



Ministry of Education, Science and Technology

**Accelerated Teaching Syllabi Volume 1 for  
Class I and Class II**

(2015 – 2016)

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## **Class I: Language Arts**

### **General Objectives**

By the end of Primary 1, pupils should be able to:

- Sound and name letters of the alphabet
- Identify sounds/letters in words
- Distinguish between vowels and consonants
- Make simple statements and requests
- Understand simple statements and instructions
- Recite and dramatize simple stories and poems
- Write all the upper and lower cases of letters
- Read simple words and sentences
- Write simple words and sentences using script writing.

**Class I: Language Arts**  
Scope and Sequence

Theme/Topic	Term 1	Term 2
Listening and Speaking Skills	<p>Getting Started: Introduction to literacy skills</p> <ul style="list-style-type: none"> <li>- Greeting in Mother Tongue and English to stimulate</li> <li>- Getting set in CCTT format</li> <li>- Ask simple questions in Mother Tongue and English e.g. using names What is my name? What is her/his name? What is the name of your Mother /Father What is the name of your brother/sister?</li> </ul> <p>Write names of pupils on a chart and display it on the wall.</p> <ul style="list-style-type: none"> <li>- Alphabet Knowledge: Teaching sounds of and names of letters. Letter Teaching: 'Bb', 'Pp'</li> <li>- Tell/dramatize in context</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter</li> </ul> <p>Write the upper and lower cases of the letter.</p>	<p>Alphabet knowledge – Teaching sounds and names of letters. Letter Teaching in short story 'Cc', 'Jj'</p> <ul style="list-style-type: none"> <li>- Dramatize the story</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter</li> <li>- Read a story</li> <li>- Write the letters correctly in upper and lower case.</li> </ul> <p>Letter Teaching the story. 'Vv', 'Qq'</p> <ul style="list-style-type: none"> <li>- Tell/Dramatize a story, the role play</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter correctly</li> <li>- Read a story</li> <li>- Write the upper and lower case of letters.</li> </ul>
Listening and Speaking Skills	<p>Letter Teaching: 'Dd', 'Tt' (short story)</p> <ul style="list-style-type: none"> <li>- Tell/Dramatize a short story</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter</li> <li>- Read the story</li> </ul>	<p>Letter Teaching: 'Ll', 'Xx'</p> <ul style="list-style-type: none"> <li>- Tell/Dramatize a short story</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter correctly</li> <li>- Read a story</li> </ul>

Theme/Topic	Term 1	Term 2
	<ul style="list-style-type: none"> <li>- Select 3 key words for discussion</li> </ul> Write the letter correctly (upper and lower cases of the letter).	Write the letter correctly (upper and lower case of letter).
	Letter Teaching: 'Gg', 'Nn' (short story) <ul style="list-style-type: none"> <li>- Tell/Dramatize a story</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter (words)</li> <li>- Read the story</li> <li>- Select 3 key word for discussion</li> <li>- Write the letter correctly (upper and lower cases of the letter).</li> </ul>	Letter Teaching: 'Yy', 'Oo' <ul style="list-style-type: none"> <li>- Tell/Dramatize role play a story</li> <li>- Sound the name of the letter</li> <li>- Name the letter</li> <li>- Identify the letter</li> <li>- Read a story</li> <li>- Select 3 key words from a story for discussion</li> </ul> Write the letter correctly (upper and lower case of letter).
	Listen to short stories – letter Teaching 'Kk', 'Mm' ( in context – short story_ <ul style="list-style-type: none"> <li>- Tell/Dramatize a story</li> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter (words)</li> <li>- Read the story</li> <li>- Select 3 key word for discussion</li> </ul> Write the letter correctly	Segmentation: <ul style="list-style-type: none"> <li>- Produce and identify initial</li> <li>- Sounds/letters.</li> <li>- Produce and identify final sounds and letters</li> <li>- produce/sound consonant blends sh, ch, th, and cluster tr, sk, gr</li> </ul>
Listening and Speaking Skills	Letter Teaching – Tell and dramatize a short story 'Aa', 'Ii' <ul style="list-style-type: none"> <li>- Sound the letter</li> <li>- Name the letter</li> <li>- Identify the letter (words)</li> <li>- Read the story</li> <li>- Select 3 key word for discussion</li> </ul>	Poem/Rhyme Teaching <ul style="list-style-type: none"> <li>- Read a poem expressively – bring out rhyming mode</li> <li>- Dramatize a poem</li> <li>- Select 3 key words for discussion</li> </ul> Talk about meaning of key words. Ask simple questions e.g. <ul style="list-style-type: none"> <li>- Can I touch the table?</li> </ul>

