

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Mathematics

Topics:

- ❖ Operations

Skills to be developed: Comparing, identifying, grouping, matching, discrimination, counting and numeracy

Methods to be used:

- ❖ Problem solving
- ❖ Discovery
- ❖ Questioning
- ❖ Group projects
- ❖ Discussion

Broad aims:

- ❖ To help learners to develop mathematical knowledge and skills.
- ❖ To help learners to lay a foundation for the learning of mathematics.
- ❖ To help learners to have an opportunity to experience and discover mathematical concepts such as the use of numbers, learning numbers and number concepts like matching, ordering, construction, sorting etc.
- ❖ To help learners understand and appreciate the role of mathematics across the curriculum.

Cross Cutting Themes: ICT, Financial literacy, Business enterprise

Teacher's Name: _____

WEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCIES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	RESOURCES	EVALUATION
15/05/26 WK 1 L1 TUE	OPERATIONS Addition of whole numbers up to 50 Adding up to 10	By the end of the lesson lnrs should be able to: Add numbers up to 10.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 64-65 Exercise 9.1	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces addition of whole numbers. 1: Tr gives an example of adding numbers up to 10. 2: Lnrs work on given a given task in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Counters Chalkboard illustration	
L2 WED	Adding up to 20	Add numbers up to 20.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 67 Exercise 9.2	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces adding numbers up to 20. 1: Tr gives an example of adding numbers up to 20. 2: Lnrs add given numbers up to 20 in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters Chalkboard illustration	
L3 THUR	Adding up to 50	Add numbers up to 50.	Visual skills Counting Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 68	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces adding numbers up to 50. 1: Tr gives an example of adding numbers. 2: Lnrs work on a given task in pairs. 3: Groups present their work.	Charts Counters	

			Finger dexterity	Exercise 9.3 pg 69	4. Individual written work. Conclusion: Revision of work.	Chalkboard illustration	
L4 FRI	Addition terms -Sum of numbers	Add and get sum of numbers	Visual skills Refinement of vocabulary Counting Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 70-71 Exercise 9.4	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces and explains the addition term sum. 1: Tr gives an example of using the addition term. 2: Lnrs use the introduced addition term to add numbers. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Counters Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
22/05/26 WK 2 L1 &2 MON	OPERATIONS Addition Using calculator	By the end of the lesson Lnrs should be able to: Demonstrate addition using a calculator	Visual skills Numeracy Auditory skills Finger dexterity	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 71 Exercise 9.5 pg 72	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces addition using a calculator. 1: Tr demo addition using a calculator. 2: In groups of four Lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Calculators ICT tools	
L3 TUE	Count on-number line	Count on numbers using a number line	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A - Grade 2 pg 26-27 Plus one pg 72 Exercise 9.6 pg 73	Assumed knowledge: Lnrs can count. Intro: Tr introduces and explains the term count on. 1: Tr gives examples of counting on numbers using a number line. 2: Lnrs use count on method to add numbers in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Number line Chalkboard illustration	

			Finger dexterity				
L4 WED	Addition stories	Solve addition stories.	Visual skills Counting Auditory skills Problem solving	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 73 Exercise 9.7 pg 74	Assumed knowledge: Lnrns can tell stories. Intro: Tr introduces addition using stories. 1: Tr gives an example of solving addition stories. 2: Lnrns work on a given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Counters Charts	
L5 THUR	Addition sign (+) .	Add numbers using the plus sign.	Visual skills Problem solving Counting Numeracy	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 67	Assumed knowledge: Lnrns can add numbers. Intro: Tr introduces plus sign. 1: Tr gives examples of adding numbers using a plus sign. 2: Lnrns add given numbers using plus sign in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters Chalkboard illustration	.
L6 FRID	Addition games	Demonstrate addition through playing games.	Visual skills Auditory skills Finger dexterity Problem solving	Mathematics Infant Syllabus ECD A - Grd 2 pg 26-27	Assumed knowledge: Lnrns play games. Intro: Tr introduces addition through playing games. 1: Tr demo how to play the addition game. 2: In fours Lnrns play the introduced game. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Outdoor ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
29/05/26 WK 3	OPERATIONS Addition	By the end of the lesson	Visual skills Numeracy	Mathematics Infant Syll ECD	Assumed knowledge: Lnrns can add numbers. Intro: Reciting “one two buckle my shoe”.	Charts Counters	

L1 & 2 MON	Addition terms- Make and total	learners shld be able to: Demonstrate addition using the terms make and total	Auditory skills Refinement of vocabulary	A - Grd 2 pg 26-27 Plus one pg 38 Exercise 5.1	1: Tr introduces and gives an example of adding numbers using additional terms. 2: Lnrs work in pairs on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer	Chalkboard illustration	
L3 TUE	Altogether	Solve addition problems using the term altogether.	Visual skills Counting Auditory skills Refinement of vocabulary	Mathematics Infant Syllabus ECD A - Grd 2 pg 26-27	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces the additional term. 1: Tr gives an example of adding numbers using the term. 2: Lnrs add given numbers using the introduced term in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters Chalkboard illustration	
L4 WED	Add	Write and solve addition problems using the word add	Visual skills Auditory skills Refinement of vocabulary	Mathematics Infant Syllabus ECD A - Grd 2 pg 26-27	Assumed knowledge: Lnrs can count up to 50. Intro: Tr explains on addition in words. 1: Tr use the term add to solve addition problems. 2: Lnrs work on a given task in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Counters Chalkboard illustration	
L5 THUR	Addition term- Plus and equal	Write and demonstrate addition using the words plus and equal.		Mathematics Infant Syllabus ECD A - Grd 2 pg 26-27	Assumed knowledge: Lnrs can add numbers. Intro: Tr explains on using plus and equal in addition. 1: Tr gives an example of using plus and equal. 2: Lnrs work on a given task in pairs. 3: Presentation of the groups. 4: Individual written work.	Charts Counters Chalkboard illustration	

					Conclusion: Questioning and answer.		
L6 FRID	Unit revision exercise	Answer at least three question of the assessment test correctly.	Finger dexterity Visual skills Auditory skills Counting	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 74-75	Assumed knowledge: Lnrs can answer questions. Intro: Recap on addition. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors learners. 4: Remedial and extension. Conclusion: Revision of the work.	Pencils Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
05/06/26 WK 4 L1 & 2 MON	OPERATIONS Subtraction (0-50) Subtraction within 10-crossing out	By the end of the lesson Lnrs shld be able to: To subtract numbers using cross out method.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 77 Exercise 10.1	Assumed knowledge: Lnrs can numbers. Intro: Reciting “makonye aitambira pazuva”. 1: Tr introduces and subtraction crossing out objects. 2: Lnrs work on a given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts Chalkboard illustration Counters	
L3 TUE	Count back	Count back numbers to solve subtraction problems.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 27 Plus one pg 78 Exercise 10.2	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces count back using a number line. 1: Tr gives examples of subtraction using a number line to count back. 2: In pairs Lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Counters Charts	

L4 WED	Subtraction within 20	Demonstrate subtraction of numbers within 20.	Visual skills Numeracy Counting Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 79 Exercise 10.3	Assumed knowledge: Lnrs can count up to 50. Intro: Lnrs count back numbers from 20 downwards. 1: Tr introduces subtraction up to 20. 2: In groups of four Lnrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Charts Counters	
L5 THUR	Difference between	Identify and find the difference between numbers	Visual skills Numeracy Auditory skills Refinement of vocabulary	Mathematics Infant Syllabus ECD A - Grd 2 pg 27 Exercise 10.4 pg 80	Assumed knowledge: Lnrs can count back numbers. Intro: Tr explains the term difference. 1: Tr gives an example of finding the difference between numbers. 2: In pairs Lnrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Chalkboard illustration Charts Counters	
L6 FRID	Subtraction within 50- Number line	Demonstrate subtraction using a number line of the numbers within 50.	Visual skills Counting Numeracy Auditory skills Finger dexterity	Mathematics Infant Syll ECD A - Grd 2pg 27 Plus one pg 80 Exercise 2.2 pg 23	Assumed knowledge: Lnrs can count. Intro: Reciting a number line up to 50. 1: Tr gives an example of subtracting numbers within the range of 50. 2: In pairs Lnrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Number line	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

12/06/26 WK 5 L1 & 2 MON	OPERATIONS Subtraction- Subtraction equation	By the end of the lesson lnrs shld be able to: Interpret and solve subtraction equation.	Visual discrimination Numeracy Refinement of vocabulary	Mathematics Infant Syll ECD A - Grd 2 pg 27 Exercise 10. 5 pg 81	Assumed knowledge: Lnrs can answer questions. Intro: Tr introduces and explains on subtraction equations. 1: Tr demo solving subtraction equations. 2: In pairs lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Number line Charts Counters	
L3 TUE	Subtraction using a calculator	Demonstrate subtraction using a calculator.	Visual discrimination Counting Numeracy Finger dexterity	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 82 Exercise 10.7	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr introduces subtraction using a calculator. 1: Tr demo subtraction using a calculator. 2: In groups of four lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Calculators ICT tools	
L4 WED	Subtraction stories	Identify and solve subtraction stories.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A - Grd 2 pg 25 Plus one pg 83 Exercise 10.8	Assumed knowledge: Lnrs can tell stories. Intro: Tr introduces subtraction using stories. 1: Tr gives an example of solving subtraction stories. 2: Lnrs work on a given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts Counters ICT tools	
L5 THUR	Subtraction sign (-)	Identify and count the number of	Visual skills Auditory skills Counting	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 24	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr introduces subtraction sign. 1: Tr gives examples of adding numbers using a subtraction sign. 2: Lnrs add given numbers using subtraction sign in pairs.	Charts Counters	

		objects in a given set.	Numeracy		3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.		
L6 FRID	Subtraction terms- Take away	Solve subtraction problems using the term take away	Visual skills Counting Auditory skills Refinement of vocabulary	Mathematics Infant Syllabus ECD A - Grd 2 pg 27	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr introduces and explains the subtraction term. 1: Tr gives an example of subtracting numbers using the term. 2: Lnrs subtract numbers using the introduced term in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/ LEARNING ACTIVITIES	RESOURCES	EVALUATION
19/06/26 WK 6 L1 & 2 MON	OPERATIONS Subtraction Using a calculator step by step	Use calculator to subtract numbers following instructions.	Visual skills Numeracy Auditory skills Finger dexterity	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 84	Assumed knowledge: Lnrs know ICT tools. Intro: Recap on subtraction using a calculator. 1: Tr demo subtraction using a calculator. 2: In pairs Lnrs use a calculator following given instructions. 3: Groups give feedback. 4: Individually Lnrs follow instructions to subtract numbers. Conclusion: Revision of work.	Calculators ICT tools	
L3 TUE	Missing number	Identify and fill in the missing number on subtraction problems.	Counting Visual skills	Mathematics Infant Syllabus ECD A - Grade 2 pg 27	Assumed knowledge: Lnrs can count numbers up to 50. Intro: Tr explains on missing number. 1: Tr gives an example of filling missing number. 2: In pairs Lnrs work on a given task. 3: Groups give feedback. 4: Individual written work.	Charts Chalkboard illustration Counters	

					Conclusion: Class discussion		
L4 WED	Minus and equal	Use minus and equal terms to solve subtraction problems	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syllabus ECD A - Grd 2pg 27	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr explains on using minus and equal in subtraction. 1: Tr gives an example of using minus and equal. 2: Lnrs work on a given task in pairs. 3: Presentation of the groups. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters Pencils	
L5 THUR	Subtraction games	Identify and demonstrate counting games.	Visual skills Counting Problem solving Auditory skills	Mathematics Infant Syllabus ECD A - Grd 2pg 27	Assumed knowledge: Lnrs play games. Intro: Tr introduces subtraction through playing games. 1: Tr demo a subtraction game. 2: In fours Lnrs play the introduced game. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Outdoor ICT tools	
L6 FRID	Unit revision exercise	Write and answer at least five questions of subtraction.	Numeracy Critical thinking	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 85	Assumed knowledge: Lnrs can answer questions. Intro: Recap on subtraction. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors learners. 4: Remedial and extension. Conclusion: Revision of the work.	Pencils Counters Chalkboard illustration	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

26/06/26 WK 7 L1 & 2 MON	OPERATIONS Multiplication - (product must not exceed 10) Multiplication by counting	Demonstrate multiplication by counting objects.	Visual skills Counting Auditory skills Finger dexterity	Mathematics Infant Syll ECD A-Grade 2 pg 27 Plus one pg 86 Exercise 11.1 pg 88	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces multiplication by counting. 1: Tr gives an example of multiplication by counting 2: In groups of four Lnrs work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Charts Counters	
L3 TUE	Multiplication sign (x)	Multiply numbers using a multiplication sign	Counting Numeracy	Mathematics Infant Syllabus ECD A – Grade 2 pg 27	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces multiplication sign. 1: Tr gives examples of multiplying numbers using a multiplication sign. 2: Lnrs find the product of given numbers using a multiplication sign in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Charts Counters	
L4 WED	Number line	Demonstrate multiplication using a number line.	Refinement of vocabulary Finger dexterity	Mathematics Infant Syll ECD A – Grd 2 pg 27 Plus one pg 88	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces multiplication using a number line 1: Tr demo skip counting on a number line. 2: In threes, Lnrs work on a given task 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Number line	
L5	Multiplication as repeated addition.	Demonstrate multiplication using a	Counting Numeracy	Mathematics Infant Syll ECD A-Grade 2 pg 27	Assumed knowledge: Lnrs can multiply numbers. Intro: Tr introduces multiplication as repeated addition. 1: Tr gives an example of repeated addition. 2: In pairs Lnrs work on a given task.	Charts Number line	

THUR		repeated addition.	Visual skills Auditory skills	Plus one pg 88 Exercise 11.2 pg 90-91	3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.		
L6 FRID	Unit revision exercise	Write and answer questions of the exercise correctly.	Counting Numeracy Finger dexterity	Mathematics Infant Syll ECD A – Grd 2 pg 27 Plus one pg 92-93	Assumed knowledge: Lnrs can answer questions. Intro: Recap on multiplication. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors learners. 4: Remedial and extension. Conclusion: Revision of the work.	Chalkboard illustration Counters Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
03/07/26 WK 8 L1 & 2 MON	OPERATIONS Division not exceed 10 Division by sharing equally.	By the end of the lesson Lnrs shld be able to: Identify and demonstrate division by sharing equally.	Visual discrimination Numeracy Counting Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 94-95 Exercise 12.1 pg 96	Assumed knowledge: Lnrs can share with friends. Intro: Tr introduces and explains on division. 1: Tr gives examples of sharing objects equally. 2: Lnrs share given objects equally in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Counters Locally available materials	
L3 TUE	Division stories	Interpret and demonstrate solving division stories.	Visual skills Numeracy Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 97	Assumed knowledge: Lnrs can tell stories. Intro: Tr introduces division stories. 1: Tr gives examples of solving division stories. 2: Learners work on a given task in pairs. 3: Groups give feedback. 4: Individual written work.	Chalkboard illustration Pencils Counters	

			Refinement of vocabulary	Exercise 12.1 pg 98	Conclusion: Revision of the lesson.		
L4 WED	Division sign ($\div$)	Solve division problems using a division sign	Visual skills Problem solving Finger dexterity	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 95	Assumed knowledge: Lnrs can share objects. Intro: Tr introduces a division sign. 1: Tr gives examples of using a division sign. 2: Lnrs work on a given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Chart Counters	
L5 THUR	Role play sharing	Demonstrate division through role play.	Visual skills Turn taking Auditory skills Team work	Mathematics Infant Syllabus ECD A – Grade 2 pg 28	Assumed knowledge: Lnrs can share things equally. Intro: Recap of the previous lesson. 1: Tr engages Lnrs in a division role play. 2: In groups of four Lnrs role play sharing. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Locally available materials	
L 6 FRID	Unit revision exercise	Write and answer questions on division correctly.	Visual discrimination Problem solving Finger dexterity	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 98-99	Assumed knowledge: Lnrs can answer questions. Intro: Recap on division. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors learners. 4: Remedial and extension. Conclusion: Revision of the work.	Chalkboard illustration Pencils Counters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
10/07/26	REVISION Addition	By the end of the lesson	Visual skills	Mathematics Infant Syll ECD	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces adding numbers up to 50.	Charts	

WK 9 L 1 & 2 MON	Adding up to 50	learners should be able to: Add numbers up to 50.	Counting Auditory skills Finger dexterity	A - Grd 2 pg 26-27 Plus one pg 68	1: Tr gives an example of adding numbers. 2: Lnrs work on a given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Counters Chalkboard illustration	
L 3 TUE	Count on-number line	Count on numbers using a number line	Visual skills Counting Auditory skills Finger dexterity	Mathematics Infant Syll ECD A - Grade 2 pg 26-27 Plus one pg 72	Assumed knowledge: Lnrs can count. Intro: Tr introduces and explains the term count on. 1: Tr gives examples of counting on numbers using a number line. 2: Lnrs use count on method to add numbers in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Number line Chalkboard illustration	
L 4 WED	Addition stories	Solve addition stories.	Visual skills Numeracy Auditory skills Problem solving	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 73	Assumed knowledge: Lnrs can tell stories. Intro: Tr introduces addition using stories. 1: Tr gives an example of solving addition stories. 2: Lnrs work on a given task in pairs. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools Counters Charts	
L 5 THUR	Addition sign (+) .	Add numbers using the plus sign.	Visual skills Problem solving Counting Numeracy	Mathematics Infant Syll ECD A - Grd 2 pg 26-27 Plus one pg 67	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces the plus sign. 1: Tr gives examples of adding numbers using the plus sign. 2: Lnrs add given numbers using plus sign in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters Chalkboard illustration	.

L 6 FRID	Addition games	Demonstrate addition through playing games.	Visual skills Auditory skills Finger dexterity Problem solving	Mathematics Infant Syllabus ECD A - Grd 2 pg 26-27	Assumed knowledge: Lnrs play games. Intro: Tr introduces addition through playing games. 1: Tr demo addition game. 2: In fours Lnrs play the introduced game. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Outdoor ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
17/07/26 WK 10 L 1 & 2 MON	OPERATIONS Subtraction equation	By the end of the lesson Lnrs shld be able to: Interpret and solve subtraction equation.	Visual discrimination Numeracy Refinement of vocabulary	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 81	Assumed knowledge: Lnrs can answer questions. Intro: Tr introduces and explains on subtraction equations. 1: Tr demo solving subtraction equations. 2: In pairs Lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Number line Charts Counters	
L 3 TUE	Count back	Count back numbers to solve subtraction problems.	Visual skills Counting Numeracy Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 27 Plus one pg 78	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces count back using a number line. 1: Tr gives examples of counting back using a number line. 2: In pairs Lnrs work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Number line Charts	
L 4	Subtraction stories	Identify and solve	Visual skills Counting	Mathematics Infant Syll ECD A - Grd 2 pg 25	Assumed knowledge: Lnrs can tell stories. Intro: Tr introduces subtraction using stories. 1: Tr gives an example of solving subtraction stories. 2: Lnrs work on a given task in pairs.	Charts Counters	

WED		subtraction stories.	Numeracy Auditory skills	Plus one pg 83	3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	ICT tools	
L 5 THUR	Subtraction sign (-)	Identify and count the number of objects in a given set.	Visual skills Auditory skills Counting Numeracy	Mathematics Infant Syll ECD A - Grd 2 pg 27 Plus one pg 24	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr introduces the subtraction sign. 1: Tr gives examples of adding numbers using a subtraction sign. 2: Lnrs add given numbers using subtraction sign in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters	
L 6 FRID	Subtraction terms- Take away	Solve subtraction problems using the term take away	Visual skills Counting Auditory skills Refinement of vocabulary	Mathematics Infant Syllabus ECD A - Grd 2 pg 27	Assumed knowledge: Lnrs can subtract numbers. Intro: Tr introduces and explains the subtraction term. 1: Tr gives an example of subtracting numbers using the term. 2: Lnrs subtract numbers using the introduced term in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Questioning and answer.	Charts Counters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
24/07/26 WK 11 L 1 & 2	REVISION Multiplication Multiplication by counting	Demonstrate multiplication by counting objects.	Visual skills Counting Numeracy	Mathematics Infant Syll ECD A-Grade 2 pg 27	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces multiplication by counting. 1: Tr gives an example of multiplication by counting 2: In groups of four Lnrs work on a given task. 3: Groups present their work.	Charts Counters	

MON			Auditory skills	Plus one pg 86	4: Individual written work. Conclusion: Revision of the work.		
L 3 TUE	Multiplication sign (x)	Multiply numbers using a multiplication sign	Counting Numeracy	Mathematics Infant Syllabus ECD A – Grade 2 pg 27	Assumed knowledge: Lnrs can add numbers. Intro: Tr introduces multiplication sign. 1: Tr gives examples of multiplying numbers using a multiplication sign. 2: Lnrs find the product of given numbers using a multiplication sign in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Charts Counters	
L 4 WED	Number line	Demonstrate multiplication using a number line.	Refinement of vocabulary Finger dexterity	Mathematics Infant Syll ECD A – Grd 2 pg 27 Plus one pg 88	Assumed knowledge: Lnrs can count up to 50. Intro: Tr introduces multiplication using a number line 1: Tr demo skip counting on a number line. 2: In threes, Lnrs work on a given task 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Number line	
L 5 THUR	Multiplication as repeated addition.	Demonstrate multiplication using a repeated addition.	Counting Numeracy Visual skills Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 27 Plus one pg 88	Assumed knowledge: Lnrs can multiply numbers. Intro: Tr introduces multiplication as repeated addition. 1: Tr gives an example of repeated addition. 2: In pairs Lnrs work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Number line	

L6 FRID	Assessment test	Count on to solve addition problems.	Visual skills Numeracy Counting	Mathematics Infant Syll ECD A-Grd 2 pg 26 Plus one pg 60-63	Assumed knowledge: Lnrs can count. Intro: Tr gives instructions on assessment test. 1: Lnrs write the test given by the tr. 2: Tr monitors Lnrs while Lnrs are writing. Conclusion: Revision of the assessment test.	Counters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
31/07/26 WK 12 L 1 & 2 MON	OPERATIONS Division not exceed 10 Division by sharing equally.	By the end of the lesson Lnrs shld be able to: Identify and demonstrate division by sharing equally.	Visual discrimination Numeracy Counting Auditory skills	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 94-95	Assumed knowledge: Lnrs can share with friends. Intro: Tr introduces and explains on division. 1: Tr gives examples of sharing objects equally. 2: Lnrs share given objects equally in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Counters Locally available materials	
L 3 TUE	Division stories	Interpret and demonstrate solving division stories.	Visual skills Auditory skills Refinement of vocabulary	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 97	Assumed knowledge: Lnrs can tell stories. Intro: Tr introduces division stories. 1: Tr gives examples of solving division stories. 2: Learners work on a given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Chalkboard illustration Pencils Counters	
L 4	Division sign ($\div$)		Visual skills Problem solving	Mathematics Infant Syll ECD	Assumed knowledge: Lnrs can share objects. Intro: Tr introduces a division sign. 1: Tr gives examples of using a division sign.	Chart	

WED		Solve division problems using a division sign	Finger dexterity	A-Grade 2 pg 28 Plus one pg 95	2: Lnrs work on a given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work	Counters	
L 5 THUR	Role play sharing	Demonstrate division through role play.	Visual skills Turn taking Auditory skills Team work	Mathematics Infant Syllabus ECD A – Grade 2 pg 28	Assumed knowledge: Lnrs can share things equally. Intro: Recap of the previous lesson. 1: Tr engages Lnrs in a division role play. 2: In groups of four Lnrs role play sharing. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion	Locally available materials	
L 6 FRID	Unit revision exercise	Write and answer questions on division correctly.	Visual discrimination Problem solving Finger dexterity	Mathematics Infant Syll ECD A-Grade 2 pg 28 Plus one pg 98-99	Assumed knowledge: Lnrs can answer questions. Intro: Recap on division. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors learners. 4: Remedial and extension. Conclusion: Revision of the work.	Chalkboard illustration Pencils Counters	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
07/08/26 WK 13 L1-4	REVISION Topics covered	By the end of the lesson Lnrs shld be able to: Answer questions from the topics covered.	Counting Numeracy Refinement of vocabulary Visual skills	Mathematics Infant Syllabus ECD A-Grade 2 25 Plus one pg 64-99	Assumed knowledge: Lnrs grasped the concepts. Intro: Tr introduces the lesson. 1: Tr demonstrates and gives examples. 2: group work activities. 3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Counters Number line Locally available materials	

MON- WED			Auditory skills				Charts	
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Science & Technology

Topics to be covered:

- ❖ Environmental Awareness And Conservation
- ❖ Tools, Equipment And Implements
- ❖ Energy And Fuels

Skills to be developed: Conservation, problem solving, classifying, observation, finger dexterity, logic and manipulative skills.

