to solve daily life situation	cards - Portfolio - broadsheets	
MONTH/PERIOD: 7						
INTEGRATED LEARNING THEME: NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....						
DOMAIN						
ENVISAGED PROJECT						
1-2			- Adverts - Short messages of two or more sentences	- Use various parts of speech in sentences correctly	- Pictures - Charts	1
3-4			- Dialogue and conversation - Integration Activity, assessment and remediation	- Handle a conversation in a national Language - Use K.S.A to solve daily life situation	- Pictures - Portfolio - broadsheets	1
MONTH/PERIOD: 8						
INTEGRATED LEARNING THEME: NATIONAL LANGUAGE; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4.....						
DOMAIN						
ENVISAGED PROJECT						
1			- simple words	- Read simple words correctly - Show interest in reading	- Print document	1
2			- Symbols of phonemes (GACL)	- show interest in reading	- Letter and word cards	2

3			<ul style="list-style-type: none"> - vocabulary months and season of the year 	<ul style="list-style-type: none"> - use new words in conversation 	<ul style="list-style-type: none"> - charts - resource persons 	
4			<ul style="list-style-type: none"> - Simple words drawn from integrated learning themes - End of year assessment /remediation 	<ul style="list-style-type: none"> - Show love for learning new words and Languages - Use complex problem situations to Solve daily life problems 	<p>Broadsheets / report booklets</p>	1

ROBELL

MONTHLY SCHEME OF WORK FOR ICT

MONTH/PERIOD: 1

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

DOMAIN

ENVISAGED PROJECT

WEEK	SUBJECT	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	NUMBER OF LEARNING OUTCOMES
1	ICT	Basic knowledge of computer and ICT tools	<ul style="list-style-type: none"> - Input and output devices - Importance of input and output devices 	<ul style="list-style-type: none"> - Define and differentiate input and output devices of a computer. - Explain the importance of components 	Reals objects, chart/pictures	2
2			<ul style="list-style-type: none"> - Operating system (window , Ubuntu (Linux) 	<ul style="list-style-type: none"> - Describe the functions of the operating systems 	Charts/pictures	1
3			<ul style="list-style-type: none"> - Importance of operating systems - Inbuilt components 	<ul style="list-style-type: none"> - Explain the importance of an operating systems - Define and describe the characteristics of computer inbuilt components 	<ul style="list-style-type: none"> - Tablet, laptops , desktop pictures 	2
4			<ul style="list-style-type: none"> - Inbuilt component - Integration Activity, assessment and remediation 	<ul style="list-style-type: none"> - Advice someone on the type of computer to buy - Use K.S.A to solve daily life situation 	Computers Portfolio broadsheets	1

WEEK	SUBJECT	COMPONENTS	UNIT/CONTENT	EXPECTED LEARNING OUTCOMES	TEACHING/LEARNING RESOURCES	NUMBER OF LEARNING OUTCOMES
MONTH/PERIOD: 2 INTEGRATED LEARNING THEME:ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1			<ul style="list-style-type: none"> - Inbuilt component - ICT devices 	<ul style="list-style-type: none"> - Manipulate inbuilt components of a computer - Define and name ICT devices 	computers	2
2			<ul style="list-style-type: none"> - ICT Devices that require software - Powering on/off 	<ul style="list-style-type: none"> - Select ICT Devices that require software to function - Demonstrate the process of powering on / off a device 	<ul style="list-style-type: none"> - Laptops , desktop , tablets - Telephone (mobile) 	2
3			<ul style="list-style-type: none"> - Mobile telephones - Tablets and computers 	<ul style="list-style-type: none"> - Use ICT devices that require software to function 	<ul style="list-style-type: none"> - tablets - telephones - computers 	2

4			<ul style="list-style-type: none"> - Importance of computers in a school. - Integration Activity, assessment and remediation 	<ul style="list-style-type: none"> - Explain the importance of computers in a school - Use K.S.A to solve daily life situation 	<ul style="list-style-type: none"> - Computers - Broadsheets 	1
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MONTH/PERIOD: 3 INTEGRATED LEARNING THEME: ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1 - 2			<ul style="list-style-type: none"> - Uses of the computer in a school and beyond - Uses of the keyboard 	<ul style="list-style-type: none"> - Use computers responsibly - Use special keys of a keyboard 	<ul style="list-style-type: none"> - Computers - keyboard 	2
3			<ul style="list-style-type: none"> - storage devices of a computer - shortcut keys 	<ul style="list-style-type: none"> - define and describe the storage devices of the computers - explain the importance of a shortcuts while using the computer 	Real objects	2
4			<ul style="list-style-type: none"> - The mouse - Functions of the mouse 	<ul style="list-style-type: none"> - identify parts of a mouse and their functions - use the mouse to scroll, select , cut 	<ul style="list-style-type: none"> - Mouse - Broadsheets 	2