Theme/Topic	Term 1	Term 2
	<p>Write the upper and lower cases of the letters correctly.            Make simple statement using some pronouns e.g.            I am eating            We are eating            He/she/it is eating            They are eating</p>	<ul style="list-style-type: none"> <li>- Where is my bag?</li> <li>- What are you eating</li> </ul> <p>Make simple statements:</p> <ul style="list-style-type: none"> <li>- I like mangoes</li> <li>- She lives in Wellington</li> <li>- They are sleeping</li> </ul> <p>Make and understand simple instructions</p> <ul style="list-style-type: none"> <li>- Put the pencil in the bag</li> <li>- Close the window</li> </ul> <p>Read the story.</p>

## Class I: Language Arts

### Class I: Language Arts, Term: 1 Syllabus

**General Learning Outcome:** At the end of Class I, pupils should be able to recognize sounds and name letters of the alphabet; and write simple words and sentences correctly.

Theme/Concept	Topic	Objective	Learning Outcome	Teaching/Learning Activities	Teaching and Learning Aids
Reading And Comprehension Skills  Week 1-2	Pre-Reading Skills - Left to right eye coordination. - Top to bottom eye coordination. - Visual discrimination. - Visual discrimination. Auditory discrimination. Pre-Reading Activities. - Identifying and matching similar shapes.	- Recognize pictures of familiar objects - Recognize and match pictures and patterns - Recognize the direction of print correctly.	Use the direction and mode of print in reading and writing correctly.	- Question and answer - Use pointer to show direction of print - Matching shapes - Identifying patterns - Looking at pictures and patterns.	Charts Blackboard Posters Pointer to track print familiar objects

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Theme/Concept	Topic	Objective	Learning Outcome	Teaching/Learning Activities	Teaching and Learning Aids
	<ul style="list-style-type: none"> <li>- Identifying different shapes.</li> <li>- Identifying picture/patterns.</li> </ul>				
	<ul style="list-style-type: none"> <li>- Letter Teaching Lesson (game: A/phrase) 'S s', 'Z z'</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Sound and name the letter</li> <li>- Identify the letter</li> <li>- Write the letter correctly</li> </ul>	Develop the effective use of spoken and written skills to enhance reading	<ul style="list-style-type: none"> <li>- Repetition drills</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Alphabet strip</li> <li>- Pointer</li> <li>- Letter cards</li> </ul>
<p align="center">Reading And Comprehension Skills</p> <p align="center"><i>Week 3-4</i></p>	<p>Reading Short Stories</p> <ul style="list-style-type: none"> <li>- Letter Teaching 'E e', 'W w' E e Esther likes eggs.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the things in the story.</li> <li>- Sound and name the letter correctly</li> </ul>	Develop reading and comprehension skills, for the understanding of written text messages	<ul style="list-style-type: none"> <li>- Dramatize</li> <li>- Question and answer</li> <li>- Repetition drills</li> </ul>	<p>Chart</p> <ul style="list-style-type: none"> <li>- Letter cards</li> <li>- Alphabet strip</li> <li>- Objects</li> </ul> <p>Primary English for Sierra Leone Teachers' and pupils' Book I</p>