Methods to be used:

- ❖ Discussions
- ❖ Field trips
- ❖ Group projects
- ❖ Demonstrations

Broad aims:

- ❖ To help learners to lay a foundation of cultural practices, historical perspectives into science and technology education.
- ❖ To help learners to have an understanding of the learning area which will promote cultural appreciation in its diverse nature.

Cross Cutting Themes:

- ❖ Cultural diversity
- ❖ Environmental management
- ❖ Healthy and safety

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
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15/05/26 WK 1 L 1 & 2 TUE	ENVIRONMENTAL AWARENESS AND CONSERVATION Climate and weather Weather conditions	By the end of the lesson lnrshld be able to: Name and describe different weather conditions	Visual skills Team work Refinement of vocabulary Auditory skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 51 Plus one pg 82 Activity 13.1 Exercise 13.1	Assumed knowledge: Learners know a sun. Intro: Teacher explains on weather conditions. 1: Lnrsh state the weather condition of the day. 2: In pairs lnrsh name weather conditions shown on pictures. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pictures Weather wheel	
L3 & 4 WED	Clothing for different weather conditions	State and discuss about appropriate clothing for different weather conditions.	Auditory skills Refinement of vocabulary Visual skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 51 Plus one pg 84 Activity 13.2 pg 85	Assumed knowledge: Lnrsh know a sunny weather Intro: Recap on weather conditions. 1: Lnrsh name clothes they wear in different weather conditions 2: In fours lnrsh role play role play dressing up for different weather conditions using props. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Pictures Different clothes	
L 5 & 6 THUR	Seasons of the year	State and describe seasons of the year.	Visual skills Gross motor skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 51 Plus one pg 86 Activity 13.3	Assumed knowledge: Lnrsh know weather conditions. Intro: Lnrsh sing a song about seasons. 1: Lnrsh list the seasons they know. 2: In pairs lnrsh use a weather wheel to show summer and winter. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools	

L 7 & 8 FRID	Observation and recording weather	Observe and record weather using a weather wheel.	Auditory skills Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grade 2 pg 51 Plus one pg 87 Activity 13.4	Assumed knowledge: Lnrs know weather conditions. Intro: Recap on weather conditions. 1: Tr and Lnrs go outside the classroom. 2: In pairs, Lnrs observe and discuss about the weather outlook of the day. 3: Groups present their work. 4: Individually Lnrs draw a weather wheel. Conclusion: Class discussion.	ICT tools Weather wheel Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
22/05/26 WK 2 L 1 MON	ENVIRONMENTAL AWARENESS AND CONSERVATION Weather and climate Types of soil	By the end of the lesson Lnrs shld be able to: State and describe texture of different types of soil.	Visual skills Refinement of vocabulary Auditory skills Team work	Science & Tech Infant Syllabus ECD A-Grade 2 pg 54 Plus one pg 90 Activity 14.1	Assumed knowledge: Lnrs know soil. Intro: Tr explains on types of soil. 1: Lnrs name types of soil. 2: In groups of three Lnrs feel and describe texture of different soil. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Soil samples Charts Pictures	
L 2 & 3 TUE	Components of soil	Identify and discuss about components of soil.	Visual discrimination Refinement of vocabulary Auditory skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 91 Activity 14.2	Assumed knowledge: Lnrs know types of soil. Intro: Tr explains on components of soil. 1: Tr gives examples of components of soil. 2: In groups of three Lnrs fill a jar with water and soil to observe the layers of soil components. 3: Groups give feedback. 4: Individually Lnrs draw and label layers of soil. Conclusion: Revision of the lesson.	Pictures Charts Water Soil	

L 4 & 5 WED	Characteristics of soil	Identify and describe characteristics of soil.	Visual discrimination Auditory skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 92 Activity 14.3	Assumed knowledge: Lnrs know soil. Intro: Tr explains on characteristics of soil. 1: Tr gives examples of soil characteristics. 2: In groups of threes Lnrs experiment on water penetration using different types of soil. 3: Groups present their observations. 4: Individual written work. Conclusion: Class discussion.	Soil samples Charts ICT tools Water Containers	
L 6 & 7 THUR	Planting seeds	Demonstrate how to plant seeds in the soil.	Visual discrimination Team work Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 93 Activity 14.4	Assumed knowledge: Lnrs know plants. Intro: Tr explains on planting seeds. 1: Tr demo how to plant seeds. 2: In pairs Lnrs plant and water seeds in different types of soil. 3: Groups present their work. 4: Individually Lnrs explain the process of planting seeds. Conclusion: Class discussion.	Seeds Garden tools Water	
L 8 & 9 FRID	Unit revision exercise	Write and answer questions correctly.	Visual discrimination Finger dexterity	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 9.4	Assumed knowledge: Lnrs can write. Intro: Recap on types of soil. 1: Tr gives Lnrs an assessment test to write. 2: Lnrs write and answer given questions individually. 3: Teacher monitors. Conclusion: Revision of the work.	ICT tools Pictures Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
29/05/26	ENVIRONMENTAL AWARENESS	By the end of the lesson Lnrs	Visual discrimination	Science & Tech Infant Syllabus	Assumed knowledge: Lnrs know water. Intro: Tr explains on sources of water.	Charts	

WK3 L 1 MON	AND CONSERVATION Water Sources of water	should be able to: Identify and name sources of water.	Team work Refinement of vocabulary	ECD A-Grade 2 pg 52 Plus one pg 96 Activity 15.1	1: Lnrs name sources of water. 2: In groups of three Lnrs name sources of water shown on the pictures. 3: Groups present their work. 4: Individually Lnrs match names on flash cards to pictures. Conclusion: Class discussion.	Pictures ICT tools Flash cards	
L 2 & 3 TUE	Uses of water	State and discuss about uses of water.	Visual discrimination Team work Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 97 Activity 15.2	Assumed knowledge: Lnrs know water. Intro: Tr explains on uses of water. 1: Lnrs state uses of water. 2: In pairs Lnrs discuss about how they use water at home. 3: Groups present their work. 4: Individually Lnrs draw a picture showing one use of water. Conclusion: Class discussion.	Charts Pictures ICT tools	
L 4 & 5 WED	Importance of water conservation	State and discuss about the importance of water conservation.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 98 Activity 15.3	Assumed knowledge: Lnrs know uses of water. Intro: Tr explains on the importance of conserving water. 1: Lnrs list the importance of conserving water. 2: In groups of four, Lnrs discuss about how they save water at home and school. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Charts Pictures ICT tools	
L 6 & 7	Field trip to a water source	Visit a nearby source of water	Visual skills	Science & Tech Infant Syllabus	Assumed knowledge: Lnrs know a tap. Intro: Recap on sources of water. 1: Tr and Lnrs visit a nearby source of water.	Local environment	

THUR		and record their observation.	Refinement of vocabulary Auditory skills	ECD A-Grade 2 pg 52 Plus one pg 99 Activity 15.4	2: In groups of four lnrs discuss about how water is used by the community and record their observations. 3: Groups give feedback. 4: Individually state their observations. Conclusion: Class discussion.	ICT tools	
L 8 & 9 FRID	Unit revision exercise	Write and answer questions of the revision exercise.	Visual skills Refinement of vocabulary Finger dexterity	Science & Tech Infant Syllabus ECD A-Grade 2 pg 52 Plus one pg 100	Assumed knowledge: Lnrs know water. Intro: recap on sources of water. 1: Tr gives lnrs a revision exercise 2: Lnrs write and answer questions of the revision exercise. 3: Tr monitors. Conclusion: Revision of the work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
05/06/26 WK 4 L 1 MON	ENVIRONMENTAL AWARENESS AND CONSERVATION Minerals Common minerals	By the end of the lesson lnrs should be able to: Identify and name common minerals.	Visual discrimination Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 53 Plus one pg 102-103 Activity 16.1 pg 103	Assumed knowledge: Lnrs know charcoals. Intro: Tr explains on minerals. 1: Tr gives examples of minerals. 2: In pairs, lnrs name minerals shown on the pictures. 3: Groups give feedback. 4: Individually lnrs match pictures of minerals to their names using flash cards. Conclusion: Class discussion.	Charts Pictures ICT tools Flash cards	
L 2 & 3 TUE	Sources of minerals	State and discuss about sources of minerals.	Team work Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53	Assumed knowledge: Lnrs know jewellery. Intro: Recap on minerals. 1: Tr explains on sources of minerals. 2: In groups of four lnrs examine painted rock samples and point out which mineral may they contain.	Charts Pictures ICT tools	

			Visual skills	Plus one pg 104 Activity 16.2	3: Groups present their work. 4: Individual written work. Conclusion: Revision of the work.	Painted rocks	
L 4 & 5 WED	Importance of minerals	Discuss about the importance of minerals.	Visual skills Auditory skills Refinement of vocabulary Team work	Science & Tech Infant Syll ECD A-Grd 2 pg 53 Plus one pg 105 Activity 16.3 pg 106	Assumed knowledge: Lnrs know minerals. Intro: Recap on sources of minerals. 1: Tr asks Lnrs the importance of minerals. 2: Lnrs in pairs discuss about the importance of minerals and how they use them at home and school. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Pictures Videos Charts	
L 6 & 7 THUR	Land use Different uses of land	Identify and state different uses of land.	Auditory skills Team work Refinement of vocabulary Visual skills	Science & Tech Infant Syll ECD A-Grd 2 pg 53 Plus one pg 108-109 Activity 17.1 pg 110	Assumed knowledge: Lnrs know buildings. Intro: Tr introduces the lesson on land use 1: Lnrs state different uses of land 2: In pairs Lnrs sort cards to match land uses shown on pictures. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Pictures	
L 8 & 9 FRID	Importance of land	State and discuss about the importance of land	Auditory skills Refinement of vocabulary Team work	Science & Tech Infant Syll ECD A-Grd 2 pg 53 Plus one pg 111 Activity 17.3 pg 112	Assumed knowledge: Lnrs know land use Intro: Recap on uses of land. 1. Tr asks Lnrs the importance of land. 2. In pairs Lnrs discuss about the importance of land. 3. Feedback from the groups. 4. Individually Lnrs model clay creating a small neighbourhood. Conclusion: Question and answer.	Charts ICT tools Clay soil Water	

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
12/06/26 WK 5 L 1 MON	ENVIRONMENTAL AWARENESS AND CONSERVATION Environmental conservation Natural resources and their importance	By the end of the lesson learners shld be able to: Identify and list natural resources and state their importance.	Auditory skills Refinement of vocabulary Visual skills Team work	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53-54 Plus one pg 113-116 Activity 18.1 pg 115	Assumed knowledge: Lnrs know trees. Intro: Tr explains on natural resources. 1: Lnrs name pictures of natural resources. 2: In groups of fours, Lnrs discuss about the importance of natural resources. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Pictures	
L 2 & 3 TUE	Human impact on the environment	Identify and describe food that gives us proteins.	Auditory skills Refinement of vocabulary Turn taking Visual skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53-54 Plus one pg 116-117 Activity 18.2	Assumed knowledge: Lnrs know animals. Intro: Recap on natural resources. 1: Lnrs state human impact on the environment. 2: In groups of three Lnrs discuss about how littering and cutting trees harm the environment. 3: Feedback from the groups. 4: Individually Lnrs create a poster encouraging people to keep the environment clean. Conclusion: Class discussion.	Charts ICT tools	
L 4 & 5	Picking and disposing litter	Pick and demonstrate	Auditory skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53-54	Assumed knowledge: Lnrs know litter. Intro: Reciting “don’t throw rubbish everywhere”. 1: Tr explains on litter disposal	Charts Recyclable and non-	

WED		proper way of disposing litter.	Refinement of vocabulary	Plus one pg 117 Activity 18.3	2: In fours lnrs pick litter around the school and dispose into recyclable and non-recyclable bins 3: Groups give back. 4: Individually lnrs state recyclable and non-recyclable litter. Conclusion: Class discussion.	recyclable bins School premise	
L 6 & 7 THUR	Planting trees	Demonstrate the proper way of planting trees.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53-54 Plus one pg 118 Activity 18.4	Assumed knowledge: Lnrs know trees. Intro: Tr explains on planting trees. 1: Tr demo how to plant a tree. 2: In groups of four lnrs plant and water tree seedlings. 3: Groups present their work. 4: Individually lnrs state the importance of planting trees. Conclusion: Class discussion.	School garden Garden tools Tree seedlings Water	
L 8 & 9 FRID	Topic revision exercise	Write and answer questions of the revision exercise.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 53-54 Plus one pg 119-120	Assumed knowledge: Lnrs know their environment. Intro: Recap on environmental awareness and conservation. 1: Tr gives lnrs a revision exercise. 2: Learners write a revision exercise. 3: Tr monitors Conclusion: Revision of work.	Pencils Chalkboard illustration	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
19/06/26 WK 6 L 1	TOOL, EQUIPMENT AND IMPLEMENTS	Identify and name household tools.	Auditory skills Visual skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 54	Assumed knowledge: Lnrs know a cup. Intro: Tr explains on household tools. 1: Lnrs name household tools they know. 2: In pairs, lnrs discuss about uses of given household tools.	Pictures ICT tools	

MON	Household tools		Refinement of vocabulary	Plus one pg 121-122 Exercise 19.1	3: Groups give feedback. 4: Individually lnrs match household tools to their use. Conclusion: Class discussion.	Household tools Flash cards	
L 2 & 3 TUE	Garden tools	List and discuss about garden tools.	Auditory skills Refinement of vocabulary Visual skills	Science & Tech Infant Syll ECD A-Grd 2 pg 54 Plus one pg 123 Activity 19.2 pg 124	Assumed knowledge: Lnrs know a hoe. Intro: Tr explains on garden tools. 1: Lnrs name the garden tools they know. 2: In pairs, lnrs state the uses of garden tools on given pictures. 3: Groups give feedback. 4: Individually lnrs draw and label a garden tool. Conclusion: Class discussion.	ICT tools Pictures Charts Pencils	
L 4 & 5 WED	Importance of household and garden tools	Identify and state the importance of household and garden tools	Auditory skills Visual skills Refinement of vocabulary Team work	Science & Tech Infant Syll ECD A-Grd 2 pg 54 Plus one pg 124 Activity 19.4 pg 125	Assumed knowledge: Lnrs know garden tools. Intro: Recap on household and garden tools. 1: Tr asks lnrs to list dairy food. 2: In groups of four, lnrs role play baking and digging. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Kitchen utensils toys Models of gardening tools	
L 6 & 7 THUR	Modeling tools	Create a tool and explain its use showing creativity.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 54 Plus one pg 126 Activity 19.5	Assumed knowledge: Lnrs know tools. Intro: Recap on tools and implements. 1: Lnrs name the tools they know. 2: In pairs, lnrs help each other to create a tool. 3: Groups give feedback. 4: Individually lnrs explain the use of the tool they created.	Locally available materials Pictures Charts	

			Creativity		Conclusion: Class discussion.		
L 8 & 9	Unit revision exercise	Write and answer questions of the revision exercise.	Auditory skills Visual skills Finger dexterity	Science & Tech Infant Syllabus ECD A-Grade 2 pg 54 Plus one pg 127	Assumed knowledge: Learners know their environment. Intro: Recap on environmental awareness and conservation. 1: Tr gives Inrs a revision exercise. 2: Learners write a revision exercise. 3: Tr monitors Conclusion: Revision of work.	Pencils Chalkboard illustration	
FRID							
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
26/06/26	TOOLS, EQUIPMENT AND IMPLEMENTS	By the end of the lesson Inrs shld be able to:	Visual discrimination	Science & Tech Infant Syllabus ECD A-Grade 2 pg 54	Assumed knowledge: Learners know a stick. Intro: Tr explains on length. 1: Inrs name devices that are used to measure length. 2: In pairs, learners measure and compare length of a pencil and a book using a ruler. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures Rulers	
WK 7	Measuring devices	Identify and state length measuring devices	Auditory skills Refinement of vocabulary	Plus one pg 129 Activity 20.1			
L 1	Length						
MON							
L 2 & 3	Weight	Identify and name weight measuring devices.	Visual discrimination Auditory skills Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 130-131 Activity 20.2 pg 131	Assumed knowledge: Learners know a see saw. Intro: Tr explains on weight and measuring devices. 1: Inrs list devices used to measure weight. 2: In pairs, Inrs measure and compare weight of their school bag and a fruits using weighing scale. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures Charts See saw Scales	
TUE							

L 4 & 5 WED	Volume	Identify and state measuring devices used to measure volume	Visual discrimination Team work Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 55 Plus one pg 132 Activity 20.3	Assumed knowledge: Learners know a cup. Intro: Tr explains on volume and measuring devices. 1: Lnrs name devices used to measure volume 2: In pairs, Lnrs measure and compare volume of different containers. 3: Feedback from the groups. 4: Individual written work Conclusion: Revision of the lesson.	Pictures Different containers Water Charts	
L 6 & 7 THUR	Comparing lengths, weights and volume	Compare lengths, weights and volumes	Visual discrimination Refinement of vocabulary Team work	Science & Tech Infant Syllabus ECD A-Grade 2 pg 55 Plus one pg 133 Activity 20.4	Assumed knowledge: Lnrs know measuring devices. Intro: Tr explains on comparing lengths, weights and volume using measuring devices. 1: Lnrs name measuring devices they learnt. 2: In pairs, learners compare length, weight and volume of given things. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures Scales Measuring cups Rulers	
L 8 & 9 FRID	Unit revision exercise	Write and answer questions of the revision exercise.	Auditory skills Visual skills Finger dexterity	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 133-134	Assumed knowledge: Lnrs know a ruler. Intro: Recap on measuring devices. 1: Tr gives Lnrs a revision exercise. 2: Learners write a revision exercise. 3: Tr monitors Conclusion: Revision of work.	Pencils Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

06/03/26 WK 8 L 1 MON	TOOLS, EQUIPMENT AND IMPLEMENTS Digital devices	By the end of the lesson lnrs should be able to: Identify and name digital devices.	Auditory skills Team work Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 135-137 Activity 21.1 pg 137	Assumed knowledge: Lnrs know a cell phone. Intro: Tr explains on digital devices 1: Lnrs name digital devices they know. 2: In pairs lnrs discuss about the importance of digital devices. 3: Groups give feedback. 4: Lnrs draw one digital device and state its function. Conclusion: Revision of work.	Pictures Charts ICT tools Pencils	
L 2 & 3 TUE	Basic functions of digital devices	State and describe functions of different digital devices.	Visual discrimination Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 138 Activity 21.2 pg 138	Assumed knowledge: Learners know ICT tools. Intro: Recap on digital devices. 1: Tr asks lnrs functions of digital devices. 2: In groups of four lnrs discuss about how they use digital devices at home and school. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of work.	Digital devices Pictures Charts	
L 4 & 5 WED	Safe use of digital devices	Identify and explain safe use of digital devices.	Visual skills Team work Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 138 Activity 21.3 pg 139	Assumed knowledge: Lnrs know digital devices. Intro: Recap on functions of digital devices. 1: Tr explains on safe use of digital devices. 2: In pairs, lnrs demo safe use of digital devices. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Charts Digital tools	
L 6 & 7	Modeling digital devices	Create a model of a digital	Visual skills Creativity	Science & Tech Infant Syll ECD A-Grd 2 pg 55	Assumed knowledge: Lnrs know digital tools. Intro: Recap on device tools. 1: Lnrs state their favourite digital tool. 2: Tr demo creating a cell phone.	Charts	

THUR		device showing creativity.	Finger dexterity	Plus one pg 139 Activity 21.4	3: Lnrs create a model of a cellphone. 4: Displaying of work. Conclusion: Revision of work.	Locally available materials ICT tools	
L 8 & 9 FRID	Unit revision exercise	Write and answer questions of the assessment test.	Visual skills Auditory skills Finger dexterity	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 133-134	Assumed knowledge: Lnrs can answer questions. Intro: Recap on digital devices. 1: Tr gives Lnrs an assessment test. 2: Lnrs write and answer questions. 3: Remedial and extension. Conclusion: Revision of the work.	Pencils Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
03/07/26 WK 9 L1 MON	TOOLS, EQUIPMENT AND IMPLEMENTS Science and technology careers Career paths in science and technology	By the end of the lesson Lnrs should be able to: Identify and name different career paths in science and technology.	Visual skills Refinement of vocabulary Auditory skills Team work	Science & Tech Infant Syllabus ECD A-Grade 2 pg 55 Plus one pg 142-143 Activity 22.1 pg 143	Assumed knowledge: Lnrs have ambitions. Intro: Tr explains on career paths in science and technology. 1: Lnrs list careers in science and technology. 2: In pairs Lnrs name pictures of different careers. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pictures ICT tools	
L 2 & 3	Roles of science and technology professionals	State and discuss about roles of science	Visual discrimination	Science & Tech Infant Syllabus ECD A-Grade 2 pg 55	Assumed knowledge: Lnrs know careers. Intro: Recap on science and technology careers. 1: Lnrs state their favourite career.	Charts Pictures	

TUE		and technology professionals.	Refinement of vocabulary Auditory skills	Plus one pg 144 Activity 22.2	2: In pairs lnrs discuss about roles of different professionals 3: Feedback from the groups. 4: Individual written exercise. Conclusion: Class discussion.	ICT tools	
L 4 & 5 WED	Role play- Professionals	Role play dressing up and imitate professionals.	Visual skills Turn taking Refinement of vocabulary Auditory skills	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 138 Activity 22.3 pg 144	Assumed knowledge: Lnrs know a teacher. Intro: Reciting a poem about career. 1: Lnrs list professionals and their work. 2: In fives lnrs dress up and role play the professional of own choice. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Animal pictures Charts	
L 6 & 7 THUR	Visiting science and technology workplace	Visit and observe science and technology workplace.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 55 Plus one pg 145 Activity 22.4	Assumed knowledge: Learners know a nurse. Intro: Recap on science and technology careers. 1: Tr and lnrs visit a nearby science and technology workplace. 2: In groups of four lnrs record their observations. 3: Groups give feedback. 4: Individually lnrs write a unit revision exercise. Conclusion: Revision of work.	Pencils Note books Local science and technology workplace	
L 8 & 9 FRID	Topic revision exercise	Write and answer questions of a revision test.	Finger dexterity Visual skills Auditory skills	Science & Tech Infant Syll ECD A-Grd 2 pg 55 Plus one pg 147-148	Assumed knowledge: Lnrs can answer questions. Intro: Recap on tools, equipment and implements. 1: Tr gives lnrs an assessment test. 2: Lnrs write and answer questions. 3: Remedial and extension. Conclusion: Revision of the work.	Pencils Chalkboard illustration	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
10/07/26 WK 10 L1 MON	ENERGY AND FUELS Forms of energy and their uses Different forms of energy	By the end of the lesson learners shld be able to: Identify and name different forms of energy.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 56 Plus one pg 149-150 Activity 23.1 pg 151	Assumed knowledge: Learners know a sun. Intro: Tr explains on forms of energy. 1: Lnrs list forms of energy. 2: In pairs Lnrs discuss about forms of energy they use at home. 3: Groups give feedback. 4: Lnrs state sources of energy. Conclusion: Revision of the lesson.	ICT tools Charts Pictures	
L 2 & 3 TUE	Uses of energy	State and discuss about uses of energy	Auditory skills Visual skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 56 Plus one pg 151 Activity 23.2	Assumed knowledge: Lnrs know light energy. Intro: Recap on forms of energy. 1: Tr asks Lnrs the uses of energy. 2: In pairs Lnrs discuss about ways they use energy at home and school. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts Pictures ICT tools	
L 4 & 5 WED	Demonstrating forms of energy	Act out demonstrate forms of energy.	Auditory skills Refinement of vocabulary Team work	Science & Tech Infant Syll ECD A-Grd 2 pg 56 Plus one pg 152 Activity 23.3	Assumed knowledge: Lnrs know forms of energy. Intro: Recap on forms of energy 1: Tr demo heat energy. 2: In pairs Lnrs demo different forms of energy. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Pictures	