			<ul style="list-style-type: none"> - Integration Activity, assessment and remediation 	<ul style="list-style-type: none"> and paste objects on the desktop - Use K.S.A to solve daily life situation 		
<p>MONTH/PERIOD: 4 INTEGRATED LEARNING THEME: ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT</p>						
1		ICT productivity tool	<ul style="list-style-type: none"> - word processor - inserting and spacing 	<ul style="list-style-type: none"> -define and type a short message into the computer Formatting a text 	Computer, keyboard	2
2			<ul style="list-style-type: none"> - headers, footers , bullets and numbering pages 	Formatting texts	computer	2
3			<ul style="list-style-type: none"> - sources of formation - citing sources of information 	<ul style="list-style-type: none"> - select credible sources of information - search information from reliable sources 	<ul style="list-style-type: none"> - internet - newspapers - television - radio - People. etc. 	2

				and respect privacy		
4		Integration Activity, assessment and remediation	- Use K.S.A to solve daily life situation	Broadsheets		

MONTH/PERIOD: 5 INTEGRATED LEARNING THEME: ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						
1		Internet and communication	<ul style="list-style-type: none"> - Web browser - Internet explorer - Maxilla Firefox - Google chrome - Safari - Netscape 	<ul style="list-style-type: none"> - Open a web browser software on the computer - Use web browsers to search for information 	Internet , computer	2
2			Using web addresses	Key in a web address	<ul style="list-style-type: none"> - Telephone - computer 	1
3			<ul style="list-style-type: none"> - moving from one web page to another 	<ul style="list-style-type: none"> - navigate from one web page to another using hyperlinks 	<ul style="list-style-type: none"> - computers 	1
4		Integration Activity, assessment and remediation	- Use K.S.A to solve daily life situation	Broadsheets		
MONTH/PERIOD: 6 INTEGRATED LEARNING THEME: ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT						

1			<ul style="list-style-type: none"> - obtaining information from webpages - recognize that web browsers information 	<ul style="list-style-type: none"> - use websites to obtain information - use only web browsers that search useful information 	ICT devices (telephones, tablets)	2
2			- social media (Facebook, whatsapp, messenger, imo) etc.	Create social media account and use social media responsibly	Computer , internet	1
3		- Basic notion of computational thinking	<ul style="list-style-type: none"> - Search / add contacts - Programming changing options Programming - 	<ul style="list-style-type: none"> - Searching and adding contacts in social media account. - communicate using social media and respect privacy / norms of an individual - Change costumes backdrops and the size of a sprite <p>More on programming</p> <ul style="list-style-type: none"> - 	- telephones	2
4			Integration Activity, assessment and remediation	- Use K.S.A to solve daily life situation	Broadsheets	

MONTH/PERIOD: 7

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

DOMAIN

ENVISAGED PROJECT

1		Health and safety measures and computers ethics	<ul style="list-style-type: none"> - Health and safety measures - Sitting position - Health problems 	<ul style="list-style-type: none"> - Adjust sitting position and keyboard height, use wrist rest - Use adjustable chair - Observe regular break - List the health problems that might affect the eyes while using the computer or sitting close to the screen of a television set 	2
2		-	<ul style="list-style-type: none"> - Dos and don'ts in using ICT tools - Ethical Norms 	ICT tools <ul style="list-style-type: none"> - Use ICT tools correctly while respecting the ethical norms put in place 	2
3			<ul style="list-style-type: none"> - Privacy - Tidy the computer and other ICT devices 	<ul style="list-style-type: none"> - Respect privacy of individual while using ICT devices - Observe regular breaks 	2

			while observing basic rules		
4			Integration Activity, assessment and remediation	<ul style="list-style-type: none"> - Use K.S.A to solve daily life situation - Broadsheets 	
MONTH/PERIOD: 8 INTEGRATED LEARNING THEME: ICT; sub theme 1....., sub theme 2....., sub theme 3....., sub theme 4..... DOMAIN ENVISAGED PROJECT					
1 -2			<ul style="list-style-type: none"> - Explain the importance of maintaining ict devices 	ICT Devices Chart	1
3			<ul style="list-style-type: none"> - Applying precautions 	Applying precautions when using ICT tools and complying with hygiene rules at all times	1
4			End of yearassessment /remediation <ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Use complex problem situations to Solve daily life problems 	Broadsheets / report booklets