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Theme/Concept	Topic	Objective	Learning Outcome	Teaching/Learning Activities	Teaching and Learning Aids
	<p>She buys eggs from Emma every day.</p> <p align="center">W w</p> <p>William wears a wig. The wig is white. He wears the wig on Wednesdays.</p>	<ul style="list-style-type: none"> <li>- Identify correctly the letter in words</li> <li>- Name persons or things in the story.</li> <li>- Write correctly the upper and lower cases of the letter.</li> <li>- Answer questions, about a story.</li> <li>- Read a short story.</li> </ul>		<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Tracking of print with a pointer.</li> </ul>	
<p align="center">Reading And Comprehension Skills</p> <p align="center"><i>Week 5-6</i></p>	<p>Word building:</p> <ul style="list-style-type: none"> <li>- Use any of the short stories in your letter teaching lesson to help the children master the</li> </ul>	<ul style="list-style-type: none"> <li>- Identify correctly some key words in a story.</li> <li>- Indicate initial medial /and final sounds /</li> </ul>	<p>Develop word formation skills to make meaning of words vocabulary development.</p>	<ul style="list-style-type: none"> <li>- Reading aloud with children</li> <li>- Question and answer</li> <li>- Repetition drills</li> </ul>	<ul style="list-style-type: none"> <li>- Chart story</li> <li>- Matching words and pictures</li> </ul>

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	concept of word building.	letters of words e.g.: Man M – initial a - medial n- final - Match words & patterns - Discuss meaning of words.			
Writing Skills  Week 7-8	Pre-Writing Skills - Sitting posture - Handling a writing instrument. - Left to right eye coordination Pre-Writing activities - Scribing	- Develop correct classroom sitting post. - Hold and use writing instrument correctly. - Control writing instrument correctly	Develop motor coordination in using the writing instrument correctly. Use writing instrument well to write correctly	- Question and answer - Demonstration - Scribbling - Drawing, tracing and copying lines, shapes and objects. - Free arm board chalk, charcoal pencil	Free arm boards chalk, charcoal, pencils, crayons Free arm boards chalk, pencil charcoal sand tray paper

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Theme/Concept	Topic	Objective	Learning Outcome	Teaching/Learning Activities	Teaching and Learning Aids
	<ul style="list-style-type: none"><li>- Draw lines, Patterns e.g.: Diagram</li><li>- Draw pictures</li><li>- Writing letters of the alphabet</li></ul>	<ul style="list-style-type: none"><li>- Form up and lower cases of letters correctly</li></ul>			

**Class I: Language Arts Term: 2 Syllabus**

**General Learning Outcome:** At the end of Primary 1, pupils should be able to recognize sounds and name letters of the alphabet; and write simple words and sentences correctly.

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching/Learning Activities</b>	<b>Teaching and Learning Aids</b>
<p align="center">Listening and speaking skills</p> <p align="center"><i>Week 1</i></p>	<p>Revision of First Term Work on the sounds and names of letters, and simple instructions and courtesies.</p>	<p>Discuss the sounds and names of letters learned First in Term.</p>	<p>Identify letter sounds and names; and carry out instructions correctly.</p>	<p>-Use alphabet cards to help pupils identify letter sounds and names they have learned.</p> <p>-In Day 1, think of short stories to link different objects and words that begin with the letter you are going to teach.</p> <p>-ask questions to raise the background knowledge of pupils to link them to the topic.</p> <p>-Tell a story in which pupils participate actually in identifying names of objects or persons. Write the words on the blackboard; cat, cock, cap, carry.</p>	<p>Alphabet cards</p> <p>Pointer to track the reading of print.</p> <p>Charts and short stories.</p>
	<p>Alphabet knowledge:</p> <p>- Teaching sounds and names of letters (Two letters should be taught weekly)</p>	<p>Use simple instructions and courtesies correctly.</p> <p>Dramatize a short story:</p> <p>Name the sound of the letter correctly.</p> <p>State the name of the letter.</p> <p>Read a short story.</p>	<p>Listening to stories and identification of letter sounds and names develop their reading skills.</p>		
	<p>Letter Teaching “C c”, “J j”</p>	<p>Identify letter name and sound in words.</p>			
	<p>Letter Teaching “V v”, “Q q”</p>	<p>Write the upper and lower cases</p>			
	<p>Letter Teaching</p>				