L 6 & 7 THUR	Types of fuel	Identify and name different types of fuel.	Visual skills Auditory skills Team work Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 56 Plus one pg 154-155 Activity 24.1	Assumed knowledge: Lnrs know firewood. Intro: Tr explains on fuel. 1: Lnrs name types of fuel they know. 2: In pairs Lnrs discuss about fuel they use at home. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Pictures ICT tools	
L 8 & 9 FRI	Uses of fuel	State and describe uses of fuel.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 56 Plus one pg 157 Activity 24.3	Assumed knowledge: Lnrs know fuel. Intro: Recap on types of fuel. 1: Tr asks Lnrs fuel used in their community. 2: In pairs Lnrs discuss about fuel used in their community. 3: Groups present their work. 4: Individually draw a picture showing uses of fuel. Conclusion: Revision of the work.	Food chain puzzles	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
17/07/26 WK 11 L1 MON	ENERGY AND FUELS Sources of energy	By the end of the lesson learners shld be able to: Identify and state sources of energy.	Auditory skills Refinement of vocabulary Team work	Science & Tech Infant Syll ECD A-Grd 2 pg 56 Plus one pg 159-161 Activity 25.1 pg 161	Assumed knowledge: Lnrs know a sun. Intro: Tr explains on sources of energy. 1: Lnrs name sources of energy. 2: In groups of fours, Lnrs discuss about sources of energy they use at home. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Pictures Charts ICT tools	

L2 & 3 TUE	Types of energy	Identify and discuss about types of energy	Auditory skills Refinement of vocabulary Turn taking	Science & Tech Infant Syll ECD A-Grd 2 pg 56 Plus one pg 161 Activity 25.2 pg 162	Assumed knowledge: Lnrs know solar panel. Intro: Tr explains on types of energy. 1: Lnrs list types of energy. 2: In pairs Lnrs discuss about how to use solar and hydropower. 3: Presentation of the groups. 4: Individually Lnrs draw a source of energy. Conclusion: Class discussion.	Pictures Charts ICT tools Pencils	
L4 & 5 WED	Renewable and non-renewable energy sources	Identify and name renewable and non-renewable energy sources.	Auditory skills Refinement of vocabulary Visual skills Team work	Science & Tech Infant Syllabus ECD A-Grade 2 pg 57 Plus one pg 162-163 Activity 25.3 pg 163	Assumed knowledge: Lnrs know firewood Intro: Tr explains on renewable and non-renewable energy sources. 1: Tr gives an example of renewable and non-renewable source of energy. 2: In pairs Lnrs play a sorting game to classify pictures of renewable and non- renewable energy sources 3: Groups give feedback. 4: Individually Lnrs write a unit revision exercise. Conclusion: Revision of the lesson.	Sorting tray Pictures Charts ICT tools	
L6 & 7 THUR	Energy conservation Ways of conserving energy	State and describe ways of conserving energy.	Auditory skills Visual skills Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 57 Plus one pg 165-166 Activity 26.1 pg 168	Assumed knowledge: Learners know a bulb. Intro: Tr explains on energy conservation. 1: Lnrs list ways of conserving energy 2: In pairs Lnrs list ways they conserve energy at home. 3: Feedback from the groups. 4: Individually Lnrs match pictures of activity to its energy saving energy. Conclusion: Revision of the lesson	Pictures ICT tools Charts	

L 8 & 9 FRID	Importance of conserving energy	List and discuss the importance of energy.	Visual skills Auditory skills Refinement of vocabulary	Science & Tech Infant Syll ECD A-Grd 2 pg 57 Plus one pg 167 Activity 26.3 pg 168	Assumed knowledge: Lnrs know sources of energy. Intro: Tr explains on importance of energy. 1: Lnrs state how they conserve energy at home. 2: In pairs Lnrs discuss about the importance of conserving energy at home and school. 3: Feedback from the groups. 4: Individually Lnrs demo turning on and off lights and unplugging devices after use. Conclusion: Revision of the lesson	Pictures Charts ICT tools	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
31/07/26 WK 12 L 1 & 2 MON	ENERGY AND FUELS Creating energy saving posters	By the end of the lesson Lnrs shld be able to: Create energy saving posters showing creativity.	Visual skills Auditory skills Refinement of vocabulary Creativity	Science & Tech Infant Syll ECD A-Grd 2 pg 57 Plus one pg 168 Activity 26.4 pg 168	Assumed knowledge: Lnrs know sources of energy Intro: Recap of conserving energy. 1: Tr demo how to create energy saving poster. 2: In groups of three Lnrs help each other to create a poster. 3: Groups present their work. 4: Displaying of work. Conclusion: Revision of the lesson.	Locally available materials Charts Pencils	
L 2 & 3 TUE	Renewable energy technologies	Identify and name renewable energy technologies	Visual skills Auditory skills Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 58 Plus one pg 170-171	Assumed knowledge: Lnrs know a solar panel. Intro: Tr explains on renewable energy technology. 1: Tr gives an example of renewable energy technology. 2: In groups of threes Lnrs name pictures of renewable energy technology. 3: Groups present their work.	Pictures Charts ICT tools Solar panels	

				Activity 27.1 pg 173	4: Individually lnrs match technology to its renewable energy. Conclusion: Class discussion.		
L 4 & 5 WED	How renewable energy technology work	State and describe how renewable technology work.	Auditory skills Team work Refinement of vocabulary Visual skills	Science & Tech Infant Syll ECD A-Grd 2 pg 58 Plus one pg 172 Activity 27.2 pg 173	Assumed knowledge: Lnrs know renewable energy technology. Intro: Lnrs list renewable energy technology. 1: Tr demo how to make a solar panel 2: Lnrs create a model of a solar panel. 3: Tr monitors and assists lnrs. 4: Lnrs explain how a solar panel works. Conclusion: Class discussion.	ICT tools Charts Pictures Solar panel	
L 6 & 7 THUR	The impact of renewable energy on communities	State and discuss about the impact of renewable energy communities.	Auditory skills Team work Refinement of vocabulary Visual skills	Science & Tech Infant Syllabus ECD A-Grade 2 pg 58 Plus one pg 28	Assumed knowledge: Lnrs know renewable energy. Intro: Recap on renewable energy. 1. Tr asks lnrs the impact of renewable energy on communities. 2. In pairs lnrs discuss about the impact of renewable energy on communities. 3. Feedback from the groups. 4. Individual written work. Conclusion: Question and answer.	Pictures Charts ICT tools	
L 8 & 9 FRID	Topic revision exercise	Write and answer questions of the revision exercise.	Auditory skills Visual skills Finger dexterity	Science & Tech Infant Syll ECD A-Grd 2 pg 58 Plus one pg 173 Activity 27.3 pg 174	Assumed knowledge: Lnrs know types of energy. Intro: Recap on types of energy. 1: Tr gives lnrs a revision exercise. 2: Lnrs write and answer questions of a revision exercise. 3: Tr monitors. Conclusion: Revision of the work.	Chalkboard illustration Charts Pencils	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
07/08/26 WK 13	<u>REVISION</u> Topics covered	By the end of the lesson learners shld be able to: Answer questions from the topics covered.	Auditory skill Visual skills Team work Refinement of vocabulary	Science & Tech Infant Syllabus ECD A-Grade 2 pg 51-58 Plus one pg 81-177	Assumed knowledge: Lnrs grasped concepts. Intro: Tr introduces the lesson. 1: Tr gives examples. 2: Group work activities. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	Pictures Charts ICT tools Locally available materials	

Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: PE & Arts

Topics:

- ❖ Play and Game Skills
- ❖ Creative Processes And Performances

Skills to be developed: Conservation, problem solving, classifying, observation, finger dexterity, logic and manipulative skills.

Methods to be used

- ❖ Discussions
- ❖ Group projects
- ❖ Demonstrations

Broad aims

- ❖ To help learners to lay a foundation of cultural practices, historical perspectives into science and technology education.
- ❖ To help learners to have an understanding of the learning area which will promote cultural appreciation in its diverse nature.

Cross Cutting Themes

- ❖ Cultural diversity
- ❖ Environmental management
- ❖ Healthy and safety

Teacher's Name: _____

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
15/05/26 WK 1 TUE L1 & 2	PLAY AND GAME SKILLS Coordination skills Basic concepts of coordination skills	By the end of lesson Lnrs shld be able to: Demonstrate basic concepts of coordination skills.	Visual skills Refinement of vocabulary Auditory skills	PE & Arts infant Syll ECD A – Grd 2 Pg 42 Plus one pg 85-86 Activity 10.1	Assumed knowledge: Lnrs can throw and catch the ball. Intro: Tr explains on basic concepts of coordination. 1: Tr demo juggling two balls while Lnrs observe. 2: In threes Lnrs juggling two balls taking turns. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson.	ICT tools Outdoor Tennis balls Pictures	
 WED L 3 & 4	Weight transfer- sack race	Perform weight transfer in weight bearing activities.	Refinement of vocabulary Auditory skills Visual skills	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 87 Activity 10.2 pg 88	Assumed knowledge: Lnrs can run. Intro: Tr introduces sack race. 1: Tr demo sack race. 2: In fours, Lnrs perform sack race. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson	PE & Art area Outdoor Sacks	
 THUR L 5 & 6	Skills of coordination-bouncing the ball	Perform different tasks at varied speed.	Auditory skills Refinement of vocabulary Visual skills	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 88 Activity 10.3	Assumed knowledge: Lnrs can throw the ball. Intro: Lnrs list bouncing ball games. 1: Tr demo bouncing the ball. 2: In pairs, Lnrs practice bouncing the ball taking turns. 3: Presentation of the groups. 4: Individual demonstration. Conclusion: Class discussion.	PE & Art area Outdoor Balls	
 FRID L 7 & 8	Unit revision exercise	Write and answer questions of	Visual skills Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 42	Assumed knowledge: Lnrs can throw and catch the ball. Intro: Recap on coordination skills. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write the revision exercise.	PE & Art area	

		the revision test	Finger dexterity Critical thinking	Plus one pg 89	3: Tr monitors. Conclusion: Revision of work.	Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
22/05/26 WK 2 MON L 1 & 2	PLAY AND GAME SKILLS Sending, receiving and travelling Proper sending skills- throwing the ball	By the end of lesson learners shld be able to: Demonstrate proper ways of throwing the ball.	Visual skills Turn taking Team work Auditory skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one page 91 Activity 11.1	Assumed knowledge: Lnrs know a ball. Intro: Tr explains on sending skills. 1: Tr demo throwing a ball to a partner. 2: In pairs Lnrs throw the ball taking turns. 3: Presentation of the groups. 4: Individually demonstration. Conclusion: Class discussion.	PE & Art area Balls Outdoor Pictures	
TUE L 3 & 4	Kicking the ball	Demonstrate kicking the ball using the inside, outside and top of the foot.	Visual skills Team work Turn taking Auditory skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 92 Activity 11.2	Assumed knowledge: Lnrs can throw a ball. Intro: Tr explains on kicking skills. 1: Tr demo kicking the ball to a partner using the inside, outside and top of the foot. 2: Lnrs practice kicking the ball in pairs. 3: Feedback from the groups. 4: Individually Lnrs demonstration. Conclusion: Class discussion	Outdoor Balls ICT tools Pictures	
WED L 5 & 6	Sending skills using apparatus- cricket bat	Demonstrate throwing using a cricket bat to	Visual skills Turn taking Team work	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42	Assumed knowledge: Lnrs can throw a ball. Intro: Tr explains on sending skills using apparatus. 1: Tr demo hitting a cricket ball using a cricket bat. 2: In pairs, Lnrs practice hitting the cricket ball as demonstrated by the teacher.	Pictures ICT tools Outdoor	

		hit a cricket ball.	Finger dexterity	Plus one pg 92 Activity 11.3	3: Presentation of the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Cricket balls and bats	
THUR L 7 & 8	Receiving skills- chest level ball	Demonstrate receiving a ball using hands at chest level.	Visual skills Turn taking Team work Finger dexterity	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 93 Activity 11.4	Assumed knowledge: Lnrs can catch the ball. Intro: Tr explains on receiving a ball at chest level. 1: Tr demo receiving a ball at chest level. 2: In pairs, Lnrs practice receiving the ball at chest level. 3: Presentation of the groups. 4: Individual demonstration. Conclusion: Class discussion.	Outdoor Pictures Balls ICT tools	
FRID L 9 & 10	Receiving a high ball	Demonstrate throwing and catching a high ball on their own	Visual skills Turn taking Auditory skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 93	Assumed knowledge: Lnrs can throw and catch the ball. Intro: Tr explains on receiving a high ball. 1: Tr demo throwing and catching the high ball to oneself 2: In pairs Lnrs practice throwing and catching a high ball on their own taking turns. 3: Groups presentation. 4: Individual demonstration. Conclusion: Class discussion	Pictures Outdoor Balls ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
29/05/26 WK 3 MON	PLAY AND GAME SKILLS Sending, receiving and travelling	By the end of lesson learners shld be able to: Demonstrate receiving a ball	Auditory skills Refinement of vocabulary Visual skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 94	Assumed knowledge: Lnrs can catch a ball. Intro: Tr explains on receiving using apparatus. 1: Tr demo receiving a ball using a racquet. 2: In pairs Lnrs practice receiving a tennis ball using a racquet. 3: Groups present their work. 4: Individually demonstration.	Pictures Outdoor Tennis balls	

L 1 & 2	Receiving a ball using apparatus	using apparatus.	Turn taking	Activity 11.5	Conclusion: Revision of the lesson.	Racquets	
TUE L 3 & 4	Travelling skills (moving your body)- tag rugby	Demonstrate travelling skills through body movement.	Visual skills Weight transfer Auditory skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 95 Activity 11.6	Assumed knowledge: Lnrns can walk. Intro: Tr introduces tag rugby 1: Tr gives instructions and demo tag rugby. 2: In groups of four Lnrns demo tag rugby. 3: Presentation of the groups. 4: Individually Lnrns create obstacle courses with walking, running and jumping over them. Conclusion: Cool down activities.	Outdoor Resource person Rugby ball Rugby rags	
WED L 5 & 6	Story time	Read and role play it.	Visual skills Auditory skills Team work Turn taking	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 97 Activity 11.8 pg 98	Assumed knowledge: Lnrns can tell stories. Intro: Tr read the story for Lnrns. 1: Tr asks Lnrns to role play the story. 2: In pairs Lnrns role play the story. 3: Presentation of the groups. 4: Individually Lnrns draw and colour two balls using red and blue. Conclusion: Class discussion.	ICT tools Outdoor Balls Crayons	
THUR L 7 & 8	Correct and safe techniques of moving with apparatus	Demonstrate correct safe techniques of moving with apparatus.	Visual skills Coordination of muscles Self-expression	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 98-99	Assumed knowledge: Lnrns play games. Intro: Tr explains on cricket game. 1: Tr demo how to throw and receive the ball in cricket. 2: Lnrns practice throwing and receiving a ball using a bat. 3: Presentation of the groups. 4: Individually Lnrns state their favourite games. Conclusion: Class discussion.	ICT tools Outdoor Cricket balls Bats	

FRID L 9 & 10	Throwing, kicking and striking with and without apparatus	Demonstrate throwing, kicking and striking with and without apparatus.	Weight transfer and bearing Visual skills Auditory skills	PE & Arts infant Syllabus ECD A– Grade 2 Pg 42 Plus one pg 99 Unit exercise	Assumed knowledge: Lnrs play games. Intro: Tr explains on throwing, kicking and striking with or without apparatus. 1: Tr demo kicking the ball in different ways. 2: In pairs Lnrs kick the ball taking turns. 3: Groups present their work. 4: Individual Lnrs write a unit revision exercise. Conclusion: Class discussion.	Outdoor Safety equipment ICT tools Balls	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
05/06/26 WK 4 MON L 1 & 2	PLAY AND GAME SKILLS Kids athletics Appropriate running techniques	By the end of lesson learners shld be able to: Demonstrate running on the balls of the feet and lifting knees	Auditory skills Visual skills Gross motor skills	PE & Arts infant Syll ECD A–Grd 2 Pg 42 Plus one pg 101-103 Activity 12.1 pg 103	Assumed knowledge: Lnrs can run. Intro: Tr explains on appropriate running techniques. 1: Tr demo running on the balls of the feet and lifting knees. 2: Lnrs role play running following given instructions. 3: Groups presentation. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Outdoor Cones	
TUE L 3 & 4	Free running on balls of the feet	Demonstrate running on the balls of the feet in various directions within the marked area.	Visual skills Auditory skills Weight transfer	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 104 Activity 12.2 pg 104	Assumed knowledge: Lnrs can run. Intro: Tr explains on free running on the balls of the feet. 1: Tr introduces the game “ vana, vana huyai ”. 2: In groups of six, Lnrs play the introduced game. 3: Presentation of the groups. 4: Individually Lnrs demo free running on balls of the feet. Conclusion: Class discussion	Charts ICT tools	
WED			Self-expression	PE & Arts infant Syllabus	Assumed knowledge: Lnrs can throw. Intro: Tr explains on throwing techniques.	ICT tools	

L 5 & 6	Correct throwing techniques- discus	Demonstrate correct rotational throwing techniques.	Visual skills Auditory skills Finger dexterity	ECD A– Grade 2 Pg 42 Plus one pg 105 Activity 12.3	1: Lnrs watch video of athletes throwing a discus. 2: In pairs, Lnrs practice throwing a discus. 3: Presentation of the groups. 4: Individual written work. Conclusion: Class discussion.	Pictures Discus models Outdoor	
THUR L 7 & 8	Horizontal/ long jump	Demonstrate horizontal jump and explain its rules.	Visual skills Auditory skills Weight transfer	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 107 Activity 12.4 pg 108	Assumed knowledge: Lnrs can jump. Intro: Tr explains on horizontal jump and its rules 1: Tr demo horizontal jump. 2: In grps of five Lnrs demo horizontal jump taking turns. 3: Groups Presentation. 4: Individual written work Conclusion: Revision of the lesson.	Long jump pit Pictures ICT tools	
FRID L 9 & 10	Vertical/ high jump	Demonstrate vertical jump and discuss about its rules.	Weight transfer Visual skills Auditory skills Turn taking	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 108-109 Activity 12.5 pg 109	Assumed knowledge: Lnrs can hop and jump. Intro: Tr explains on vertical jump and its rules. 1: Tr plays a video on vertical jump. 2: Lnrs practice vertical jump in pairs taking turns. 3: Tr monitors and assists the weak. 4: Displaying of work. Conclusion: Class discussion.	ICT tools Outdoor Pictures High jump kit	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

12/06/26 WK 5 MON L 1 & 2	PLAY AND GAME SKILLS Kids athletics Sideway jumps	By the end of lesson Inrs shld be able to: Demonstrate sideway jumps	Visual skills Refinement of vocabulary	PE & Arts infant Syll ECD A– Grd 2 Pg 43 Plus one pg 109	Assumed knowledge: Lnrns can jump. Intro: Tr introduces sideway jumps 1: Tr demo sideway jumps. 2: In groups of four practice sideway jumps. 3: Groups present their work. 4: Individual demonstration. Conclusion: Game song “river, bank”.	ICT tools Outdoor	
TUE L 3 & 4	Broad jump test	Demonstrate broad jump test	Auditory skills Visual skills Weight transfer	PE & Arts infant Syllabus ECD A– Grade 2 Pg 43 Plus one pg 110	Assumed knowledge: Lnrns can jump. Intro: Tr explains on broad jump test. 1: Tr demo broad jump test. 2: In pairs Inrs practice broad jump test. 3: Groups present their work. 4: Individual Inrs write a unit revision test. Conclusion: Class discussion.	ICT tools Outdoor	
WED L 5 & 6	Aquatic skills Water bodies and hazards	Identify and state water bodies and their hazards	Visual skills Auditory skills Creativity	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44 Plus one pg 112-113	Assumed knowledge: Learners know water Intro: Tr explains on water bodies. 1: Lnrns name pictures of water bodies. 2: In pairs Inrs discuss about water hazards. 3: Groups give feedback. 4: Individually Inrs draw water bodies. Conclusion: Revision of the lesson.	ICT tools Charts Pictures	
THUR L 7 & 8	Safe entry and exit	Identify and demonstrate safe entry and exit	Auditory skills Visual skills Team work	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44	Assumed knowledge: Lnrns know a river. Intro: Tr explains on water safe entry and exit. 1: Lnrns describe the picture. 2: In threes Inrs discuss about safe entry and exit water bodies 3: Groups present their work.	ICT tools Pictures Resources person	

				Plus one pg 114	4: Individually lnrs demo safe entry and exit water bodies. Conclusion: Class discussion.		
FRI L 9 & 10	Play rules around water bodies	State and discuss about playing rules around water bodies.	Visual skills Auditory skills Refinement of vocabulary	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44 Plus one pg 114-115 Activity 13.1 pg 116	Assumed knowledge: Lnrs know water bodies. Intro: Tr explains on how to play around water bodies. 1: Tr asks lnrs rules when playing around water bodies. 2: In pairs lnrs discuss about rules when playing around water bodies. 3: Groups present their work. 4: Individually lnrs state rules when playing around water bodies. Conclusion: Class discussion.	ICT tools Resource person Charts	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
19/06/26 WK 6 MON L 1 & 2	PLAY AND GAME SKILLS Aquatic skills Floating with apparatus	By the end of lesson learners shld be able to: State and discuss about floating with apparatus when swimming.	Visual skills Auditory skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 44 Plus one pg 115 Activity 13.1 pg 116	Assumed knowledge: Lnrs can bath. Intro: Tr explains on floating with apparatus. 1: Lnrs describe the picture. 2: In pairs lnrs name the floating aids. 3: Groups give feedback. 4: Individually lnrs paste swimming aids. Conclusion: Class discussion.	ICT tools Pictures Charts Glue	
TUE L 3 & 4	Floating without apparatus	Identify and describe floating	Visual skills Team work	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44	Assumed knowledge: Lnrs know water bodies Intro: Recap on floating with apparatus. 1: Tr plays a video on floating without apparatus. 2: Lnrs describe the picture in pairs.	ICT tools Charts	

		without apparatus.	Auditory skills	Plus one pg 116	3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Pictures	
WED L 5 & 6	Correct breathing techniques when under water	State and describe correct breathing when under water.	Visual skills Refinement of vocabulary Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44 Plus one pg 117-118 Activity 13.2 pg 118	Assumed knowledge: Lnrs know safe water entry. Intro: Tr explains on breathing under water 1: Tr demo correct breathing system when under water. 2: In fours Lnrs demo correct breathing when under water. 3: Groups present their work. 4: Individual demonstration and explanation. Conclusion: Class discussion.	Videos Resource person	
THUR L 7 & 8	Water familiarization drills	Name visual artists in the community and their works.	Visual skills Refinement of vocabulary Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44 Plus one pg 119-120 Activity 13.3 pg 120	Assumed knowledge: Lnrs know water bodies. Intro: Tr explains on safe water entry. 1: Teacher demo how to cross a flooded river. 2: In pairs, Lnrs practice safe water entry. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson.	Resource person Video drills	
FRID L 9 & 10	Unit revision exercise	Write and answer questions on aquatic skills.	Visual skills Auditory skills Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 44 Plus one pg 121	Assumed knowledge: Lnrs know water. Intro: Recap on water bodies. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise on aquatic skills. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

26/06/26 WK 7 MON L 1 & 2	THE CREATIVE PROCESS AND PERFORMANC E Music High and low sounds	By the end of lesson learners should be able to: Identify and distinguish between high and low sounds	Refinement of vocabulary Team work Visual skills Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44-45 Plus one pg 122-123 Exercise 14.2 pg 128	Assumed knowledge: Lnrs can sing rhymes. Intro: Tr explains on high and low sounds. 1: Tr explains on high and low pitches of a song. 2: In pairs, Lnrs state high and low pitches of the played song. 3: Presentation of the groups. 4: Individual written work Conclusion: Lnrs sing the song as a class.	Music play area Charts Un-pitched instruments	
TUE L 3 & 4	Percussion instruments in melodies	Identify and name percussion instruments used in melodies.	Visual skills Team work Creativity Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44-45 Plus one pg 123-124	Assumed knowledge: Lnrs know a drum. Intro: Tr explains on percussion instruments 1: Tr gives Lnrs pictures of percussion instruments. 2: Lnrs name percussion instruments on given pictures. 3: Feedback from the groups. 4: Lnrs draw percussion instruments Conclusion: Class discussion.	Charts Pictures Percussion instruments ICT tools	
WED L 5 & 6	Rhythm of the basic French time notes	Read and demonstrate clapping to the rhythm of five basic music notes.	Auditory skills Team work Refinement of vocabulary Visual skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44-45 Plus one pg 125 Activity 14.1 pg 126	Assumed knowledge: Lnrs know high and low sounds. Intro: Tr explains on five basic notes and their rhythm. 1: Lnrs read basic notes. 2: In pairs Lnrs clap to the rhythm of five basic notes. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools Resource person	
THUR L 7 & 8	Composition and		Auditory skills Visual skills	PE & Arts infant Syll ECD	Assumed knowledge: Lnrs know local artists. Intro: Tr explains on composition and improvisation of songs. 1: Tr plays a song of the local artist.	ICT tools	

	improvisation of songs.	Tell a story and compose a song.	Self-expression Team work Creativity	A– Grd 2 Pg 44-45 Plus one pg 127 Activity 14.2 pg 128	2: In fours lnrs create a story and compose short melody. 3: Groups present their work. 4: Individual performance. Conclusion: Revision of the lesson.	Resource person	
Friday L9 & 10	Unit revision exercise	Write and answer questions of the revision exercise	Visual skills Auditory skills Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 44-45 Plus one pg 129	Assumed knowledge: Lnrs know music. Intro: Recap on high and low sounds. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise on aquatic skills. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
03/07/26 WK 7 MON L 1 & 2	THE CREATIVE PROCESS AND PERFORMANC E Visual Arts 3-dimensional objects	By the end of lesson learners should be able to: Produce 3D objects using locally available materials.	Auditory skills Team work Visual skills Creativity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 130-131 Exercise 15.1 pg 135	Assumed knowledge: Lnrs know artworks. Intro: Tr explains on 3D objects. 1: Tr gives examples of 3D objects. 2: In threes lnrs name 3D objects shown on the pictures. 3: Groups give feedback. 4: Lnrs draw and colour 3D objects individually. Conclusion: Class discussion.	Locally available materials ICT tools Charts Pictures	
TUE	Elements of design		Visual skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45	Assumed knowledge: Lnrs know buildings. Intro: Tr explains on elements of design. 1: Tr gives examples of elements of design.	ICT tools Charts	

L 3 & 4		Identify and name elements of design.	Auditory skills	Plus one pg 131 Exercise 15.1 pg 135	2: Lnr describe elements of design in pairs. 3: Feedback from the groups. 4: Individually Lnr name elements of design in the classroom. Conclusion: Class discussion.		
WED L 5 & 6	Application of elements of design to artworks.	Apply elements of design to artworks.	Auditory skills Team work Creativity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 132-135 Activity 15.1 pg 135	Assumed knowledge: Lnr can draw. Intro: Recap on elements of design. 1: Tr explains on application of elements of design. 2: In pairs Lnr use different elements of design to produce artwork. 3: Groups present their work. 4: Individually Lnr describe their artwork. Conclusion: Class discussion.	ICT tools Charts Pictures	
THUR L 7 & 8	Primary colours	Identify and name three primary colours.	Visual skills Auditory skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 136	Assumed knowledge: Lnr know colours. Intro: Reciting “colours, colours” 1: Tr explains on primary colours. 2: In pairs Lnr name primary colors shown on the picture. 3: Groups present their work. 4: Lnr draw and paint colours wheel. Conclusion: Revision of the lesson.	Colour wheel Charts Paint	
FRID L 9 & 10	Secondary colours	Produce secondary colours by mixing two primary colours.	Auditory skills Refinement of vocabulary Self – expression	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 136	Assumed knowledge: Lnr know primary colours. Intro: Tr explains on secondary colours. 1: Tr demo producing a secondary colour by mixing two primary colours. 2: In pairs Lnr mix primary colours to produce a secondary colour. 3: Groups present their work. 4: Individually Lnr produce secondary colours.	ICT tools Charts Colour wheel Paint	

					Conclusion: Class discussion.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
10/07/26 WK 8 MON L 1 & 2	THE CREATIVE PROCESS AND PERFORMANC E Visual arts Creating artworks	By the end of lesson learners shld be able to: Produce artworks by using primary and secondary colours.	Visual skills Auditory skills Creativity Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 137-138 Activity 15.2 pg 138	Assumed knowledge: Lnrs know colours. Intro: Recap on primary and secondary colours. 1: Tr gives Lnrs pictures of artworks 2: In pairs Lnrs name artworks on given pictures and colours used to decorate them. 3: Presentation of the groups. 4: Individually Lnrs mold a clay pot and decorate it with primary and secondary colours. Conclusion: Class discussion.	ICT tools Pictures Artworks Locally available materials	
TUE L 3 & 4	Unit revision exercise	Demonstrate two point balance.	Visual skills Auditory skills Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 138-139	Assumed knowledge: Lnrs know artworks. Intro: Recap on visual arts 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise on visual arts. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WED L 5 & 6	Theatre Theatre games- short games	Identify and demonstrate theatre games.	Visual skills Auditory skills Team work Weight transfer	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 140-141 Activity 16.1 pg 144	Assumed knowledge: Lnrs play games. Intro: Tr explains on theatre games. 1: Tr introduces a theatre game. 2: Lnrs play the game song “ sarura wako ” in groups of five. 3: Groups present their work. 4: Individually Lnrs state their favourite game and state reasons. Conclusion: Class discussion.	ICT tools Outdoor	

THUR L 7 & 8	Short stories based on life observations-pantomime	Demonstrate actions without words.	Visual skills Team work Turn taking	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 142	Assumed knowledge: Learners can talk. Intro: Tr explains on pantomime. 1: Tr tell a story about Cinderella. 2: In fours learners pantomime the story. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Indoor	
FRID L 9 & 10	Tableau/ still pictures	Tell a story without talking	Visual skills Turn taking Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 142	Assumed knowledge: Lnrs know cartoons. Intro: Tr explains on tableau. 1: Tr tells a story. 2: In pairs learners tell a story without talking. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Outdoor	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
17/07/26 WK 9 MON L 1 & 2	THE CREATIVE PROCESS AND PERFORMANC E Theatre Community members-leaders	By the end of lesson learners shld be able to: Identify and name community leaders.	Visual skills Auditory skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 142-143 Activity 16.2 pg 145	Assumed knowledge: Lnrs know their teacher. Intro: Tr explains on community leaders. 1: Lnrs list community leaders. 2: In pairs Lnrs discuss about community leaders and their roles. 3: Groups present their work. 4: Individually learners draw a chief. Conclusion: Class discussion.	ICT tools Pictures Charts Pencils	
TUE	Costumes	Identify and describe	Visual skills Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 45	Assumed knowledge: Lnrs know clothes. Intro: Tr explains on costumes for actors and actresses. 1: Tr gives Lnrs costumes of worn by actors and actresses.	ICT tools Pictures	

L 3 & 4		costumes for actors and actresses	Team work	Plus one pg 143	2: In pairs lnrs tell a story from given costumes. 3: Groups present their work. 4: Individually lnrs paste pictures of different costumes Conclusion: Class discussion.	Costumes Glue	
WED L 5 & 6	Props	Identify and discuss about props used by actors and actresses	Visual skills Auditory skills Team work Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 144	Assumed knowledge: Learners know toys. Intro: Tr explains on props used by actors and actresses. 1: Lnrs list props used by actors and actresses. 2: In pairs describe props on given pictures 3: Groups present their work. 4: Individually lnrs draw props used by actors and actresses. Conclusion: Class discussion.	ICT tools Pictures Props Toys	
THUR L 7 & 8	Picture book reading	Read and role play the story.	Visual skills Gross motor skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 144-145	Assumed knowledge: Lnrs can tell stories. Intro: Tr explains on reading stories. 1: Tr read a story for the learners. 2: In groups of five lnrs role play the story read. 3: Grps present their work. 4: Individually lnrs create a story from the picture. Conclusion: Class discussion.	ICT tools Story books Pictures	
FRID L 9 & 10	Unit revision exercise	Write and answer questions of the revision exercise correctly	Visual skills Auditory skills Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 145-146 Activity 8.3	Assumed knowledge: Lnrs know movies. Intro: Recap on theatre 1: Tr gives lnrs a revision exercise. 2: Lnrs write answer questions of a revision exercise on theatre. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
24/07/26 WK 10 MON L 1 & 2	THE CREATIVE PROCESS AND PERFORMANCE Dance Solving movement problems	By the end of lesson learners should be able to: Identify and solve movement problems.	Visual skills Team work Space awareness	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 147-148	Assumed knowledge: Learners can dance. Intro: Tr explains on solving movement problem. 1: Tr tells a scenario on space for dancing. 2: In threes lnrs discuss about how they rectify problem of having a limited space to dance 3: Groups present their work. 4: Individually lnrs state the effects of having limited space when dancing. Conclusion: Cool down.	ICT tools Pictures	
TUE L 3 & 4	Movement in response to pictures, music and rhymes	Create and demonstrate movement in response to pictures music and rhymes.	Visual skills Weight transfer Auditory skills Space awareness	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 149	Assumed knowledge: Lnrs can dance rhythmically. Intro: Tr explains on response to the rhythm of pictures, music and rhymes. 1: Tr demo movement in response to the rhythm of music. 2: In fives lnrs dance in response to the rhythm of the played music. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Dance groups	
WED L 5 & 6	Creating dance shapes	Create and demonstrate dance shapes.	Visual skills Weight transfer Space awareness	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 150 Activity 17.1	Assumed knowledge: Lnrs know shapes. Intro: Reciting “four basic shapes that I know”. 1: Tr explains on creating shapes when dancing. 2: In fours, lnrs dance creating a circle shape. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Outdoor	

THUR L 7 & 8	Movement and emotions	Show different emotions in their dance movements.	Visual skills Weight transfer and Bearing Space awareness	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 151 Activity 17.2 pg 152	Assumed knowledge: Lnrs can express their feelings. Intro: Tr explains on movement and emotions. 1: Tr demo movement in relation to emotions. 2: In groups of five Lnrs play the game song “ tauya kuzoona Mary ” expressing their emotions. 3: Groups present their work. 4: Individual describe the pictures. Conclusion: Cool down activities.	ICT tools Pictures	
FRID L 9 & 10	Unit revision exercise	Write and answer questions of the revision exercise correctly	Visual skills Auditory skills Finger dexterity	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 152	Assumed knowledge: Lnrs can dance. Intro: Recap on dance 1: Tr gives Lnrs a revision exercise. 2: Lnrs write answer questions of a revision exercise 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
27/03/26 WK 11 L 1 & 2 MON	REVISION PLAY AND GAME SKILLS Coordination skills Basic concepts of basic skills	By the end of lesson Lnrs shld be able to: Demonstrate coordinated movements in a sequence with ease.	Visual skills Refinement of vocabulary Auditory skills	PE & Arts infant Syll ECD A – Grd 2 Pg 42 Plus one pg 85-86	Assumed knowledge: Lnrs can throw and catch the ball. Intro: Tr explains on basic concepts of coordination. 1: Tr demo juggling two balls while Lnrs observe. 2: In threes Lnrs juggling two balls taking turns. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson.	ICT tools Outdoor Tennis balls Pictures	
L 3 & 4	Throwing, kicking and	Demonstrate throwing,		PE & Arts infant Syllabus	Assumed knowledge: Lnrs play games. Intro: Tr explains on throwing, kicking and striking with or without apparatus.	Outdoor	

TUE	striking with and without apparatus	kicking and striking with and without apparatus.	Weight transfer and bearing Visual skills Auditory skills	ECD A– Grade 2 Pg 42 Plus one pg 99	1: Tr demo kicking the ball in different ways. 2: In pairs Inrs kick the ball taking turns. 3: Groups present their work. 4: Individual Inrs write a unit revision exercise. Conclusion: Class discussion.	Safety equipment ICT tools Balls	
L 5& 6 WED	Water bodies and hazards	Identify and state water bodies and their hazards	Visual skills Auditory skills Creativity	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44 Plus one pg 112-113	Assumed knowledge: Learners know water Intro: Tr explains on water bodies. 1: Inrs name pictures of water bodies. 2: In pairs Inrs discuss about water hazards. 3: Groups give feedback. 4: Individually Inrs draw water bodies. Conclusion: Revision of the lesson.	ICT tools Charts Pictures	
L 7 & 8 THUR	Safe entry and exit	Identify and demonstrate safe entry and exit	Auditory skills Visual skills Team work	PE & Arts infant Syllabus ECD A– Grade 2 Pg 44 Plus one pg 114	Assumed knowledge: Inrs know a river. Intro: Tr explains on water safe entry and exit. 1: Inrs describe the picture. 2: In threes Inrs discuss about safe entry and exit water bodies 3: Groups present their work. 4: Individually Inrs demo safe entry and exit water bodies. Conclusion: Class discussion.	ICT tools Pictures Resources person	
L 9 & 10 FRID	Free running on balls of the feet	Demonstrate running on the balls of the feet in various directions	Visual skills Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 42 Plus one pg 104	Assumed knowledge: Inrs can run. Intro: Tr explains on free running on the balls of the feet. 1: Tr introduces the game 2: In groups of six, Inrs play the introduced game. 3: Presentation of the groups.	Charts ICT tools	

		within the marked area.	Weight transfer		4: Individually Lnrs demo free running on balls of the feet. Conclusion: Class discussion		
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
31/07/26 WK 12 L 1 & 2 MON	REVISION THE CREATIVE PROCESS AND PERFORMANC E Visual Arts 3-dimensional objects	By the end of lesson learners shld be able to: Produce 3D objects using locally available materials.	Auditory skills Team work Visual skills Creativity	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 130-131 Exercise 15.1 pg 135	Assumed knowledge: Lnrs know artworks. Intro: Tr explains on 3D objects. 1: Tr gives examples of 3D objects. 2: In threes Lnrs name 3D objects shown on the pictures. 3: Groups give feedback. 4: Lnrs draw and colour 3D objects individually. Conclusion: Class discussion.	Locally available materials ICT tools Charts Pictures	
L 3 & 4 TUE	Elements of design	Identify and name elements of design.	Visual skills Team work Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 131 Exercise 15.1 pg 135	Assumed knowledge: Lnrs know buildings. Intro: Tr explains on elements of design. 1: Tr gives examples of elements of design. 2: Lnrs describe elements of design in pairs. 3: Feedback from the groups. 4: Individually Lnrs name elements of design in the classroom. Conclusion: Class discussion.	ICT tools Charts	
L 5 & 6 WED	High and low sounds	Identify and distinguish between high and low sounds	Refinement of vocabulary Team work Visual skills	PE & Arts infant Syll ECD A– Grd 2 Pg 44-45 Plus one pg 122-123	Assumed knowledge: Lnrs can sing rhymes. Intro: Tr explains on high and low sounds. 1: Tr explains on high and low pitches of a song. 2: In pairs, Lnrs describe high and low sounds. 3: Presentation of the groups. 4: Individual written work Conclusion: Lnrs sing the song as a class.	Music play area Charts Un-pitched instruments	

			Auditory skills				
L 7 & 8 THUR	Costumes	Name props and costumes for actors and actresses	Visual skills Auditory skills Team work	PE & Arts infant Syll ECD A– Grd 2 Pg 45 Plus one pg 143	Assumed knowledge: Lnrs know clothes. Intro: Tr explains on props and costumes for actors and actresses. 1: Tr gives Lnrs pictures of props and costumes of used by actors and actresses. 2: In pairs Lnrs name props and costumes on given pictures. 3: Groups present their work. 4: Individual written work Conclusion: Class discussion.	ICT tools Pictures Costumes Glue	
L9 & 10 FRID	Movement in response to pictures, music and rhymes	Create and demonstrate movement in response to pictures music and rhymes.	Visual skills Weight transfer and Bearing Space awareness	PE & Arts infant Syll ECD A– Grd 2 Pg 46 Plus one pg 149	Assumed knowledge: Lnrs can dance rhythmically. Intro: Tr explains on response to the rhythm of pictures, music and rhymes. 1: Tr demo movement in response to the rhythm of music. 2: In fives Lnrs dance in response to the rhythm of the played music. 3: Groups present their work. 4: Individual performance. Conclusion: Class discussion.	ICT tools Dance groups	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION
07/08/26 WK 13 L 1 & 2	REVISION Topics covered	By the end of lesson learners should be able to: Write and answer	Visual skills Auditory skills	PE & Arts infant Syll ECD A– Grd 2 Pg 42-46 Plus one pg	Assumed knowledge: Lnrs can play pada. Intro: Game song “Jongwe mukuru”. 1: Tr explains and demo one point balance. 2: In pairs learners demo one point balance. 3: Presentation of the groups. 4: Individual balancing with one leg.	ICT tools Outdoor	

		questions of the topics covered	Weight transfer and bearing Team work Finger dexterity	65-67	Conclusion: Class discussion.		
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: English Language

Topics to be covered:

- ❖ Listening/ Observing
- ❖ Speaking/ Signing
- ❖ Reading/ Signing
- ❖ Writing/ Brailing

Skills to be developed: Speaking skills, auditory skills, and visual skills, writing skills, fluency, finger dexterity and self – expression.

Methods to be used:

- ❖ Story telling
- ❖ Puzzles
- ❖ Singing and dancing

Broad aims:

- ❖ To help learners to have meaningful verbal interactions.
- ❖ To help learners develop an awareness of non- verbal communication for children with a hearing impairment.

Cross Cutting Themes:

- ❖ Career guidance, Health and ICT

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
15/05/26 WK 1 TUE L1	READING Words and sentences	By the end of lesson learners should be able to: Read words and sentences correctly.	Refinement of vocabulary Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 77	Assumed knowledge: Lnrs can read pictures. Intro: Tr asks Lnrs to name things they see. 1: Tr gives Lnrs words and sentences to read. 2: Lnrs read given words and sentences in pairs. 3: feedback from the groups. 4: Individually Lnrs read given sentences. Conclusion: Class discussion.	Charts Word cards	
L2	WRITING Rhyming words	Identify and state rhyming words.	Refinement of vocabulary Visual skills Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 76	Assumed knowledge: Lnrs can match pictures. Intro: Tr explains on rhyming words. 1: Tr gives examples of rhyming words. 2: Lnrs identify rhyming words in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Work cards	
WED L3	SPEAKING Reciting rhymes	Recite a rhyme miming actions.	Refinement of vocabulary Auditory skills Team work	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 76	Assumed knowledge: Lnrs can sing. Intro: Tr introduces a rhyme “ granny in the kitchen ”. 1: Tr demo singing a rhyme miming actions. 2: In fours Lnrs mime the introduced rhyme. 3: Presentation of the groups. 4: Individually Lnrs recite the rhyme. Conclusion: Class discussion.	ICT tools	

THUR L4	LISTENING Consonant phonemes p e.g. panda, pen, parcel etc.	Imitate and list words with vowel phoneme p	Refinement of vocabulary Visual skills Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 157	Assumed knowledge: Lnr's know letters of the alphabet. Intro: Tr introduces the consonant phoneme p . 1: Tr gives an example of a word with consonant phoneme p . 2: In pairs Lnr's list words with the introduced consonant phoneme. 3: Feedback from the groups. 4: Individually Lnr's read words with the phonemes p . Conclusion: Class discussion.	THRASS Chart Pictures ICT tools	
L5	READING Story for understanding	Read and answer questions from the story.	Refinement of vocabulary Visual skills Auditory skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 78-79	Assumed knowledge: Lnr's can tell stories. Intro: Tr explains on reading for understanding. 1: Tr read the story while Lnr's listen. 2: In pairs Lnr's read the story with the help of the tr. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Charts Pictures Word cards	
FRID L6	WRITING Spellings	Write and read words of the sound p .	Auditory skills Finger dexterity Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 157	Assumed knowledge: Learners can draw. Intro: Lnr's describe themselves. 1: Teacher asks Lnr's to draw themselves. 2: Lnr's draw and colour themselves. 3: Tr monitors and assists the weak. Conclusion: Revision of work.	Charts Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
22/05/26	LISTENING	By the end of lesson learners	Refinement of vocabulary	English Language	Assumed knowledge: Lnr's know letter sounds.	THRASS Chart	

WK 2 MON L1	Consonant phonemes- pp e.g. cat, hippo, happy etc.	should be able to: say and make words using consonant vowels pp .	Visual skills Auditory skills	Infant syllabus ECD A– Grade 2pg 35-37	Intro: Tr introduces and explains on consonant phoneme pp . 1: Tr gives examples of the consonant phoneme. 2: In pairs learners read the words on given cards. 3: Feedback from the groups. 4: Individually Inrs write spellings. Conclusion: Revision of work.	Charts ICT tools	
L2	SPEAKING Naming colours	Identify and name colours correctly.	Refinement of vocabulary Visual skills Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 83	Assumed knowledge: Lnrns know colours. Intro: Reciting “colours, colours”. 1: Tr explains on colours. 2: In pairs Inrs name colours of objects on given pictures. 3: Feedback from the groups. 4: Individually Inrs draw a red hat. Conclusion: Class discussion.	Pictures Colour wheel ICT tools	
TUE L3	READING phonemes and spellings – r e.g. rat, rain, run	Say and read words with consonant phonemes r .	Oral language development. Visual skills Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 163	Assumed knowledge: Lnrns know letters of alphabet. Intro: Tr introduces and explains on consonant phoneme r . 1: Tr gives an example of pronouncing the consonant phoneme. 2: In pairs, Inrs read given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Charts Word cards ICT tools	
L4	WRITING Comprehension	Write and answer questions on colours.	Refinement of vocabulary	English Language Infant syllabus	Assumed knowledge: Lnrns know colours. Intro: Recap on colours. 1: Tr gives Inrs objects to describe their colours. 2: In pairs Inrs name colours of given objects.	Work cards Charts	