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	"L l", "X x"  Letter Teaching 'U u', 'H h"  Letter Teaching "Y y", "O o"	of the letter correctly.		-Dramatize the story with pupils. -Use a pointer to read the words. Read the words and story with pupils. -Identify the letter and write the upper case followed by lower case form.	
<i>Week 2</i>				-Use repetition drills to help children pronounce the letter sound and name -Summarize the story into 2 or 3 sentences. -Read the story e.g. "C c" Cock likes Cat. Cat carries cock in his cap. -Ask children to draw anything they like in the story. Continue Day 2 to teach,	Free arm boards  Chalk, pencils  Alphabet strip

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<p>Listening and Speaking Skills</p> <p><i>Week 3</i></p>	<p>Segmentation: Lesson for letter sounds – dividing letter sounds into a word, into little sounds.</p> <p>Revision of letter names and sounds</p> <p>Production of initial and final sound/letters correctly.</p>	<p>Identify and sound initial and final letters in words.</p> <p>Recognize that words are made of little sounds, e.g. “POT” has 3 sounds: <i>/P/-/O/-/T/</i></p>	<p>Develop phonemic awareness to read and write correctly.</p>	<p>reading and vocabulary.</p> <p>-Use alphabet strip and letter cards to revise back ground knowledge of pupils in identifying letter sounds and names. -Repetition drills should be used in playing alphabet games to help pupils feel, hear and see the relationship between sound and letter</p>	
<p>Listening and Speaking Skills</p> <p><i>Week 4</i></p>				<p>E.g. Ask pupils to clap when they hear a similar sound at the beginning of a word e.g. ‘bag’, ‘mat’, ‘ban’, ‘sun’, in this case/b/,</p>	<p>Pencils Chalk Free arm Boards Exercise book</p>

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				begins both 'bag', and 'ban'. -on the other hand at word final e.g. cap. Cat, tap, dog /o/ is in word final. Ask pupils to underline the beginning and final of these words, 'tap', 'dog', 'man', 'boy'.	
<i>Week 5</i>	Production of consonant blend and clusters	-Identify and sound some consonant blends and clusters in words correctly. -Use some consonant blends and cluster correctly.	Use some consonant blends and clusters correctly to form meaningful words	-Review letter sounds and names. -Tell pupils that a consonant blend is made of two letters consigning one sound, e.g. ch, th, sh – consonant cluster has two letters and two sounds; tr – tree, trip sk – skin gr – greet, green Ask pupils to write and sound the	Pencils Letter cards Alphabet Strip Pointer Blackboard.  Free-arm boards Chalk Pencil Letter Letter cards

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				following clusters and blends. tr, ch, sh gr, th.	Blackboard
Listening and Speaking Skills  Week 6	Poem/Rhyme Teaching "Fatu Fries Fish" Fatu Fries Fish Five Tasty Fish Five Cat Fish Fill my dish Fill my dish  Vocabulary - Fries - Fill - Fish - Dish - Tasty	-Read fluently  -Develop vocabulary and comprehension skills.  -Identify key words correctly in the poem	Recognize letter names, sounds and words to develop vocabulary and comprehension skills.	Raise prior knowledge of pupils by talking about how food is prepared.  Read the poem expressively.  Dramatize the poem.  Read the poem with pupils.  Select words and discuss meanings with pupils.  Talk about the sounds that rhyme in the poem -/F/, sh/.	A chart showing the picture of a fish and dish and a written version of the poem.  Pointer to track word sound.  Sentences  Objects e.g. dish, pot, oil, spoon, fish.