			Finger dexterity Visual skills Auditory skills	ECD A– Grade 2 pg 43-46 Plus one pg 85	3: feedback from the groups. 4: Individual written work. Conclusion: Revision of the work.	Colour wheel	
WED L5	SPEAKING Word building- rr e.g. cherry, berry, carry etc.	Make at least two words using consonant phoneme rr .	Auditory skills Visual skills Refinement of vocabulary	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 85	Assumed knowledge: Lnrns can write. Intro: Tr introduces consonant phonemes rr . 1: Tr gives an example of building words using the introduced consonant phonemes. 2: In pairs Lnrns build words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Remedial and extension.	Charts THRASS chart ICT tools	
THUR L6	LISTENING Adding -ed to verbs	Identify a verb and write them in past tense.	Auditory skills Visual skills Refinement of vocabulary	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 85	Assumed knowledge: Lnrns can walk. Intro: Tr explains on verbs in past tense. 1: Tr gives an example of adding -ed to the verb. 2: Lnrns work on given task in pairs. 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts	
L7	READING Phonics and spellings – wr e.g. wrist ,	Identify and read words with the consonant phoneme wr .	Visual skills Refinement of vocabulary	English Language Infant syllabus ECD A– Grade 2 pg 41-42	Assumed knowledge: Lnrns can read. Intro: Recap on vowel phonemes learnt. 1: Tr introduces the vowel phoneme wr . 2: In pairs, Lnrns read given words. 3: Feedback from the groups.	Pictures Word cards	

	wrong, write etc.		Auditory skills		4: Individually lnrs read words. Conclusion: Class discussion.	THRASS chart	
FRID L8	WRITING Punctuation-capital letters	Punctuate sentences using capital letters.	Auditory skills Finger dexterity Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 88-89	Assumed knowledge: Lnrs know a full stop. Intro: Tr explains on punctuation using capital letters. 1: Tr gives an example of punctuating using capital letters. 2: Lnrs work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts ICT tools Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
29/05/26 WK 3 MON L1	LISTENING Rhymes	By the end of lesson learners should be able to: Recite a rhyme miming actions.	Oral language development. Auditory skills Visual skills Self-expression	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 90	Assumed knowledge: Lnrs can sing. Intro: Tr introduces a rhyme “pinky, pinky pokie”. 1: Tr demo singing a rhyme miming actions. 2: In fours lnrs mime the introduced rhyme. 3: Presentation of the groups. 4: Individually lnrs recite the rhyme. Conclusion: Class discussion.	ICT tools	
L2	SPEAKING Naming animals	Identify and name domestic animals.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know a cow. Intro: Reciting “Old MacDonald had a farm”. 1: Tr explains on domestic animals. 2: Lnrs name pictures of domestic animals in pairs. 3: Feedback from the groups. 4: Lnrs draw two domestic animals individually. Conclusion: Class discussion.	ICT tools Charts Pictures	

				Plus one pg 90-91			
TUE L3	READING Phonics and spelling s* e.g. sun, sack, seat, sit etc.	Say and read words of the vowel phoneme s*	Oral language development. Auditory skills Fluency	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 174	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme s* . 1: Tr gives an example of reading the words. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs read words of s* . Conclusion: Questioning and answer.	THRASS Chart Charts Word cards	
L4	WRITING Pattern g g g g g g g g	Write and shape letters demonstrating left to right.	Visual skills Refinement of vocabulary Finger dexterity	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 92	Assumed knowledge: Lnrs can write. Intro: Tr introduces and explains pattern writing. 1: Tr demo how to write the pattern. 2: Lnrs practice the pattern on the ground. 3: Tr monitors and assists the weak. 4: Individual written work. Conclusion: Class discussion.	Charts Pencils Chalkboard illustration	
WED L5	SPEAKING Making words- s	Make and read words of the vowel phoneme s .	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 174	Assumed knowledge: Lnrs can make short sentences. Intro: Recap on vowel phoneme s . 1: Tr gives an example of making words. 2: In pairs Lnrs make words of the phoneme s . 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts ICT tools	
THUR	LISTENING Phonics –		Oral language development. Auditory skills	English Language Infant syllabus	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme ss and gives examples. 1: Tr gives Lnrs task to make words using the vowel phoneme.	Charts THRASS Chart	

L6	ss e.g. lesson, dress, press, cross etc.	Listen and imitate the vowel phoneme ss.	Visual discrimination	ECD A– Grade 2 pg 35-37	2: In threes lnrs make words with the introduced vowel phoneme. 3: Feedback from the groups. 4: Individually lnrs read words of the learnt sounds. Conclusion: Class discussion.	Word cards	
L7	READING Punctuation- Question mark (?)	Write and punctuate sentences using a question mark.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 95	Assumed knowledge: Lnrs know a full stop. Intro: Tr explains on punctuation using a question mark. 1: Tr gives an example of punctuating using a question mark. 2: Lnrs work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts ICT tools Chalkboard illustration	
FRID L8	WRITING Farm animal I like	Write and describe the animal they like.	Left to right orientation Visual skills Fine motor skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 94	Assumed knowledge: Lnrs know a cat. Intro: Lnrs name farm animals they know. 1: Tr asks lnrs the farm animals they like. 2: In pairs lnrs discuss about the farm animals they like. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
05/06/26 WK 4 MON	LISTENING Describing pictures	By the end of lesson learners should be able to:	Oral language development. Auditory skills	English Lang Infant syllabus ECD A– Grade 2 pg 35-37	Assumed knowledge: Lnrs can read pictures. Intro: Tr explains on describing pictures. 1: Tr gives lnrs pictures to read. 2: Lnrs describe given pictures in pairs. 3: Feedback from groups.	Charts ICT tools Pictures	

L1		Identify and describe pictures.	Visual skills	Plus one pg 96-97	4: Individually lnrs tell a story from the picture. Conclusion: Class discussion.		
L2	SPEAKING Spellings – se e.g. close, horse, promise etc.	Read and pronounce words of the consonant phonemes se correctly.	Auditory skills Visual skills Refinement of vocabulary	English Language Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces consonant phoneme se *. 1: Tr gives an example of making words with the consonant phoneme. 2: In pairs lnrs make words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart ICT tools	
TUE L3	READING Words and sentences	Read words and sentences correctly.	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 97	Assumed knowledge: Lnrs can read pictures. Intro: Tr asks lnrs to name things they see. 1: Tr gives lnrs words and sentences to read. 2: Lnrs read given words and sentences in pairs. 3: feedback from the groups. 4: Individually lnrs read given sentences. Conclusion: Class discussion.	Charts Word cards	
L4	WRITING Gap filling	Write and fill the gaps with correct answers.	Auditory skills Visual skills Fine motor skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 101	Assumed knowledge: Lnrs can write. Intro: Lnrs read flashed words. 1: Tr asks learners to make sentences with read words. 2: Lnrs used the read words to make sentences. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Work cards Charts Chalkboard illustration	
WED	SPEAKING		Oral language development.	English Language Infant syllabus	Assumed knowledge: Lnrs know letter sounds. Intro: Tr introduces the vowel phonemes c .	THRASS Chart	

L5	Phonics and spellings – c e.g. ice, city mice etc.	Read and write at least two words using the vowel phoneme c	Auditory skills Visual skills	ECD A– Grade 2 pg 38-40 Plus one pg 53	1: Tr explains and gives examples of words with the consonant phoneme c . 2: In pairs Lnrs read words with the consonant phoneme c . 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Word cards ICT tools	
THUR L6	LISTENING Phonics sh* e.g. shirt, shark, sheep etc.	Listen and imitate consonant phoneme sh .	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 206	Assumed knowledge: Lnrs can hear sounds. Intro: Tr introduces the consonant phoneme sh . 1: Tr explains and gives examples of making words with the consonant phoneme sh . 2: In pairs Lnrs make words with the consonant phoneme. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	THRASS Chart Word cards ICT tools	
L7	READING Spellings – sh	Read and write at least four words of the consonant phoneme sh .	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 206	Assumed knowledge: Lnrs can hear sounds. Intro: Recap on the consonant phoneme sh . 1: Tr explains and gives examples of making words with the consonant phoneme sh . 2: In pairs Lnrs make words with sh . 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	THRASS Chart Word cards Chalkboard illustration	
FRID L8	WRITING Plurals adding s	Write words in plurals by adding s .	Visual skills Fine motor skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46	Assumed knowledge: Lnrs can count. Intro: Tr explains on plurals. 1: Tr gives an example of adding s to the word. 2: Lnrs work on a given task in pairs. 3: Groups give feedback.	Charts Chalkboard illustration	

			Creativity	Plus one pg 101	4: Individual written work. Conclusion: Revision of work.		
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
12/06/26 WK 5 MON L1	LISTENING Polite requests- I want...please	By the end of lesson learners should be able to: Request things in a polite way.	Oral language development. Auditory skills Turn taking	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 102-103	Assumed knowledge: Lnrs can greet. Intro: Tr introduces and explains n polite request using the phrase I want...please 1: Tr gives an example of using the polite request. 2: In pairs, Lnrs request using the introduced phrase. 3: Groups give feedback. 4: Individually Lnrs request using the phrase. Conclusion: Class discussion.	ICT tools Charts	
L2	SPEAKING Phonics - ti* e.g. station, motion, lotion, caution etc.	Read and write words using the consonant phoneme ti .	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know a fish. Intro: Tr introduces the consonant phoneme ti . 1: Tr gives an example of reading words of the consonant phoneme. 2: In pairs, learners read given words. 3: Feedback from the groups. 4: Individually Lnrs write words of the consonant phoneme. Conclusion: Class discussion.	THRASS Chart Word cards ICT tools	
TUE L3	READING Consonant phoneme – ch* e.g. chef, church, chick etc.	Read and pronounce words with the consonant phoneme ch correctly.	Oral language development. Auditory skills Visual skills	English Lang Infant syll ECD A- Grd 2 pg 41-42 Plus one pg 155	Assumed knowledge: Lnrs know letters of the alphabet. Intro: Tr introduces the consonant phoneme ch . 1: Tr gives Lnrs word cards to read. 2: Lnrs read given words in pairs. 3: Groups give feedback. 4: Individually Lnrs write spellings. Conclusion: Revision of work.	THRASS Chart Word cards Charts	

L4	WRITING Comprehension	Write and complete sentences with correct words from the story.	Fine motor skills Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 105	Assumed knowledge: Lnrns answer questions. Intro: Tr introduces new words. 1: Tr read the story for Lnrns. 2: In pairs Lnrns re read the story and answer given questions 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Chalkboard illustration	
WED L5	SPEAKING What are they doing?	Identify and describe what is happening on the pictures.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 106-108	Assumed knowledge: Lnrns can describe pictures. Intro: Tr explains on describing pictures. 1: Lnrns name the pictures. 2: In pairs, Lnrns describe what is happening on the pictures. 3: Feedback from the groups. 4: Individually Lnrns construct sentences using given words. Conclusion: Class discussion.	ICT tools Charts	
THUR L6	LISTENING short vowels – t* e.g. tap, tin, tip etc.	Say and make at least two words using a short vowel t .	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 176	Assumed knowledge: Lnrns know letter sound f . Intro: Tr introduces the short vowel t . 1: Teacher gives Lnrns words to read in groups. 2: In pairs, Lnrns read given words. 3: Groups give feedback. 4: Individually Lnrns make words with the introduced short vowel. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
L7	READING Story	Read and answer questions from the story	Auditory skills Refinement of vocabulary	English Lang Infant syllabus ECD A– Grade 2 pg 41-42	Assumed knowledge: Learners can read. Intro: Tr explains on reading the story. 1: Lnrns describe the pictures. 2: In pairs Lnrns read the story with the help of the teacher. 3: Feedback from the groups.	Word cards Chalkboard illustration	

			Visual skills	Plus one pg 109-110	4: Individual written work. Conclusion: Revision of the work.	Charts	
FRID L8	WRITING Guided creative writing- sports day at your school	Write and describe sports day at their school.	Left to right orientation Finger dexterity Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 112	Assumed knowledge: Lnrs can recite poems. Intro: Lnrs name sports activities done at school. 1: Lnrs state the sports day they had at school. 2: In pairs, Lnrs discuss about sports day at school. 3: Feedback from the groups 4: Individual written work. Conclusion: Class discussion.	Pictures Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
19/06/26 WK 6 MON L1	LISTENING Registers- No, thank you...	By the end of lesson learners should be able to: Request things in a polite way.	Oral language development. Auditory skills Turn taking	English Lang Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 112	Assumed knowledge: Lnrs can greet. Intro: Tr introduces the language structure No thank you ... 1: Tr gives an example of using the language structure. 2: In pairs, Lnrs request using the register. 3: Groups give feedback. 4: Individually Lnrs request using the language structure. Conclusion: Class discussion.	ICT tools Charts	
L2	SPEAKING Phonics - tt* e.g. letter, litter etc.	Read and write words using the consonant phoneme tt .	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know a fish. Intro: Tr introduces the consonant phoneme tt . 1: Tr gives an example of making words with consonant phoneme tt . 2: In pairs learners read words with tt . 3: Feedback from the groups. 4: Individually Lnrs read given words. Conclusion: Class discussion.	THRASS Chart Word cards Charts ICT tools	

TUE L3	READING Consonant phoneme – th * e.g. thump, thigh, teeth	Read and pronounce at least three words with the consonant phoneme th correctly.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 153	Assumed knowledge: Lnr's know letter sounds. Intro: Tr introduces the consonant phoneme th . 1: Tr gives Lnr's word cards to read. 2: Lnr's read given words in pairs. 3: Groups give feedback. 4: Individually Lnr's read words. Conclusion: Revision of the lesson.	THRASS Chart Word cards ICT tools	
L4	WRITING Making sentences	Make at least three words using consonant phonemes th *.	Fine dexterity Refinement of vocabulary Visual skills Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 116	Assumed knowledge: Lnr's can make words. Intro: Recap on consonant phoneme th *. 1: Tr gives an example of making words using the consonant phoneme. 2: In pairs Lnr's make words using the given consonant phoneme. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS charts Chalkboard illustration	
WED L5	SPEAKING Matching pictures to words	Identify and match pictures with words.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 115	Assumed knowledge: Lnr's can match colours. Intro: Tr explains on matching pictures with words. 1: Tr gives an example of matching the picture to word. 2: In pairs, Lnr's work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools Charts Pictures Word cards	
THUR L6	LISTENING phonics – th *	Say and make at least two words using the	Oral language development.	English Language Infant syllabus	Assumed knowledge: Lnr's know letter sounds. Intro: Tr introduces and explains on phonic sound th . 1: Teacher gives Lnr's words to read in groups. 2: In pairs, Lnr's read given words.	THRASS Chart Word cards	

	e.g. feather, weather, rather etc.	consonant phoneme th .	Auditory skills Visual skills	ECD A– Grade 2 pg 35-37	3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools	
L7	READING Occupations	Read and describe pictures on occupations.	Auditory skills Refinement of vocabulary Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 117-118	Assumed knowledge: Learners know a nurse. Intro: Tr explains on occupations. 1: Lnrs name the occupations they know. 2: In pairs, Lnrs read given pictures on occupations. 3: Feedback from the groups. 4: Individually state the occupation they like. Conclusion: Revision of the work.	Word cards Pictures	
FRID L8	WRITING Drawing- A green leaf	Draw and colour a leaf.	Auditory skills Finger dexterity Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 119	Assumed knowledge: Lnrs know a plant. Intro: Lnrs name parts of a tree. 1: Tr asks learners to identify a leaf. 2: Lnrs identify and describe a leaf. 3: Feedback from the groups. 4: Individually Lnrs draw a green leaf. Conclusion: Revision of the lesson.	Pictures Pencils Crayons Plants	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
26/06/26 WK 7 MON L1	LISTENING Phonics - v e.g. voice, vice, village etc.	By the end of lesson learners shld be able to: Identify and read words with consonant	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37	Assumed knowledge: Lnrs know letter sounds. Intro: Teacher introduces the phonic sound v . 1: Tr gives an example of the words with consonant phoneme v . 2: Learners read given word cards in pairs. 3: Feedback from the groups. 4: Individually read flashed words.	THRASS Chart Word cards Charts	

		phoneme v correctly.		Plus one pg 201	Conclusion: Class discussion.		
L2	SPEAKING Wild animals	Name and describe wild animals.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 120	Assumed knowledge: Lnr's know domestic animals. Intro: Reciting “five little monkeys”. 1: Tr explains on wild animals. 2: In pairs Lnr's name and describe wild animals on the picture 3: Feedback from the groups. 4: Individually Lnr's draw wild animal they like. Conclusion: Revision of the lesson.	Charts Pencils Crayons Pictures	
TUE L3	READING For enjoyment	Read the story for pleasure.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 122	Assumed knowledge: Learners can read. Intro: Teacher read the story for Lnr's. 1: Tr asks Lnr's to read the story in groups. 2: In pairs, learners read the story. 3: Groups present their work. 4: Individually Lnr's answer questions from the story. Conclusion: Revision of the work.	Word cards	
L4	WRITING Spellings	Make and write at least four words using consonant phoneme v .	Visual skills Refinement of vocabulary Fine motor skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 95	Assumed knowledge: Learners can make words. Intro: Recap on the consonant phoneme v . 1: Tr gives an example of building words with v . 2: Lnr's read the story in threes. 3: Feedback from the groups. 4: Individual written work. 5: Remedial and extension. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
WED	SPEAKING		Oral language development.	English Language	Assumed knowledge: Lnr's know letter sounds.	THRASS Chart	

L5	Phonics and spellings ve e.g. sleeve, sieve etc.	Read and write at least three words using consonant phoneme ve .	Auditory skills Visual skills	Infant syllabus ECD A– Grade 2 pg 38-40	Intro: Tr introduces consonant phoneme ve and gives examples. 1: Tr gives Inrs word cards to read. 2: In pairs, Inrs read given words. 3: Groups give feedback. 4: Individually Inrs write spellings. Conclusion: Revision of work.	Word cards Charts	
THUR L6	LISTENING Answer yes/no	Answer questions using yes/no.	Oral language development. Auditory skills Visual skills Turn taking	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 124	Assumed knowledge: Lnrns can answer questions. Intro: Tr explains on answering questions using yes/no. 1: Tr gives an example of answering questions with yes/no. 2: In pairs, Inrs take turns to ask and answer questions using yes/no. 3: Groups give feedback. 4: Individual written work. Conclusion: Reciting “baa, baa black sheep”.	Word cards Charts	
L7	READING Place- where is it?	Identify and state the place of people and objects.	Auditory skills Refinement of vocabulary Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 125-126	Assumed knowledge: Lnrns know their family position. Intro: Tr explains on place. 1: Tr gives an example of stating where the book is. 2: In pairs, Inrs read and describe pictures. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Pictures ICT tools Locally available materials	
FRID L8	WRITING The animal I like	Draw and write describing the animal they like.	Auditory skills Finger dexterity	English Lang Infant syllabus ECD A– Grade 2 pg 43-46	Assumed knowledge: Lnrns know domestic animals. Intro: Tr explains on different animals. 1: Lnrns name the animals they know. 2: In pairs, Inrs discuss about the animals they like. 3: Feedback from the groups	Pictures	

			Visual skills	Plus one pg 123	4: Individually lnrs draw and describe the animal they like. Conclusion: Revision of work.		
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
03/07/26 WK 8 MON L1	LISTENING Making correct sentences	By the end of lesson learners should be able to: Identify and write correcting sentences.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 127	Assumed knowledge: Lnrs can make short sentences. Intro: Tr explains on correcting sentences. 1: Tr gives an example of correcting sentences. 2: In pairs learners work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Chalkboard illustration Work cards	
L2	SPEAKING Prepositions	Identify and describe position of objects using correct preposition.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 129-130	Assumed knowledge: Lnrs know their siting position in class. Intro: Tr explains on prepositions. 1: Tr gives an example of prepositions. 2: In pairs, lnrs work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Charts Locally available materials	
TUE L3	READING The alphabet	Read and recite letters of the alphabet	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42	Assumed knowledge: Lnrs can read. Intro: Tr introduces letters of the alphabet. 1: Tr recite letters of the alphabet while lnrs. 2: In pairs, lnrs recite letters of the alphabet. 3: Feedback from the groups. 4: Individual written work.	ICT tools Pictures	

				Plus one pg 132	Conclusion: Revision of work.		
L4	WRITING Making sentences-	Make and write sentences with prepositions.	Visual skills Auditory skills Fine motor skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 129	Assumed knowledge: Lnrs know their position in family. Intro: Recap on prepositions. 1: Tr gives an example of making a sentence using a preposition. 2: In pairs, Lnrs use given prepositions to make sentences. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Word cards THRASS chart	
WED L5	SPEAKING What I do everyday	State and describe what they do every day.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 128	Assumed knowledge: Lnrs know wash body every day. Intro: Tr explains on activities done every day. 1: Tr asks Lnrs what they do every day. 2: In pairs Lnrs discuss about what they do every day. 3: Groups give feedback. 4: Lnrs describe what they do every day. Conclusion: Class discussion.	ICT tools Charts Pictures	
THUR L6	LISTENING Phonics- w e.g. w ater, w ine, w ell, w all etc.	Imitate and make at least two words using the consonant phoneme w .	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one 88	Assumed knowledge: Lnrs can hear sounds. Intro: Tr introduces the consonant phoneme w . 1: Tr gives examples of words with the introduced consonant phoneme. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs make words using the consonant phoneme. Conclusion: Revision of work.	Word cards THRASS chart ICT tools	

L7	READING Phonics and spellings – w	Read and write at least four words of the consonant phoneme w *.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 88	Assumed knowledge: Lnr's can read. Intro: Recap on consonant phoneme w *. 1: Tr gives lnr's words to read. 2: In pairs, lnr's read given words. 3: Feedback from the groups. 4: Individually lnr's pick word cards randomly and read it. Conclusion: Revision of work.	Pencils Work cards ICT tools	
FRID L8	WRITING Words with -ing	Write and complete words with ing .	Fine motor skills Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 133-134	Assumed knowledge: Lnr's know verbs. Intro: Recap on verbs. 1: Tr explains and gives an example of adding ing to the verb. 2: Lnr's work on a given task in pairs. 3: Feedback from the groups. 4: Individual written work Conclusion: Revision of work.	Charts Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
10/07/26 WK 9 MON L1	LISTENING Phonics- wh e.g. wheel , whale , where etc.	By the end of lesson learners should be able to: Listen and imitate the consonant phoneme wh .	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37	Assumed knowledge: Lnr's know letter sounds. Intro: Tr introduces and explains on consonant phoneme wh . 1: Tr asks lnr's to make words with the introduced consonant phoneme. 2: Lnr's make words in pairs. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards	

L2	SPEAKING Answer with yes/no	Answer questions using yes/no.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 135	Assumed knowledge: Lnrs can answer questions. Intro: Tr explains on answering questions using yes/no. 1: Tr gives an example of answering questions with yes/no. 2: In pairs, Lnrs take turns to ask and answer questions using yes/no. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Word cards Charts	
TUE L3	READING Phonics – wh	Identify and read words with vowel phoneme wh .	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42	Assumed knowledge: Lnrs know letter sounds. Intro: Recap on consonant phoneme wh . 1: Tr asks Lnrs to read words with the consonant phoneme. 2: Lnrs read given words in pairs. 3: Feedback from the groups. 4: Individual reading. Conclusion: Class discussion.	THRASS Chart Word cards	
L4	WRITING Matching words to phonic sound	Identify and match phonics to words.	Visual skills Auditory skills Finger dexterity	English Language Infant syllabus ECD A– Grade 2 pg 43-46	Assumed knowledge: Lnrs can match pictures. Intro: Recap on phonics learnt. 1: Tr gives an example of matching a phonic to word. 2: Lnrs work on a given task in threes. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	THRASS Chart Chalkboard illustration	
WED L5	SPEAKING Story pictures	Read and answer questions from the story.	Oral language development. Auditory skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know can read. Intro: Tr explains on story pictures. 1: Lnrs describe the pictures. 2: In pairs Lnrs read story pictures. 3: Feedback from the groups.	Pictures Chalkboard illustration	

			Visual skills	Plus one pg 135-136	4: Individual written work. Conclusion: Class discussion.		
THUR L6	LISTENING Phonics- u e.g. quilt, cute, quit etc.	Imitate and make at least two words using the consonant phoneme u .	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37	Assumed knowledge: Lnrs can hear sounds. Intro: Tr introduces the consonant phoneme u . 1: Tr gives examples of the introduced consonant phoneme. 2: In pairs, Lnrs read given words. 3: Feedback from the groups. 4: Individually Lnrs make words using the consonant phoneme. Conclusion: Revision of work.	THRASS Chart Word cards Charts ICT tools	
L7	READING Registers – home and school words	State and demonstrate using different words in different places.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 138	Assumed knowledge: Learners know polite requests. Intro: Tr explains on home and school words. 1: Tr gives an example of home and school words. 2: In pairs Lnrs discuss about words they use at home and school. 3: Feedback from the groups. 4: Individually Lnrs explain how they talk to their teacher and friend Conclusion: Revision of the lesson.	Word cards Chalkboard illustration ICT tools	
FRID L8	WRITING Opposites	Read and write opposites of words.	Left to right orientation Visual skills Finger dexterity	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 139-140	Assumed knowledge: Lnrs know nouns. Intro: Tr explains on opposites. 1: Tr gives examples of opposites words. 2: In pairs, Lnrs work on a given task 3: Feedback from the groups 4: Individual written work. Conclusion: Revision of work.	Charts ICT tools Chalkboard illustration	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
17/07/26 WK 10 MON L1	LISTENING Answer yes/no	By the end of lesson learners should be able to: Answer questions using yes or no.	Oral language development. Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 144	Assumed knowledge: Lnrns can answer questions. Intro: Tr explains on answering questions using yes/no. 1: Tr gives an example of answering questions with yes/no. 2: In pairs, lnrs take turns to ask and answer questions using yes/no. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Word cards Charts	
L2	SPEAKING Story pictures	Read and answer questions from story pictures.	Auditory skills Refinement of vocabulary Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 141-142	Assumed knowledge: Lnrns know can read. Intro: Tr explains on story pictures. 1: Lnrns describe the pictures. 2: In pairs lnrs read story pictures. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Pictures Chalkboard illustration	
TUE L3	READING consonant phoneme - y e.g. yawn, yarn, yoke etc.	Imitate and read words of the consonant phoneme y.	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 201	Assumed knowledge: Lnrns know a leg. Intro: Tr introduces the consonant phoneme y and gives examples. 1: Tr gives lnrs words to read in groups. 2: In threes lnrs read given words. 3: Feedback from the groups. 4: Individually lnrs read words. Conclusion: Class discussion.	THRASS Chart Word cards Charts ICT tools	
L4	WRITING		Visual skills	English Lang Infant syllabus	Assumed knowledge: Lnrns answer questions. Intro: Tr introduces new words.		

	Comprehension	Write and complete sentences using words from the story.	Refinement of vocabulary Auditory skills	ECD A– Grade 2 pg 43-46 Plus one pg 142-143	1: Tr read the story for Inrs. 2: In pairs Inrs re read the story and answer given questions 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Chalkboard illustration	
WED L5	SPEAKING Describing pictures	Identify and describe pictures.	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 143	Assumed knowledge: Inrs can tell narrate stories. Intro: Tr explains on describing pictures. 1: Inrs name what is on the picture. 2: In pairs Inrs discuss about what is happening on the picture. 3: Feedback from the groups. 4: Individually Inrs write three sentences about the picture. Conclusion: Class discussion.	ICT tools Outdoor	
THUR L6	LISTENING Spellings – y	Write and read words of the sound y .	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 193	Assumed knowledge: Inrs know the letter sounds. Intro: Recap on the sound y . 1. Tr gives Inrs words to read. 2: In groups of three Inrs read given words. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	THRASS Chart Word cards Charts	
L7	READING Phonics- making words	Make and write words using consonant phonemes.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42	Assumed knowledge: Inrs know letter sounds. Intro: Recap on consonant phonemes learnt. 1: Inrs read the consonant phonemes. 2: In threes Inrs make and read words of the given consonant. 3: Feedback from the groups.	THRASS Chart Word cards Charts	

					4: Individually lnrs make and write words. Conclusion: Class discussion.		
FRID L8	WRITING Conjunction – and	Write and join sentences using the conjunction and.	Auditory skills Finger dexterity Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 145-146	Assumed knowledge: Lnrs can write. Intro: Tr explains on the conjunction word and . 1: Tr gives an example of joining sentences with and 2: In pairs, lnrs work on a given task. 3: Feedback from the groups 4: Individual written work. Conclusion: Revision of work.	Charts Work cards Chalkboard illustration	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
24/07/26 WK 11 MON L1	LISTENING Domestic animals	By the end of lesson learners shld be able to: Identify and name at least three domestic animals	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 147-148	Assumed knowledge: Lnrs know a dog. Intro: Tr explains on domestic animals. 1: Lnrs list domestic animals. 2: In pairs lnrs name and describe domestic animals shown on the picture. 3: Feedback from the groups. 4: Individually lnrs draw and label a domestic animal Conclusion: Revision of the lesson.	Pictures Charts ICT tools	
L2	SPEAKING Picture reading	Identify and name pictures of animals.	Auditory skills Refinement of vocabulary Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know animals. Intro: Lnrs name animals they know. 1: Lnrs read names on the word cards 2: In fours lnrs name pictures of animals. 3: Feedback from the groups. 4: Individual written work.	Word cards Charts Pictures	

				Plus one pg 151	Conclusion: Class discussion.	ICT tools	
TUE L3	READING Story pictures	Read and narrate the story	Visual skills. Auditory skills Fluency	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 150	Assumed knowledge: Lnrs can read. Intro: Tr explains the lesson 1: Lnrs describe the picture. 2: In threes Lnrs read the story about wild animals. 3: Feedback from the groups. 4: Individually Lnrs narrate the story. Conclusion: Class discussion.	Word cards	
L4	WRITING Comprehension	Name and describe the pictures.	Visual skills Refinement of vocabulary Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 148-149	Assumed knowledge: Lnrs can read. Intro: Tr explains on reading pictures. 1: Lnrs name occupations shown on pictures. 2: Lnrs describe what is happening on the pictures in pairs. 3: Feedback from the groups. 4: Individual written work. 5: Remedial and extension. Conclusion: Revision of work.	Chalkboard illustration Pictures Pencils	
WED L5	SPEAKING Story reading	Read and answer questions from the story.	Oral language development. Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 155-156	Assumed knowledge: Lnrs answer questions. Intro: Tr introduces new words. 1: Tr read the story for Lnrs. 2: In pairs Lnrs re read the story and answer given questions 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Chalkboard illustration	
THUR	LISTENING		Oral language development.	English Language	Assumed knowledge: Lnrs can read. Intro: Reciting “do you know my name”.		

L6	Answer yes/no	Answer questions using yes or no.	Auditory memory Visual skills	Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 153	1: Tr explains and gives examples using the words yes and no. 2: In pairs Inrs ask each other and respond using yes or no taking turns. 3: Feedback from the groups. 4: Individually Inrs answer questions using yes or no. Conclusion: Revision of the lesson.	Word cards Charts	
L7	READING Picture reading	Read and describe at least two pictures.	Visual skills Refinement of vocabulary Auditory skills	English Language Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 154	Assumed knowledge: Lnrns can read. Intro: Lnrns state what they do every day. 1: Tr gives Lnrns pictures to read. 2: In pairs Lnrns say what they do every day using activities shown on pictures. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Pictures Charts	
FRID L8	WRITING Drawing – wild animal	Draw and label a wild animal	Left to right orientation Visual skills Finger dexterity	English Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 151	Assumed knowledge: Lnrns know animals. Intro: Lnrns list animals they know. 1. Tr asks Lnrns shelter of wild animals. 2: In groups Lnrns work on a given task. 3: Feedback from the groups. 4: Individually Lnrns draw and label a wild animal. Conclusion: Revision of work.	Pencils Charts Pictures ICT tools	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION

31/07/26 WK 12 MON L1	LISTENING Language structure- I like....	By the end of lesson learners shld be able to: Identify and state what they like.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 35-37 Plus one pg 157	Assumed knowledge: Lnrs know what they like. Intro: Tr asks Lnrs what they like. 1: Lnrs say what they like. 2: In pairs Lnrs read and demo dialogue on the picture. 3: Presentation of the groups. 4: Individually draw the food they like. Conclusion: Revision of the lesson.	THRASS Chart Word cards Charts	
TUE L2	SPEAKING Completing words	Write and complete words.	Auditory skills Refinement of vocabulary Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 38-40 Plus one pg 159	Assumed knowledge: Lnrs can make words. Intro: Tr explains on completing words. 1: Tr gives an example of completing words. 2: In pairs Lnrs work on a given task. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	Charts Chalkboard illustration	
L3	READING For understanding	Read and answer questions from the story.	Oral language development. Auditory skills Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 159-160	Assumed knowledge: Lnrs narrate stories. Intro: Tr explains on reading of the story. 1: Tr read the story for the Lnrs. 2: In pairs Lnrs narrate the story. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	THRASS Chart Word cards Charts	
WED L5	SPEAKING Animal shelter	Identify and name animal shelter.	Auditory skills Verbal skills Team work	English Lang Infant syllabus ECD A– Grade 2 pg 38-40	Assumed knowledge: Lnrs know human shelter. Intro: Tr explains on animal shelter. 1: Tr asks Lnrs name animals and their shelter. 2: In pairs Lnrs read pictures of animals and their shelter. 3: Feedback from the groups. 4: Individual written work.	Work cards Charts	

				Plus one pg 160	Conclusion: Class discussion.		
THUR L6	LISTENING Animal sounds	Identify and imitate animal sounds.	Oral language development Auditory skills Visual skills	English Language Infant syllabus ECD A– Grade 2 pg 35-37	Assumed knowledge: Lnrs know voice of their teacher. Intro: Singing “Old MacDonald had a farm”. 1: Tr explains on animal sounds. 2: In pairs Lnrs imitate sounds of assigned animals. 3: Feedback from the groups. 4: Individually Lnrs name and imitate sound of the animal. Conclusion: Class discussion.	Outdoor	
L7	READING Joining sentences - and	Write and join sentences together using the word and .	Auditory skills Refinement of vocabulary Visual skills	English Lang Infant syllabus ECD A– Grade 2 pg 41-42 Plus one pg 161	Assumed knowledge: Lnrs can write. Intro: Tr explains on the conjunction word and . 1: Tr gives an example of joining sentences with and 2: In pairs, Lnrs work on a given task. 3: Feedback from the groups 4: Individual written work. Conclusion: Revision of work.	Charts Work cards Chalkboard illustration	
FRID L8	WRITING Story writing	Make and write four sentences about what they like.	Left to right orientation Auditory memory Visual memory	English Lang Infant syllabus ECD A– Grade 2 pg 43-46 Plus one pg 161	Assumed knowledge: Lnrs like playing games. Intro: Lnrs name things they like. 1: Tr gives Lnrs guidelines on how to write the story. 2: Lnrs make sentences using given guidelines in threes. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of work.	Charts Pictures Chalkboard illustration	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	MEDIA	EVALUATION

07/08/26	REVISION Concepts covered	By the end of lesson learners shld be able to: Answer questions from the concepts covered.	Auditory skills Visual skills Refinement of vocabulary	English Lang Infant syllabus ECD A– Grade 2 pg 35-46 Plus one pg 161	Assumed knowledge: Lnrs grasped concepts. Intro: Tr explains the lesson. 1: Tr gives examples. 2: Group work activities. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	THRASS Chart Word cards Charts	
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

Hwaro

Gwaro: Rekutanga

Chidzidzo: Indigenous Language

Misoro ichaitwa

- ❖ Nzwisiso/ Comprehension
- ❖ Mashandisirwo emutauro/ Language usage
- ❖ Maumbirwo emutauro/ Language structure
- ❖ Rondedzero/ Composition
- ❖ Tsika nemagariro/ Cultural Aspects

Zvichaitwa

- ❖ Mitambo
- ❖ Ngano
- ❖ Hurukuro

Vavairo/ zvinangwa:

- ❖ Kubatsira vadzidzi kuti vakwanise kuvandudza hunyanzvi kwekuteerera, kutaura kuverenga nekunyora.
- ❖ Kubatsira vadzidzi vakwanise kuita hurukuro nevamwe vachishandisa mutauro wavo nemazvo uye kunzwisisa mutauro.

Madingindira anofanira kubuda mukudzidzisa:

- ❖ Zvidzidzo zvenhaka yemusiidzamwa.
- ❖ Kuraira nekupanga mazano.
- ❖ Kudzivirira njodzi.
- ❖ Nyaya dzekuchengetedza nharaunda.

Zita remudzidzisi: _____

VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
15/05/26 WK1 L1 CHIPIRI	Maumbirwo emutauro Kuverenga mb- mba mbe mbi mbo mbu vh- vha vhe vhi vho vhu	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kududza nekuverenga manzwi	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 46-49 Plus one pg 46	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara 2: Vadzidzi vanodudza nekuverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	

		emitinhimira wemavara.					
L2	Nzwisiso Kunyora-mitinhimira mh- mha mhe mhi mho mhu vh- vha vhe vhi vho vhu	Kududza nekuvaka manzwi nemitinhimira	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A – Grade 2 pg 44-45 Plus one pg 47	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara 2: Vadzidzi vanovaka ne nekuverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora manzwi emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	
L3 CHITATU	Nzwisiso Kuvaka manzwi	Kuvaka manzwi vachishandisa mitinhimira yakasiyana siyana.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grade 2 pg 44-45 Plus one pg 47	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoverenga mitinhimira. 2: Vadzidzi vanovaka manzwi nemitinhimira yapiwa muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanovaka nekunyora manzwi mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso Makadhi emitinhimira	
L 4	Nzwisiso Tsoro yemanzwi	Kuverenga vachitamba tsoro yemanzwi.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 Plus one pg 49	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekutamba tsoro yemanzwi. 2: Vadzidzi vanoverenga vachitamba tsoro yemanzwi. 3: Vana vanonyora manzwi avaverenga mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Tsoro yemanzwi	
L6	Nzwisiso Kuverenga ndima		Kutaura	Indigenous language syll	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga nevana manzwi matsva.		

CHINA	Musika weMbare	Kuverenga ndima nekupindura mivhunzo.	Kuterera	ECD A– Grd 2 pg 44-45 Plus one pg 48-49	2: Vana vanoverenga ndima mumapoka 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga ndima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi	
L7	Rondedzero Kupindura mivhunzo	Kupindura mivhunzo nechishona chamandorokwati.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A – Grade 2 pg 50-52 Plus one pg 49	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1: Vana vanodzokorora kuverenga ndima yapfuura. 2: Mumapoka vana vanotsanangura ndima nepapfupi. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Hurukuro pamusoro pechidzidzo.	Mifananidzo Zvombo zve ICT	
L8 CHISHANU	Mutauro Kuzadzisa zvirevo	Kunyora vachizadzisa zvirevo neinzwi rakakodzera.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 53 Plus one pg 50	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mhuka dzinogara pamba. 2: Vadzidzi vanotaurirana pamusoro penzvimbo dzinogara mhuka dzadomwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora achizadzisa zvirevo neinzwi rakakodzera mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Manzwi pamakadhi Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
22/05/26 WK 2 L1	Tsika nemagariro Kodzera dzevana	Pakupera kwechidzidzo vadzidzi vanotarisirwa kunge vakugona ku:	Kutaura Kuterera	Indigenous language syllabus ECD A – Grade 2 pg 54-55	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma kodzero dzevana. 2: Vadzidzi vanotaurirana zvavanotarisirwa kuita sevana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma kodzero dzavo sedungamunhu.	Zvombo zve ICT Sorojena Chati	

MUVHURO		Kudoma nekutsanangura kodzero dzevana uye nezvavanotarisirwa kuita sevana		Plus one pg 51	Mhedziso: Dzokororo yechidzidzo.		
L2	Maumbirwo emutauro Mitinhimira yemavara sh- sha she shi sho shu nz- nza nze nzi nzo nzu dz- dza dze dzi dzo dzu	Kududza nekunyora mitinhimira wemavara.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A – Grade 2 pg 46-49 Plus one pg 51	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuverenga mitinhimira. 2: Vadzidzi vanodudza nekuverenga manzwi emitinhimira wemavara mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati Makadhi emavara Zvinyoreso	
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kuverenga nekutsanangura mifananidzo.	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 44-45 Plus one pg 52	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mifananidzo. 2: Vadzidzi vanoverenga mitsara yakanyorwa pamifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotsanangura zvavaverenga nepapfupi. Mhedziso: Hurukuro pamusoro pechidzidzo.	Zvombo zve ICT Mifananidzo	
L4	Nzwisiso Kuumba manzwi	Kuumba nekunyora manzwi.	Kutaura Kuterera	Indigenous lang syll ECD A– Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi. 2: Vadzidzi vanoumba manzwi muzvikwata. 3: Kupakurirana zvaitwa mumapoka.	Chati Zvinyoreso	

			Kunyora	Plus one pg 53	4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.		
L5 CHITATU	Nzwisiso Kuverenga ndima Kodzero dzevana	Kuverenga ndima nekupindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grade 2 pg 46-49 Plus one pg 53-54	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanotsanangura mufananidzo. 2: Mumapoka vana vanoverenga ndima iri pamifananidzo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Hurukuro pamusoro pechidzidzo.	Mifananidzo Zvombo zve ICT	
L6	Nzwisiso Mhuka nepadzinogara	Kudoma mazita emhuka ne padzinogara	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grd 2 pg 44-45 Plus one pg 54	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mhuka dzavanoziva 2: Vadzidzi vanodoma panonogara mhuka dzavadoma mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Zvinyoreso	
L7 CHINA	Mutauro Manzwi anoreva zvakananana	Kududza nekunyora manzwi anoreva zvakananana.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 46-49 Plus one pg 54	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemanzwi anoreva zvakananana 2: Vadzidzi vanotaurirana manzwi anoreva zvakananana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Makadhi emavara Zvinyoreso	
L 8 & 9	Rondedzero		Kutaura	Indigenous language	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Chati	

CHISHANU	Kuisa manzwi muuzhinji	Kuisa nekunyora manzwi muuzhinji.	Kuterera Kunyora	syllabus ECD A– Grade 2 pg 53 Plus one pg 55	1: Mudzidzisi anopa muenzaniso wekuisa manzwi muuzhinji 2: Vadzidzi vanoisa manzwi avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Makadhi emavara Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
29/05/26 WK 3 L 1& 2 MUVHURO	Maumbirwo emutauro Kuzadzisa zvirevo	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kunyora nekuzadzisa zvirevo zvakakwana.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 46-49 Plus one pg 55	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa zvirevo. 1: Vadzidzi vanozadzisa zvirevo mumapoka. 2: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	
L 3 CHIPIRI	Nzwisiso Nhaurirano-Chikoro chedu	Kutaura nekutsanangura chimiro chechikoro chavo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grade 2 pg 44-45 Plus one pg 56	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zita rechikoro chavo. 2: Vadzidzi vanotaurirana pamusoro pezvinowanikwa pachikoro mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma mazita evadzidzisi vari pachikoro sedungamunhu. Mhedziso: Dzokororo yebasa ranyorwa.	Nharaunda yechikoro	
L 4	Mutauro Kuverenga mitinhimira	Kududza nekuverenga	Kutaura Kuterera	Indigenous language syll ECD A– Grd 2 pg 46-49	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara	Zvombo zve ICT Chati	

	dz- dza dze dzi dzo dzu kw- kwa kwe kwi kwo kwu	manzwi emitinhimira.		plus one pg 56	2: Vadzidzi vanodudza nekuverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso	
L 5 CHITATU	Nzwisiso Kuverenga ndima Chikoro chedu	Kuverenga ndima vachidudza manzwi.	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 44-45 plus one pg 57	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverenga nevana manzwi matsva. 2: Vana vanoverenga ndima mumapoka 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanoverenga ndima sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi	
L6	Mutauro Kuzadzisa pakashama	Kunyora vazadzisa pakashama nemanzwi ari mundima yaverengwa.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grd 2 pg 46-49 plus one pg 58	Nhanganyaya: Dzokororo yechidzidzo chapfuura. 1: Vana vanodzokorora kuverenga ndima yapfuura. 2: Mumapoka vana vanotsanangura ndima nepapfupi. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Hurukuro pamusoro pechidzidzo.	Manzwi pamakadhi Basa pachidziro	
L 7 CHINA	Nzwisiso Kuumba manzwi	Kuumba nekunyora manzwi emutinhimira.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grade 2 pg 44-45 plus one pg 58	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi. 2: Vadzidzi vanodudza nekuumba manzwi emutinhimira muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	

L 8 CHISHANU	Tsika nemagariro Tsoro yemanzwi	Kuvaka nekuverenga manzwi kubva patsoro.	Kutaura Kuterera	Indigenous lang syll ECD A– Grade 2 pg 54-55 plus one pg 58	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuvaka manzwi kubva patsoro. 2: Vadzidzi vanovaka manzwi kubva patsoro. 3: Vana vanonyora manzwi avaverenga mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Tsoro yemavara	
L 9	Rondedzero Chikoro chedu	Kunyora mitsara mitatu pamusoro pechikoro chavo.	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zita rechikoro chavo. 2: Mumapoka vana vanotaurirana pamusoro pechikoro chavo. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Zvinyoreso Mabhuku ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
05/06/26 WK 4 L 1& 2 MUVHURO	Maumbirwo emutauro Mitinhimira- rw- rwa rwe rwi rwo rwu pw- pwa pwe pwi pwo pwu zv- zva zve zvi zvo zvu	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kududza nekuverenga manzwi emitinhimira.	Kutaura Kuterera	Indigenous lang syllabus ECD – Grade 2 pg 46-49 Plus one pg 59	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara 2: Vadzidzi vanodudza nekuverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	
L 3	Nzwisiso		Kutaura	Indigenous language	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Zvinyoreso	

CHIPIRI	Kuisa mavara asipo e.g. ---ere	Kudoma nekunyora vachizadzisa mavara asipo.	Kuterera Kunyora	syllabus ECD A– Grade 2 pg 44-45 plus one pg 59	1: Mudzidzisi anopa muenzaniso wekuzadzisa mavara asipo. 2: Vadzidzi vanozadzisa mavara avapiwa muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora mavara emutinhimira. Mhedziso: Dzokororo yechidzidzo.	Chati Basa pachidziro	
L 4	Nzwisiso Kuverenga ndima Chipatara chinokosha	Kuverenga nekupindura mivhunzo kubva mundima	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 plus one pg 60-61	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L5 CHITATU	Mutauro Kuisa manzwi muuzhinji	Kunyora vachiisa manzwi muuzhinji	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 50-52 plus one pg 61	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuisa manzwi muuzhinji 2: Vadzidzi vanoisa manzwi avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Makadhi emavara Zvinyoreso	
L6	Mutauro Kuzadzisa zvirevo	Kunyora vachizadzisa zvirevo neinzwi rakakodzera	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grd 2 pg 50-52 plus one pg 61	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa chirevo 2: Vadzidzi vanozadzisa zvirevo zvavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mabhuku ekunyorera Zvinyoreso	