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				Discuss the reasons for frying fish.  Draw objects or write the letter that appears frequently in the poem.	
Listening and Speaking Skills  <i>Week 7</i>	Poem/Rhyme Teaching "Fatu Fries Fish" Fatu Fries Fish Five Tasty Fish Five Cat Fish Fill my dish Fill my dish	Use some words to make new expressions	Develop vocabulary and comprehension skills.	Review previous lessons with pupils. Encourage pupils to use words in new expressions e.g.; tasty. Fill my cup delicious soup Fill my bag  Read the expression with pupils. Ask them to write the words: Fill, Fatu, or Fish, Dish.	A chart showing the picture of a fish and dish and a written version of the poem. Objects e.g. dish, fish, pot, oil, and spoon. Pointer to track words sentences objects – e.g. Fish, pot, dish, spoon.
	Ask simple questions:	Express and comprehend simple questions	Recognize the use of simple questions,	-Review previous lesson with pupils.	Primary English For Sierra Leone Teacher

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	-Can I touch the table? -Where is my bag? -What are you eating?  Make simple statements: -I like my mangoes -she lives in Wellington.  Make and understand simple instructions: -Put the pencil in the bag -close the door. -read the story	Use simple statements and instructions correctly.	statements and instructions to communicate effectively.	-encourage pupils to ask questions, make simple statements and instruction, e.g. * Where is my bag? *I like mangoes *Close the door * Read the story *Repetition active drill to sustain practice.	and pupils' Book I Units – 24 – 38
Reading and Comprehension Skills	Reading Short Stories and Poem/Rhymes	Recognize the relationship between	Develop reading and comprehensio	-Review the previous lesson. In Day I.	

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Week 8	The Dog and the Piece of Meat Vocabulary - Meat - Peacefully - Stream - Surprised - reflection	writing/print and meaning. -Identify correctly some key words and sentences. Read and discuss story correctly. Dramatize the story. Answer questions on what have been read. Write some key words and simple sentences correctly.	n skills for effective communication with minimal grammatical errors.	-Raise background knowledge of pupils and link it to the meaning of the story/poem. -Tell/narrate the story with pupil's interest and discuss it.  In Day 2 -Read the story carefully. -Encourage pupils through questions to talk about events/things in the story/poem. -Help pupils to dramatize the story/poem.  In Day 3. Read the story with pupils.	

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				-Select key words in sentences for discussion.	
<p align="center">Reading and Comprehension Skills</p> <p align="center"><i>Week 9</i></p>	<p>Word building: TINY TALE Teaching -Tiny Tales are little stories made together with the pupils in class. The teacher initiates the idea and structure of the Tale. The teacher helps pupils give the important words for the story.</p>	<p>-Participate in selecting a topic for the Tiny Tale. -Identify words correctly. -Participate in writing the Tiny Tale. -Spell and sound words correctly. -Read the Tiny Tale Fluently. -Recognize correctly words</p>	<p>Recognize the meaning and use of words for effective participation in reading writing and comprehension activities.</p>	<p>-Review previous lesson with pupils. -Raise background knowledge of pupils in stores to link them to the meaning of Tiny Tale: -Select the topic of the Tiny Tale. -Discuss the topic with children by asking questions to help pupil talk.</p>	<p>-Objects e.g. Mirror or bowl of water to help child see themselves to give meaning to reflection. -Blackboard -Exercise books -Chalk Free-arm -Boards.</p> <p>Frames of tiny Tales: E.g. <u>What will Mama cook?</u></p> <p>What will mama cook?</p>

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	E.g. Teacher tells what he/she saw on the way to school. He/she later asks pupils to name what they saw on their way to school.	and their meaning.			She will cook ..... She will cook ..... She will cook ..... She will cook ..... Mama cooks and I will eat.
Reading and Comprehension Skills  <i>Week 10</i>	The teacher writes the story on the blackboard or chart paper e.g.  On My Way to School: On my way to school I saw a dog I saw a tree I saw a cat	Identify letter sounds and names correctly.	Identify and use sounds and letters correctly to	Review letter sounds and names.  -Encourage pupils to read and identify words selected from	Use chart of a poem you have taught.