L7 CHINA	Tsika namagariro Dzokororo yechitatu	Kunyora vachipindura mivhunzo yedzokororo.	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A– Grade 2 pg 54-55 plus one pg 62-63	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Dzokororo yezvidzidzo zvapfuura. 2: Mudzidzisi anopa vana dzokororo. 3: Vana vanonyora vachipindura mivhunzo yedzokororo. Mhedziso: Dzokororo yebasa raitwa.	Basa pachidziro Zvinyoreso	
L 8 & 9 CHISHANU	Rondedzero Chipatara chedu	Kutara mufananidzo wechipatara nekunyora mitsara miviri pazasi	Kutaura Kuteerera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zita rechipatara chavo. 2: Vadzidzi vanotaurirana pamusoro perubatsiro rwavanowana kuchipatara. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvinyoreso Zvombo zve ICT	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
12/06/26 WK 5 L 1 & 2 MUVHURO	Maumbiro emutauro Mutinhimira-vh vha vhe vhi vho vhu sv- sva sve svi svo svu dy- dya dye dyi dyo dyu	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kududza mavara emitinhimira.	Kutaura Kuterera	Indigenous lang syllabus ECD A – Grade 2 pg 46-49 Plus one pg 64	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara 2: Vadzidzi vanodudza nekuverenga mavara emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Zvombo zve ICT Chati Zvinyoreso	
L3	Nzwisiso	Kuverenga manzwi anokwana kuita	Kutaura	Indigenous lang syllabus ECD A–	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo 1: Mudzidzisi nevadzidzi vanoverenga mitinhimira.	Manzwi pamakadhi	

CHIPIRI	Kuverenga manzwi	mashanu emutinhimira	Kuterera Kunyora	Grade 2 pg 44-45 Plus one pg 64	2: Vadzidzi vanoverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emutinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati	
L4	Nzwisiso Mazita ezvinhu.	Kudoma mazita ezvinhu zviri pamufananidzo.	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 44-45 plus one pg 65	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vadzidzi vanodoma mazita ezvinhu zviri pamufananidzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotara mufananidzo wemotokari mumabhuku Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Chati	
L5 CHITATU	Nzwisiso Mazuva evhiki	Kuverenga mazuva evhiki vachidudza.	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 plus one pg 65	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mazuva evhiki avanoziva. 2: Vadzidzi vanoverenga mazuva evhiki mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga mazuva evhiki sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati Karenda	
L6	Mutauro Kuverenga ndima Mazuva evhiki	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 50-52	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	

				plus one pg 66	Mhedziso: Dzokororo yechidzidzo.		
L7 CHINA	Tsika namagariro Kunyora-mashoko anopesana	Kudoma nekunyora mashoko anopesana.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 54-55 plus one pg 67	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemashoko anopesana. 2: Vana vanopa mashoko anopesana neavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Zvinyoreso	
L 8&9 CHISHANU	Rondedzero Kuronga mazuva evhiki	Kunyora vachironga mazuva evhiki.	Kutaura Kuterera	Indigenous lang syll ECD A– Grade 2 pg 53 Plus one pg 67	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Dzokororo yemazuva evhiki. 2: Vana vanoronga mazuva evhiki mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Chati Mabhuku ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
19/06/26 WK 6 L1&2 MUVHURO	Maumbirwo emutauro Mutinhimira-ts - tsa tse tsi tso tsu sw - swa swe swi swo swu	Pakupera kwe chidzidzo vadzidzi vanotarisiwa kunge vogona ku: Kududza nekuverenga manzwi anokwana mashanu emitinhimira	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 46-49 plus one pg 68	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekududza mitinhimira yemavara 2: Vadzidzi vanodudza nekuverenga manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora mavara emitinhimira sedungamunhu. Mhedziso Dzokororo yechidzidzo.	Manzwi pamakadhi Chati Zvinyoreso	

	pf- pfa pfe pfi pfo pfu						
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kuverenga nekupatsanura mifananidzo yeutsanana neupfende	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grade 2 pg 44-45 Plus one pg 69	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zviri kuitika pamifananidzo. 2: Vadzidzi vanopatsanura mifananidzo yeutsanana neupfende mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma njodzi dzinokonzerwa neupfende sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvombo zve ICT Chati	
L4	Nzwisiso Kuumba manzwi	Kudoma nekuverenga manzwi emitinhimira yakasiyana siyana	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 plus one pg 69	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi. 2: Vadzidzi vanodudza nekuumba manzwi emutinhimira muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso Manzwi pamakadhi	
L5 CHITATU	Nzwisiso Kuverenga ndima Utsanana	Kuverenga nekupindura mivhunzo kubva mundima	Kutaura Kuterera Kunyora	Indigenous lang syll ECD A – Grd 2 pg 44-45 Plus one pg 70-71	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L6	Mutauro Tsika dombo uyambuke	Kuverenga manzwi vachitamba	Kutaura	Indigenous language syll ECD A– Grd 2	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekutamba mutambo.	Manzwi pamakadhi	

		mutambo wetsika dombo uyambuke.	Kuterera Kunyora	pg 50-52 plus one pg 71	2: Vadzidzi vanotamba mutambo vachiverenga manzwi mumapoka. 3: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanonyora zviperengo zvemanzwi avaverenga pamutambo mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Mabhuku ekunyorera Mifananidzo	
L7 CHINA	Tsika namagariro Kutaura – zvekufambisa	Kudoma mazita ezvifambiso uye pazvinofamba.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 54-55 plus one pg 72	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zvifambiso zvavanoziva. 2: Vadzidzi vanodoma panofamba zvifambiso zvadomwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanotara mufananidzo wechifambiso mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso Mifananidzo Zvombo zve ICT	
L 8&9 CHISHANU	Rondedzero Utsanana	Kunyora vachitsanangura nzira mbiri dzinoratidza utsanana.	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vana vanodoma zvinoreva utsanana. 2: Vana vanotaurirana pamusoro penzira dzinoratidza utsanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Zvombo zve ICT Mabhuku ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
26/06/26 WK 7 L1&2	Maumbirwo emutauro Mitinhimira-	Pakupera kwe chidzidzo vadzidzi vanotarisiwa kunge vogona ku:	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 46-49	Nhanganyaya: Dzokororo yemitinhimira. 1: Mudzidzisi anotsanangura chidzidzo nekupa muenzaniso. 2: Vadzidzi vanovaka manzwi nemitinhimira yavapiwa mumapoka.	Makadhi emitinhimira Chati	

MUVHURO	bh- bha bhe bhi bho bhu gw- gwa gwe gwi gwo gwu	Kududza nekuverenga manzwi emitinhimira.		plus one pg 72	3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emitinhimira yadzidzwa sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro	
L3 CHIPIRI	Nzwisiso Kuverenga mifananidzo	Kudoma nekunyora mazita ezvifambiso zviri pamifananidzo.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 44-45 plus one pg 72-73	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zvifambiso zvavanoziva. 2: Vadzidzi vanodoma mazita ezvifambiso zviri pamifananidzo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachizadzisa mazita ezvifambiso zviri pamifananidzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Mifananidzo Zvinyoreso Mabhuku ekunyorera	
L4	Nzwisiso Kuverenga ndima Zvekufambisa	Kuverenga nekunyora vachipindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 44-45 plus one pg 73-74	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L5 CHITATU	Nzwisiso Kunanganisa chifambiso nepachinofamba	Kudoma nekunanganisa zvifambiso nepazvinofamba.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grade 2 pg 44-45 Plus one pg 75	Nhanganyaya: Dzokororo yezvifambiso. 1: Mudzidzisi anopa muenzaniso wekunanganisa chifambiso nepachinofamba. 2: Vadzidzi vanonanganisa zvifambiso nepazvinofamba mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati Mabhuku ekunyorera	

L6	Mutauro Zvinongedzo- iyi, ichi, iri	Kunyora vachizadzisa mitsara nechinongedzo chakakodzera.	Kutaura Kuteerera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 50-52 plus one pg 75	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuzadzisa mitsara nechinongedzo chakakodzera. 2: Vana vanoumba mitsara nezvinongedzo zvavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso	
L7 CHINA	Tsika nemagariro Kunanganisa mhuka neruzha	Kunyora vachinanganisa mhuka neruzha rwadzo.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 54-55 plus one pg 75	Nhanganyaya: Vadzidzi vanodoma mhuka dzavanzoziva. 1: Mudzidzisi anopa muenzaniso wemhuka neruzha rwayo. 2: Vadzidzi vanonanganisa mhuka neruzha rwayo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Kuvhunza nekupindura mivhunzo.	Zvombo zve ICT Chati Zvinyoreso Mabhuku ekunyorera	
L 8 & 9 CHISHANU	Rondedzero Chifambiso chandofarira	Kunyora mitsara inokwana kuita mina vachitsanangura chifambiso chavanofarira.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mazita ezvifambiso. 2: Mumapoka vana vanotaurirana pamusoro pechifambiso chavanofarira 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Zvombo zve ICT Mabhuku ekunyorera	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
03/07/26 WK 8	Maumbiro emutauro	Pakupera kwechidzidzo vana	Kutaura	Indigenous lang syllabus ECD A–	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma nzira dzekutengesa dzinoita kuti munhu akwanise kurarama.	Mifananidzo	

L1&2 MUVHURO	Mutambo wekutengeserana	vanotarisirwa kunge vakugona ku Kudoma nekuita mutambo wekutenga nekutengeserana iri nzira yekukwanisa kurarama.	Kuterera	Grade 2 pg 46-49 Plus one pg 76	2: Vadzidzi vanoita mutambo wekutenga nekutengeserana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 3: Vadzidzi vanodoma nzvimbo dzavanotengesera sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Chati	
L3 CHIPIRI	Nzwisiso Kuverenga mitinhimira- zv- zva zve zvi zvo zvu pf- pfa pfe pfi pfo pfu	Kududza nekuverenga manzwi anokwana gumi emutinhimira.	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grade 2 pg 44-45 Plus one pg 76	Nhanganyaya: Mudzidzisi anotsanangura nekududza mitinhimira. 1: Vadzidzi vanodudza mitinhimira. 2: Vadzidzi vanovaka manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati	
L4 CHITATU	Nzwisiso Kutaura nekunyora- chii ichi?	Kudoma nekutsanangura zvinhu zviri pamifananidzo.	Kutaura Kuterera	Indigenous language syll ECD A– Grd 2 pg 44-45 plus one pg 77	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vadzidzi vanodoma nekutsanangura zviri pamifananidzo mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanodoma mabasa ezvinhu zviri pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvombo zve ICT	
L5	Nzwisiso Kuvaka manzwi	Kuvaka nekunyora manzwi	Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi.	Chati	

CHITATU		nemitinhimira yakasiyana siyana.	Kuterera Kunyora	ECD A– Grd 2 pg 44-45 Plus one pg 77	2: Vadzidzi vanodudza nekuumba manzwi emutinhimira muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvinyoreso Manzwi pamakadhi	
L6 CHINA	Mutauro Kuverenga ndima Zvekutengeserana	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 50-52 plus one pg 78-79	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L7 CHINA	Tsika nemagariro Kudya kwepasichigare.	Kudoma kudya kwepasichigare kunodyiwa munharaunda yavo.	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 54-55 plus one pg 79	Nhanganyaya: Kuimba rwiyo “ tinotsvaka maonde ”. 1: Mudzidzisi anotsanangura chidzidzo. 2: Vana vanotaurirana pamusoro pekudya kwepasichigare kunodyiwa munharaunda yavo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo	
L 8 & 9 CHISHANU	Rondedzero Kudya kwepasichigare kwandofarira	Kunyora vachitsanangura kudya kwepasichigare kwavanofarira.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 53 Plus one pg 79	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma kudya kwepasichigare. 2: Vadzidzi vanotaurirana pamusoro pekudya kwepasichigare kwavanofarira 3: Kupakurirana zvaitwa mumapoka. 5: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mabhuku ekunyorera Zvinyoreso	

VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
10/07/26 WK 9 L 1&2 MUVHURO	Maumbirwo emutauro Zvinhu zvinoyevedza munyika	Pakupera kwe chidzidzo vana vanotarisirwa kunge vakugona ku: Kudoma nekutsanangura zvinhu zvinoyevedza munyika	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grd 2 pg 46-49 plus one pg 80	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zita renyika yavo 2: Vadzidzi vanodoma nekutsanangura zvinhu zvinoyevedza munyika mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodoma chinhu chimwe chete chinovayevedza zvikuru munyika sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Chati Zvombo zve ICT	
L3 CHIPIRI	Nzwisiso Mitinhimira- hw- hwa hwe hwi hwo hwu nw- nwa nwe nwi nwo nwu nj- nja nje nji njo nju	Kududza nekuverenga manzwi emitinhimira.	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 Plus one pg 80	Nhanganyaya: Mudzidzisi anotsanangura nekududza mitinhimira. 1: Vadzidzi vanodudza mitinhimira. 2: Vadzidzi vanovaka manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati	
L4	Nzwisiso Kuverenga ndima Nyika yedu inoyevedza	Kuverenga nekupindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyorwa	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 Plus one pg 81	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L5	Nzwisiso		Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo.	Chati	

CHITATU	Manzwi anoreva zvakafanana	Kudoma nekutsanangura manzwi anoreva zvakafanana.	Kuterera Kunyora	ECD A– Grd 2 pg 44-45 Plus one pg 82	1: Mudzidzisi anopa muenzaniso wemanzwi anoreva zvakafanana 2: Vadzidzi vanotaurirana manzwi anoreva zvakafanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Makadhi emavara Zvinyoreso	
L6 CHINA	Mutauro Dzokororo yechina Kuverenga manzwi	Kuverenga manzwi edzokororo yemitinhimira yakasiyana siyana	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 50-52 Plus one pg 83	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mitinhimira yavakadzidza. 2: Vadzidzi vanoverenga manzwi avapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana anoverenga manzwi sedungamunhu Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Chati	
L7 CHINA	Tsika nemagariro Kuzadzisa zvirevo	Kunyora vachizadzisa zvirevo neinzwi rakakodzera.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 54-55 Plus one pg 83	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoverenga manzwi pamakadhi. 2: Vadzidzi vanozadzisa zvirevo nemanzwi avaverenga mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku Mhedziso: Dzokororo yechidzidzo.	Chati Manzwi pamakadhi Mabhuku ekunyorera	
L 8 & 9 CHISHANU	Rondedzero Zviperego zvemitinhimira	Kuvaka nekunyora zviperengo zvine manzwi emitinhimira.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 53 Plus one pg 83	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuvaka manzwi nemitinhimira. 2: Vadzidzi vanovaka manzwi nemitinhimira yavapiwa mumapoka. 3: Vadzidzi vanonyora zviperengo emitinhimira yavapiwa mumabhuku.	Zvombo Zve ICT Manzwi mapakadhi	

					4: Mudzidzisi anobatsira vana vasina ruzivo. Mhedziso: Dzokororo yebasa raitwa.		
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
17/07/26 WK 10 L 1&2 MUVHURO	DZOKORORO Maumbirwo emutauro Kupindura mivhunzo	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kunyora vachipindura mivhunzo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 46-49 Plus one pg 84	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekupindura mivhunzo 2: Vadzidzi vanopindura mivhunzo yavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa ranyorwa.	Manzwi ari pamakadhi Chati Basa pachidziro	
L3 CHIPIRI	Nzwisiso Kuvaka manzwi	Kuvaka nekunyora manzwi emitinhimira	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 plus one pg 84	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuumba manzwi. 2: Vadzidzi vanodudza nekuumba manzwi emutinhimira muzvikwata. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Zvinyoreso Manzwi pamakadhi	
L4	Nzwisiso Kuverenga ndima	Kuverenga nekunyora vachipindura mivhunzo kubva mundima.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 Plus one pg 85-86	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anoverengesa vadzidzi manzwi matsva. 2: Vadzidzi vanoverenga ndima mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora vachipindura mivhunzo mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Zvinyoreso Manzwi pamakadhi	
L5	Nzwisiso Manzwi anoreva zvakafanana	Kudoma nekutsanangura	Kutaura	Indigenous language	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemanzwi anoreva zvakafanana	Chati	

CHITATU		manzwi anoreva zvakafanana.	Kuterera Kunyora	syllabus ECD A– Grade 2 pg 44-45 plus one pg 85-86	2: Vadzidzi vanotaurirana manzwi anoreva zvakafanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Makadhi emavara Zvinyoreso	
L6	Mutauro Panofambira zvifambiso	Kudoma zvifambiso nepazvinofambira.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 50-52 plus one pg 86	Nhanganyaya: Dzokororo yezvifambiso. 1: Mudzidzisi anopa muenzaniso wechifambiso nepachinofamba. 2: Vadzidzi vanodoma zvifambiso nepazvinofamba mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Manzwi pamakadhi Chati Mabhuku ekunyorera	
L7 CHINA	Tsika nemagariro Tsoro yemanzwi	Kuverenga manzwi ari patsoro yemanzwi vachitanga mudenderedzwa riri mukati vachibuda kunze.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A – Grd 2 pg 54-55 plus one pg 87	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoverenga manzwi patsoro vachibva mudenderedzwa riri mukati kuenda kunze. 2: Vadzidzi vanotaurirana zvinoreva manzwi avaverenga mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora manzwi avaverenga mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Tsoro yemanzwi	
L 8 & 9 CHISHANU	Rondedzero Nguva dzezuva	Kunyora vachizadzisa zvirevo nemazuva evhiki.	Kutaura Kuterera	Indigenous lang syllabus ECD A – Grd 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma mazuva evhiki. 2: Mumapoka vadzidzi vanopindura mivhunzo yavapiwa mumapoka 3: Kupakurirana zvaitwa mumapoka.	Mabhuku ekunyorera Chati	

			Kunyora	Plus one pg 87	4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa	Zvinyoreso	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
24/07/26 WK 11 L 1&2 MUVHURO	<u>DZOKORORO</u> Maumbirwo emutauro Kuzadzisa zvirevo- iro, ava, uyu, umu	Pakupera kwechidzidzo vana vanotarisiwa kunge vakugona ku: Kunyora vachizadzisa zvirevo neinzwi rakakodzera.	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 46-49 plus one pg 86-87	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanoverenga manzwi pamakadhi. 2: Vadzidzi vanoumba mitsara nemanzwi avaverenga mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Basa pachidziro Chati Manzwi pamakadhi	
L4	Nzwisiso Manzwi ekuita	Kuverenga nekushandisa manzwi ekuita kuzadzisa zvirevo.	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD A– Grd 2 pg 44-45 Plus one pg 88	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemanzwi ezviito. 2: Vadzidzi vanoverenga nekuumba mitsara nemanzwi ezviito mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yebasa raitwa.	Chati Mavara pamakadhi Zvinyoreso	
L5 CHITATU	Nzwisiso Kunyora- Manzwi anopesana	Kudoma nekunyora manzwi anopesana.	Kutaura Kuterera Kunyora	Indigenous language syllabus ECD A– Grade 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wemashoko anopesana. 2: Vana vanopa mashoko anopesana neavapiwa mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Manzwi pamakadhi Zvinyoreso	

L3 CHIPIRI	Nzwisiso Kunyora- manzwi muuzhinji	Kunyora vachiisa manzwi muuzhinji	Kutaura Kuterera Kunyora	Indigenous language syll ECD A– Grd 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso wekuisa manzwi muuzhinji 2: Vadzidzi vanoisa manzwi avapiwa muuzhinji mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Chati Makadhi emavara Zvinyoreso	
L4	Nzwisiso Kuverenga mitinhimira	Kududza nekuverenga manzwi emitinhimira.	Kutaura Kuterera	Indigenous lang syllabus ECD A– Grd 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura nekududza mitinhimira. 1: Vadzidzi vanodudza mitinhimira. 2: Vadzidzi vanovaka manzwi emitinhimira mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanoverenga manzwi emitinhimira sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mavara pamakadhi Chati	
L5 CHITATU	Nzwisiso Kuverenga mufananidzo	Kudoma nekutsanangura zvinhu zviri pamifananidzo.	Kutaura Kuterera	Indigenous language syll ECD A– Grd 2 pg 44-45	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa vana mifananidzo. 2: Vadzidzi vanodoma nekutsanangura zviri pamifananidzo mumapoka. 3: Kupakurirana zvabva mumapoka. 4: Vadzidzi vanodoma mabasa ezvinhu zviri pamifananidzo sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvombo zve ICT	
L6	Mutauro Kutaura- utsanana		Kutaura	Indigenous lang syllabus	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Vadzidzi vanodoma zvinoreva utsanana.	Mifananidzo	

		Kudoma nekutsanangura nzira dzeutsanana	Kuterera	ECD A– Grd 2 pg 44-45	2: Vadzidzi vanotaurirana nzira dzinoratidza utsanana mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Chati	
L7 CHINA	Tsika nemagariro Kudya kwepasichigare	Kudoma kudya kwepasichigare kunodyiwa munharaunda yavo.	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 54-55	Nhanganyaya: Kuimba rwiyo “tinotsvaka maonde” . 1: Mudzidzisi anotsanangura chidzidzo. 2: Vana vanotaurirana pamusoro pekudya kwepasichigare kunodyiwa munharaunda yavo mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vana vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Zvombo zve ICT Mifananidzo	
L 8 & 9 CHISHANU	Rondedzero Ngano	Kutaura ngano vachiyeresa pfungwa.	Kutaura Kuterera	Indigenous language syllabus ECD A– Grade 2 pg 53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anotaura ngano vana vakateerera. 2: Vadzidzi vanodzokorora ngano mumapoka. 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanodzokorora ngano sedungamunhu. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Zvinyoreso Chati	
VHIKI	MUSORO	ZVINANGWA	UNYANZVI	DURA	MADZIDZISIRO	ZVOMBO	ONGORORO
31/07/26- 07/08/26 WK 12-13 L1 & 9	<u>DZOKORORO</u> Misoro yakadzidzwa koto ye se	Pakupera kwe chidzidzo vana vanotarisiwa kunge vakugona ku: Kunyora nekupindura	Kutaura Kuterera Kunyora	Indigenous lang syllabus ECD – Grd 2 pg 46-49 Plus one pg 41-53	Nhanganyaya: Mudzidzisi anotsanangura chidzidzo. 1: Mudzidzisi anopa muenzaniso. 2: Vadzidzi vanoita basa mumapoka 3: Kupakurirana zvaitwa mumapoka. 4: Vadzidzi vanonyora basa mumabhuku. Mhedziso: Dzokororo yechidzidzo.	Mifananidzo Chati Zvinyoreso Zvombo zve ICT	

		mivhunzo yedzokororo					
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

SECONDARY BOOK PRESS: PLUS ONE SERIES SCHEME OF WORK TEMPLATE

General Information

Grade: 1

Subject: Social Sciences

Topics to be covered:

- ❖ Transport and Communication
- ❖ Shelter
- ❖ Global issues
- ❖ Managing and Coping with changes

Skills to be developed: Self - expression, problem solving, visual discrimination, fluency, finger dexterity, logic and patience.

Broad aims:

- ❖ To help learners to develop an awareness of Social Sciences as an integral part in the ECD curriculum.
- ❖ To help learners have appreciation of the techniques applicable for monitoring and assessing their development.
- ❖ To help learners to have an understanding of the Social Sciences learning area which will develop them holistically.

Cross Cutting Themes:

- ❖ ICT
- ❖ Disaster Risk Management
- ❖ Climate change
- ❖ Health and wellbeing

Teacher's Name: _____

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
15/05/26 WK1 L1	TRANSPORT AND COMMUNICATION	By the end of the lesson lnrs shld be able to: Identify and state different means of communication	Self -expression Visual skills Auditory skills Finger dexterity	Social Sciences ECD A – Grade 2 Syllabus pg 62 Plus one pg 74-77	Assumed knowledge: Lnrs know a car. Intro: Tr gives explains on means of transport 1: Lnrs name pictures and read about means of transport. 2: In groups of five lnrs play the train game 3: Groups present their work. 4: Individually lnrs draw a train. Conclusion: Reciting “row, row your boat”.	Pictures Specialised materials ICT tools	

TUE	Different means of transport			Activity 17.1 pg 77		Charts	
L2 WED	Watching video of means of transport	State and describe means of transport shown in the played video.	Self-expression Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 62 Plus one pg 78 Activity 17.2	Assumed knowledge: Lnrns know a bus Intro: Recap on means of transport. 1: Tr plays a video on means of transport. 2: In pairs Lnrns discuss about the video. 3: Groups give feedback. 4: Individually Lnrns make a model of a transport. Conclusion: Class discussion.	ICT tools Charts Locally available materials	
L3 THUR	Revision exercise	Write and answer questions of the revision exercise.	Finger dexterity Auditory skills Visual skills	Social Scie ECD A– Grd 2 Syllabus pg 62 Plus one pg 78-79	Assumed knowledge: Lnrns know a car. Intro: Recap on means of transport. 1: Tr asks Lnrns to match pictures to means of transport. 2: In threes Lnrns work on a given task. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures ICT tools Pencils	
L4 FRI	Road safety rules and signs Basic road signs	Identify and name basic road signs.	Self-expression Turn taking Fluency	Social Sciences ECD A– Grade 2 Syll pg 62-63 Plus one pg 80-81 Exercise 18.1 pg 83	Assumed knowledge: Lnrns know means of transport. Intro: Tr explains on basic road signs. 1: Lnrns read on basic road signs. 2: In pairs Lnrns discuss about the meaning of different basic road signs. 3: Groups present their work. 4: Individually Lnrns draw road signs. Conclusion: Class discussion.	ICT tools Pictures Charts Road sign models	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
22/05/26 WK 2 L1 TUE	TRANSPORT AND COMMUNICATION Basic road safety rules	By the end of the lesson learners shld be able to: Identify and state basic road safety rules.	Self -expression Auditory skills Refinement of vocabulary	Social Sciences ECD A – Grade 2 Syllabus pg 62-63 Plus one pg 82 Activity 18.1	Assumed knowledge: Lnrs know road signs. Intro: Tr explains on basic road safety rules. 1: Lnrs read about basic road safety rules. 2: In pairs, Lnrs role play how to cross the road. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Pictures ICT tools Chalkboard illustration	
L2 WED	Importance of following safety rules	State and discuss about importance of following safety rules.	Self – expression Creativity Finger dexterity	Social Sciences ECD A– Grade 2 Syll pg 62-63 Plus one pg 83	Assumed knowledge: Learners know road safety rules. Intro: Recap on basic road safety rules. 1: Tr asks Lnrs the importance of following safety rules. 2: Lnrs discuss about the importance of following road safety rules. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Pictures ICT tools Charts	
L3 THUR	Revision exercise	Write and answer questions of the revision exercise.	Auditory skills Visual skills Finger dexterity	Social Sciences ECD A – Grade 2 Syllabus pg 62-63 Plus one pg 84-85	Assumed knowledge: Lnrs know road safety rules. Intro: Recap on basic road safety rules. 1: Tr asks Lnrs to match safety rule to its importance. 2: In pairs learners work on a given task. 3: Groups present their work. 4: Individual written work. Conclusion: Class discussion.	Pencils Charts Chalkboard illustration	

FRID L4	Means of communication Past means of communication	Identify and state past means of communication	Self-expression Visual skills Refinement of vocabulary Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 63 Plus one pg 86-88 Activity 19.2 pg 88	Assumed knowledge: Lnrns know a drum. Intro: Tr explains on past means of communication. 1: Lnrns read on past means of communication. 2: In fours Lnrns role play past means of communication of own choice. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson	Pictures Horns Drums Specialised materials	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
29/05/26 WK 3 L1 TUE	TRANSPORT AND COMMUNICATION Present means of communication	By the end of the lesson Lnrns should be able to : State and describe present means of transport.	Self-expression Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syll pg 63 Plus one pg 89 Activity 19.3	Assumed knowledge: Lnrns know a drum. Intro: Tr explains on present means of communication. 1: Lnrns read on present means of communication. 2: In fours Lnrns act out how people communicate in the modern world. 3: Groups present their work. 4: Individually Lnrns draw a cell phone. Conclusion: Revision of the lesson	Pictures Cell phones Charts Specialised materials	
L 2 WED	Revision exercise	Write and answer questions of a revision exercise.	Visual skills Finger dexterity Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 63 Plus one pg 90	Assumed knowledge: Lnrns know a cell phone. Intro: Recap on means of communication. 1: Tr gives Lnrns a revision exercise. 2: Lnrns write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L3	SHELTER Human shelter		Auditory skills Visual skills	Social Sciences ECD A– Grade 2 Syllabus pg 64	Assumed knowledge: Lnrns know a hut. Intro: Tr explains on human shelter. 1: Tr asks Lnrns to name human shelter they know.	Models of shelter	

THUR	Types of human shelter	Identify and state human shelter.	Self- expression	Plus one pg 91-93 Activity 20.1 Exercise 20.1	2: In pairs lnrs discuss about pictures of human shelter. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts ICT tools Pencils	
L4 FRID	Importance of shelter	State and explain the importance of shelter.	Auditory skills Visual skills Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 94 Exercise 20.3 pg 95	Assumed knowledge: Lnrs know a house. Intro: Recap on human shelter. 1: Tr asks lnrs the importance of shelter. 2: In pairs lnrs discuss about the importance shelter. 3: Groups present their work. 4: Individually lnrs draw and label parts of the shelter. Conclusion: Revision of the lesson.	ICT tools Pictures Models of shelter Charts	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
05/06/26 WK 4 L1 TUE	SHELTER Revision exercise	By the end of the lesson lnrs shld be able to: Write and answer questions on human shelter.	Finger dexterity Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 95 Exercise 6.1	Assumed knowledge: Lnrs know a hut. Intro: Recap on human shelter. 1: Tr gives lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L2 WED	Animal shelter Types of animal shelter	Identify and state different types of animal shelter.	Visual skills Refinement of vocabulary	Social Sciences ECD A– Grade 2 Syllabus pg 64	Assumed knowledge: Lnrs know a hen. Intro: Tr explains on animal shelter. 1: Lnrs name animal shelter for domestic and wild animals. 2: In pairs, lnrs read on types of animal shelter. 3: Feedback from the groups.	ICT tools Pictures Charts	

			Auditory skills	Plus one pg 96-98 Activity 21.1	4: Individually Lnrs draw an animal shelter of own choice. Conclusion: Revision of the lesson.	Pencils	
L 3 THUR	Creating a model of animal shelter	Create and model an animal shelter.	Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 98 Activity 21.1	Assumed knowledge: Lnrs know animal shelter. Intro: Recap on animal shelter. 1: Tr demo how to make a nest while Lnrs observe. 2: Lnrs help each other to make a nest. 3: Tr monitors and assists the weak. 4: Presentation and displaying of work. Conclusion: Class discussion.	Pictures Models Locally available materials.	
L4 FRID	Revision exercise	Write and answer questions of the revision exercise.	Finger dexterity Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 99	Assumed knowledge: Lnrs know a nest. Intro: Recap on animal shelter. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
12/06/26 WK 5 L 1	GLOBAL ISSUES Veldfires Causes of veld fires	By the end of the lesson learners shld be able to:	Visual skills Auditory skills Refinement of vocabulary	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 100-101	Assumed knowledge: Lnrs know fire. Intro: Tr explains on veld fires. 1: Tr asks Lnrs causes of veld fires. 2: In pairs Lnrs discuss about causes of veld fires. 3: Groups present their work. 4: Individual written work.	Charts Pictures ICT tools	

TUE		Identify and state causes of veldfires.		Activity 22.1 pg 101	Conclusion: Revision of the lesson.		
L2 WED	Effects of veldfires	State and discuss about effects of veldfires.	Auditory skills Visual skills Team work	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 101-102 Activity 22.2 pg 102	Assumed knowledge: Lnrs know fire. Intro: Reciting a rhyme on veldfires. 1: Tr asks Lnrs effects of veldfires. 2: In pairs Lnrs discuss about effects of veldfires. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Pictures ICT tools	
L3 THUR	Preventing veldfires	Identify and explain ways of preventing veldfires.	Auditory skills Visual skills Team work	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 103 Activity 22.3 pg 104	Assumed knowledge: Lnrs know veldfires. Intro: Reciting a poem on veldfires. 1: Lnrs list ways of preventing veld fires. 2: In fours Lnrs practice fire drill. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson.	Charts Pictures ICT tools	
L4 FRID	Revision exercise	Write and answer questions of revision exercise.	Auditory skills Finger dexterity Visual skills	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 104	Assumed knowledge: Lnrs know a nest. Intro: Recap on animal shelter. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	

WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
19/06/26 WK 6 L 1 TUE	GLOBAL ISSUES Water related disasters	By the end of the lesson Inrs shld be able to: Identify and state water related disasters.	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 106 Activity 23.1 pg 107	Assumed knowledge: Learners know water bodies. Intro: Tr explains on water related disasters. 1: Inrs read on water related disasters. 2: In pairs Inrs list water related disasters. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	ICT tools Pictures Resource person	
L 2 WED	Safety precautions against water related disasters	State and discuss about safety precautions against water related disasters.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 107-108 Activity 23.1 pg 107	Assumed knowledge: Learners know drowning. Intro: Recap on water related disasters. 1: Inrs read on safety precautions against water related disasters. 2: In pairs Inrs discuss about safety precautions against water related disasters. 3: Feedback from the groups. 4: Individually Inrs state places where children can drown. Conclusion: Revision of work.	ICT tools Pictures Resource person Glue	
L 3 THUR	Role play safety precautions	Role play safety precautions that one must take when there is flooding.	Auditory skills Team work Self- expression Language development	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 107 Activity 23.1	Assumed knowledge: Inrs know water related disasters. Intro: Recap on water related disasters. 1: Inrs list safety precautions against water related disasters. 2: In groups of five Inrs role play safety precaution that one can take when there is flooding. 3: Groups presentation. 4: Individual demonstration. Conclusion: Revision of work.	ICT tools Pictures	

L 4	Revision exercise	Write and answer questions of the revision exercise.	Finger dexterity Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 109	Assumed knowledge: Lnrs know water hazards. Intro: Recap on water related disasters. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
FRID							
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
27/02/26	MANAGING AND COPING WITH CHANGES Transitional changes from ECD to grade 1	By the end of the lesson learners shld be able to: State changes they have experienced from ECD to grade 1.	Visual skills Auditory skills Communication skills Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 66 Plus one pg 110-112 Activity 24.1 pg 112	Assumed knowledge: Lnrs have experiences. Intro: Tr explains on transitional changes. 1: Lnrs read a story on transitional changes from ECD to grade 1. 2: In groups of three Lnrs discuss about how they feel to be in grade 1. 3: Feedback from the groups. 4: Individually Lnrs draw themselves in their new classroom. Conclusion: Revision of work.	ICT tools Pictures	
WK 7							
L 1							
TUE							
L 2	Managing transitional changes in the school	State and describe ways of managing transitional changes in the school.	Auditory skills Refinement of vocabulary Visual skills Self-expression	Social Sciences ECD A– Grade 2 Syllabus pg 66 Plus one pg 112 Activity 24.2	Assumed knowledge: Lnrs know changes at school. Intro: Recap on changes at school. 1: Lnrs read on managing transitional changes in the school with help of the teacher. 2: In pairs, Lnrs discuss about what has changed for them from ECD to grade1. 3: Feedback from the groups. 4: Individually Lnrs state how they manage the changes. Conclusion: Class discussion.	ICT tools Pictures Resource person	
WED							

L 3 THUR	Revision exercise	Write and answer questions of the revision exercise.	Auditory skills Finger dexterity Visual skills	Social Sciences ECD A– Grade 2 Syllabus pg 66 Plus one pg 113	Assumed knowledge: Lnrs know changes at school. Intro: Recap on managing transitional changes at school. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L4 FRID	Possible changes that affect children in the family	Identify and state changes that may affect children in the family .	Auditory skills Visual skills Team work Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 66-67 Plus one pg 114-115 Activity 25.1 pg 116	Assumed knowledge: Lnrs know their family members. Intro: Tr explains on changes that affect children in family. 1: Lnrs read a story about possible changes that affect Lnrs in the family 2: In pairs Lnrs discuss about changes that take place in the home 3: Groups give feedback. 4: Individual written work. Conclusion: Class discussion.	ICT tools Resource person Charts Pictures	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
03/07/26 WK 8 L 1 TUE	MANAGING AND COPING WITH CHANGES Coping strategies on family changes	By the end of the lesson learners shld be able to: Identify and state coping strategies on family changes.	Auditory skills Visual skills Team work Self-expression	Social Sciences ECD A– Grade 2 Syllabus pg 66-67 Plus one pg 116 Activity 25.2 pg 117	Assumed knowledge: Lnrs know changes in the family. Intro: Tr explains on coping strategies on family changes. 1: Lnrs list coping strategies on family changes. 2: In groups of four Lnrs discuss about songs they sing to make them happy when they are sad. 3: Groups give feedback. 4: Individually learners state games they play to refresh. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	

L 2 WED	Revision exercise	Write and answer questions of revision exercise.	Auditory skills Visual skills Finger dexterity	Social Sciences ECD A– Grade 2 Syll pg 66-67 Plus one pg 117	Assumed knowledge: Lnrs know changes in the family. Intro: Recap on strategies to cope up with family changes. 1: Tr gives Lnrs a revision exercise. 2: Lnrs write a revision exercise. 3: Tr monitors. Conclusion: Revision of work.	Chalkboard illustration Pencils	
L 3 THUR	Conflict resolution Potential causes of conflict	Identify and state potential causes of conflict.	Auditory skills Visual skills Fluency Self- expression	Social Sciences ECD A– Grd 2 Syll pg 67 Plus one pg 118-119 Activity 26.1 pg 119	Assumed knowledge: Lnrs can express their feelings. Intro: Tr tells a bible story about Solomon’s wives 1: Teacher asks Lnrs causes of conflict among people 2: In pairs Lnrs read the story and discuss about causes of conflicts. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Resource person Specialised materials	
L 4 FRID	Ways of resolving conflicts	State and discuss ways of resolving conflicts.	Refinement of vocabulary Auditory skills Team work	Social Sciences ECD A– Grade 2 Syllabus pg 67 Plus one pg 120	Assumed knowledge: Learners know conflicts. Intro: Recap on causes of conflicts. 1: Lnrs read about ways of resolving conflicts. 2: In pairs, Lnrs discuss about ways of resolving conflicts. 3: Feedback from the groups. 4: Individually Lnrs write a revision exercise. Conclusion: Class discussion.	ICT tools Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
10/07/26 WK 9	REVISION TRANSPORT AND	By the end of the lesson Lnrs shld be able to:	Self -expression Visual skills	Social Sciences ECD A – Grade 2 Syllabus pg 62	Assumed knowledge: Lnrs know a car. Intro: Tr gives explains on means of transport 1: Lnrs name pictures and read about means of transport. 2: In groups of five Lnrs play the train game	Pictures Specialised materials	

L 1 TUE	COMMUNICATION Different means of transport	Identify and state different means of communication	Auditory skills Finger dexterity	Plus one pg 74-77	3: Groups present their work. 4: Individually Inrs draw a train. Conclusion: Reciting “row, row your boat”.	ICT tools Charts	
L 2 WED	Basic road signs	Identify and name basic road signs.	Self -expression Turn taking Fluency	Social Sciences ECD A– Grade 2 Syll pg 62-63 Plus one pg 80-81	Assumed knowledge: Lnrns know means of transport. Intro: Tr explains on basic road signs. 1: Lnrns read on basic road signs. 2: In pairs Lnrns discuss about the meaning of different basic road signs. 3: Groups present their work. 4: Individually Lnrns draw road signs. Conclusion: Class discussion.	ICT tools Pictures Charts Road sign models	
L 3 THUR	Past means of communication	Identify and state past means of communication	Self -expression Visual skills Refinement of vocabulary Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 63 Plus one pg 86-88	Assumed knowledge: Lnrns know a drum. Intro: Tr explains on past means of communication. 1: Lnrns read on past means of communication. 2: In fours Lnrns role play past means of communication of own choice. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson	Pictures Horns Drums Specialised materials	
L 4 FRID	Present means of communication	By the end of the lesson Lnrns should be able to : State and describe	Self -expression Visual skills Auditory skills	Social Sciences ECD A– Grade 2 Syll pg 63 Plus one pg 89	Assumed knowledge: Lnrns know a drum. Intro: Tr explains on present means of communication. 1: Lnrns read on present means of communication. 2: In fours Lnrns act out how people communicate in the modern world. 3: Groups present their work.	Pictures Cell phones Charts	

		present means of transport.			4: Individually lnrs draw a cell phone. Conclusion: Revision of the lesson	Specialised materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
17/07/26 WK 10 L1 TUE	REVISION SHELTER Types of human shelter	By the end of the lesson learners shld be able to: Identify and state human shelter.	Auditory skills Visual skills Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 91-93	Assumed knowledge: Lnrs know a hut. Intro: Tr explains on human shelter. 1: Tr asks lnrs to name human shelter they know. 2: In pairs lnrs discuss about pictures of human shelter. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of the lesson.	Charts ICT tools Pencils	
L 2 WED	Importance of shelter	State and explain the importance of shelter.	Auditory skills Visual skills Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 94	Assumed knowledge: Lnrs know a house. Intro: Recap on human shelter. 1: Tr asks lnrs the importance of shelter. 2: In pairs lnrs discuss about the importance shelter. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Pictures Models of shelter	
L 3 THUR	Types of animal shelter	Identify and state different types of animal shelter.	Visual skills Refinement of vocabulary Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 64 Plus one pg 96-98	Assumed knowledge: Lnrs know a hen. Intro: Tr explains on animal shelter. 1: Lnrs name animal shelter for domestic and wild animals. 2: In pairs, lnrs read on types of animal shelter. 3: Feedback from the groups. 4: Individually lnrs draw an animal shelter of own choice. Conclusion: Revision of the lesson.	ICT tools Pictures Charts Pencils	

L 4 FRID	Fieldtrips	Visit a local wildlife park and observe the shelter of wild animals.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECD – Grade 2 Syllabus pg 64	Assumed knowledge: Learners know animals. Intro: Recap on animal shelter. 1: Teacher and Inrs visit the local wildlife park. 2: In groups of five Inrs identify shelter of wild animals. 3: Groups give their observations. 4: Individual written work. Conclusion: Class discussion.	ICT tools Outdoor Specialised materials	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
24/07/26 WK 11 L 1 TUE	REVISION GLOBAL ISSUES Causes and effects of veldfires	By the end of the lesson learners shld be able to: Identify and state causes and effects of veldfires.	Visual skills Auditory skills Refinement of vocabulary	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 100-102	Assumed knowledge: Lnrns know fire. Intro: Tr explains on veld fires. 1: Tr asks Lnrns causes of veld fires. 2: In pairs Lnrns discuss about effects of veld fires. 3: Groups present their work. 4: Individual written work. Conclusion: Revision of the lesson.	Charts Pictures ICT tools	
L 2 WED	Preventing veldfires	Identify and explain ways of preventing veldfires.	Auditory skills Visual skills Team work	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 103	Assumed knowledge: Lnrns know veldfires. Intro: Reciting a poem on veldfires. 1: Lnrns list ways of preventing veld fires. 2: In fours Lnrns practice fire drill. 3: Groups present their work. 4: Individual demonstration. Conclusion: Revision of the lesson.	Charts Pictures ICT tools	
L 3	Water related disasters	Identify and state water	Auditory skills Visual skills	Social Sciences ECD A– Grade 2 Syllabus pg 65	Assumed knowledge: Learners know water bodies. Intro: Tr explains on water related disasters. 1: Lnrns read on water related disasters.	ICT tools Pictures	

THUR		related disasters.	Team work Self- expression	Plus one pg 106	2: In pairs lnrs list water related disasters. 3: Feedback from the groups. 4: Individual written work. Conclusion: Revision of work.	Resource person	
L 4 FRID	Safety precautions against water related disasters	State and discuss about safety precautions against water related disasters.	Visual skills Auditory skills Team work Self- expression	Social Sciences ECD A– Grade 2 Syllabus pg 65 Plus one pg 107-108	Assumed knowledge: Learners know drowning. Intro: Recap on water related disasters. 1: Lnrs read on safety precautions against water related disasters. 2: In pairs lnrs discuss about safety precautions against water related disasters. 3: Feedback from the groups. 4: Individually lnrs state places where children can drown. Conclusion: Revision of work.	ICT tools Pictures Resource person Glue	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
31/07/26 WK 12 L 1 TUE	REVISION MANAGING AND COPING WITH CHANGES Coping strategies on family changes	By the end of the lesson learners shld be able to: Identify and state coping strategies on family changes.	Auditory skills Visual skills Team work Self-expression	Social Sciences ECD A– Grade 2 Syllabus pg 66-67 Plus one pg 116	Assumed knowledge: Lnrs know changes in the family. Intro: Tr explains on coping strategies on family changes. 1: Lnrs list coping strategies on family changes. 2: In groups of four lnrs discuss about songs they sing to make them happy when they are sad. 3: Groups give feedback. 4: Individually learners state games they play to refresh. Conclusion: Revision of the lesson.	ICT tools Pictures Specialised materials	
WED	Managing transitional	State and describe ways	Auditory skills	Social Sciences ECD A– Grade 2 Syllabus pg 66	Assumed knowledge: Lnrs know changes at school. Intro: Recap on changes at school.	ICT tools Pictures	

	changes in the school	of managing transitional changes in the school.	Refinement of vocabulary Visual skills Self-expression	Plus one pg 112	1: Lnrs read on managing transitional changes in the school with help of the teacher. 2: In pairs, Lnrs discuss about what has changed for them from ECD to grade1. 3: Feedback from the groups. 4: Individually Lnrs state how they manage the changes. Conclusion: Class discussion.	Resource person	
THUR	Potential causes of conflict	Identify and state potential causes of conflict.	Auditory skills Visual skills Fluency Self- expression	Social Sciences ECDA– Grd 2 Syll pg 67 Plus one pg 118-119	Assumed knowledge: Lnrs can express their feelings. Intro: Tr tells a bible story about Solomon’s wives 1: Teacher asks Lnrs causes of conflict among people 2: In pairs Lnrs read the story and discuss about causes of conflicts. 3: Groups give feedback. 4: Individual written work. Conclusion: Revision of the lesson.	ICT tools Resource person Specialised materials	
FRID	Ways of resolving conflicts	State and discuss ways of resolving conflicts.	Refinement of vocabulary Auditory skills Team work	Social Sciences ECD A– Grade 2 Syllabus pg 67 Plus one pg 120	Assumed knowledge: Learners know conflicts. Intro: Recap on causes of conflicts. 1: Lnrs read about ways of resolving conflicts. 2: In pairs, Lnrs discuss about ways of resolving conflicts. 3: Feedback from the groups. 4: Individual written work. Conclusion: Class discussion.	ICT tools Resource person	
WEEK ENDING	TOPIC/ CONTENT	OBJECTIVES	COMPETENCES	REFERENCES	TEACHING/LEARNING ACTIVITIES	RESOURCES	EVALUATION
07/08/26 WK 13	REVISION Topics covered	By the end of the lesson learners	Auditory skills Visual skills	Social Sciences ECD A– Grade 2 Syll pg 62-67	Assumed knowledge: Lnrs grasped concepts. Intro: Tr introduces the lesson. 1: Tr gives examples and demonstrates.	Chalkboard illustration	

		should be able to: Write and answer questions from the topics covered.	Finger dexterity Refinement of vocabulary	Plus one pg 74-121	2: Group work activities. 3: Feedback from the groups. 4: Individual written work Conclusion: Revision of work.	Pictures ICT tools Charts	
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Teacher's Remarks:

Head of Department / TIC Comments & Signature:

Date: _____