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	<p>I saw all these on the way to school.</p> <p>Word Building Recognizing words: Vocabulary Development Word Patterns</p> <p>On sets and rimes e.g. Fat – ‘ at’ pattern words <u>on set rime word</u></p> <p>-</p> <ul style="list-style-type: none"> <li>- Cat, bat</li> <li>- Mat, sat rat</li> </ul>	<p>-Use letter sounds correctly to form meaningful words.</p> <p>-Recognize that words are made of pattern e.g. “at” pattern words will include: at: pat, mat, cat, rat</p>	<p>form meaningful patterns of words, sustain vocabulary development.</p>	<p>any of the poems or stories you have taught, e.g. In the poem Fatu Fries fish. We may select ‘Fat’, ‘Fill’ and ‘Fish.’</p> <p>-</p>	<p>Prepare phonogram flip book.</p> <p>Letter cards</p>
<p>Writing Skills</p> <p><i>Week 11</i></p>	<p>Writing Letters of the alphabet e.g. Ss Rr Yy</p>	<p>-Write upper and lower cases of letters correctly.</p>	<p>Write correctly letters, words</p>	<p>Review previous lesson.</p>	

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	Write words and simple sentences Cap, bat	-Name and sound letters of the alphabet. -Write letters correctly following the top, middle and down patterns of writing the alphabet e.g. Aa Bb Jj Qq Identify words and meaning correctly. Write words and short sentences well.	and simple sentences to ease reading and comprehension.	-Encourage pupils to identify letter names and sounds. -Use alphabet strip to show the three positions of writing or forming letters correctly. _demonstrate how a letter is written. Draw 4 lines to form the paths on which the letters are written. -Ask them to write the letter in the exercise books or free-arm boards. -Use the words or simple sentences you selected from the poems or stories you have taught to help them write the words, and sentences.	

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				-Rule 4 lines on the blackboard or free-arm boards to help pupils write words and sentences correctly					
<p align="center">Writing Skills</p> <p align="center"><i>Week 12</i></p>	<p>Write/Form Word Patterns e.g.: ball - all Pattern words</p> <table border="1" data-bbox="699 773 762 963"> <tr><td>f</td></tr> <tr><td>c</td></tr> <tr><td>t</td></tr> <tr><td>p</td></tr> </table> <p>fall call -all tall  ball</p>	f	c	t	p	<p>Recognize letter sounds and names correctly.</p> <p>Identify and form meaningful word patterns.</p> <p>Use meaningful words to write simple sentences correctly, e.g. Fatu is writing.</p> <p>Fatu is writing</p>	<p>Recognize letter sounds, names and words for writing word patterns correctly.</p> <p>Write simple sentences correctly enhance read and comprehension.</p>	<p>Review previous lesson on word patterns with pupils.</p> <p>-Encourage pupils to sound the letters of the alphabet.</p> <p>-Select words for the on-set and rime.</p> <p>-Form the word patterns with pupils. Ask pupils to write the words.</p> <p>-Review the previous lesson.</p> <p>-identify the words and read them.</p> <p>-Draw 4 lines for pupils to write the sentence.</p>	<p>Chalk, Crayon Pencils Free-arm boards.</p>
f									
c									
t									
p									

**Class I: Language Arts Term: 2 Syllabus**

**General Learning Outcome:** At the end of Primary 1, pupils should be able to recognize sounds and name letters of the alphabet; and write simple words and sentences correctly.

<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching/Learning Activities</b>	<b>Teaching and Learning Aids</b>
	write simple sentences  I am a girl			-Write the sentence with pupils. -Ask pupils to write the sentence in their free-arm boards or exercise books.	

## **Class 1: Mathematics**

### **Expected General Learning Outcome**

At the end of class 1, pupils should be able to:

- Recognize and write correctly whole numbers 0 – 100
- Add and subtract whole numbers less than 20 correctly.
- Develop basic practical idea of measurement of length, weight capacity and time.

**Class I: Mathematics  
Scope and Sequence**

Theme/Topic	Term 1	Term 2
Number and Numeration a) Whole number b) Fraction	Pre-Mathematical activities: - Collecting, describing and classifying objects. Whole numbers: 0 – 9 Ordinal numbers: 1 <sup>st</sup> – 9 <sup>th</sup>	Whole numbers: 0 – 50 Place value  Practical idea of $\frac{1}{2}$ to $\frac{1}{4}$
Number Operation	Addition up to 9  Addition facts for 0 – 9  Subtraction: One digit numbers from numbers up to 9	Addition of up to 2 digit numbers with sums not exceeding 19. Addition of tens and ones with sums up to 99 with remaining. Subtraction of whole numbers up to 19. Subtraction of tens and ones without remaining
Shapes		Box and ball shapes Milk-tin shapes
MEASUREMENT	Length - Describing and Comparing lengths - Comparing and Ordering weights Capacity - Describing capacities - Comparing capacities - School activities	Measuring lengths using arbitrary.  Balancing equal weights  Measuring and comparing capacities  The clock face - Telling time by the clock
	Time: - Home activities - School activities	

Money: Le 50.00 Le 100.00 Le 500.00 Le1000.00	Money: - Le50, Le100, and 500 - Shopping activities	Money: - Le 50, Le100, Le 500, Le1000 - Shopping up to Le1000
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**Class I: Mathematics**

Class I: Mathematics, Term: 1 Syllabus					
Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
Number And Numeration  <i>Week 1-2</i>	Pre-Mathematical Activities	<ul style="list-style-type: none"> <li>- Identify objects according to size, colour, shape and weight.</li> <li>- Group objects according to size, colour, shape and weight</li> </ul>	Identify, describe, classify and group objects according to size, colour, shape and weight and other given criteria	Collecting and describing concrete object identifying objects in and out of the classroom and in picture book. <ul style="list-style-type: none"> <li>- Sorting concrete objects</li> <li>- Sorting by size (big, small)</li> <li>- Sorting by colour (red blue, white, green, yellow, black)</li> </ul>	Concrete objects: <ul style="list-style-type: none"> <li>- Pictures pupils</li> <li>- Sorting tray</li> <li>- Sorting kits of colour in separate cartons; 3 large and 3 small circles in three colours ;3 large and 3 small rectangles in three colours ;3 large and 3 small rectangles.</li> </ul>
	Place value				

**Class I: Mathematics, Term: 1 Syllabus**

Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
				ii) Introducing rectangle iii) Introducing triangle <u>Weight</u> - Handling weight using the vocabulary: light/heavy.  - Grouping heavy and light object.  - Sorting by size, shape, colour and weight.	
Number and Numeration  Week 3	Whole Numbers 9 - 0	Sorting according to gender.	Write numbers from	- Calling out groups of boys or girls from different rows.	Counters, pupils, strings, crayon.

**Class I: Mathematics, Term: 1 Syllabus**

Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
		<ul style="list-style-type: none"> <li>- Write whole numbers from 0 – 9 correctly.</li> <li>- Use the concept of whole numbers to count correctly from 0 – 9</li> </ul>	0 – 9 correctly using the number line and correct objects.	<ul style="list-style-type: none"> <li>- Company groups of objects or pupils.</li> <li>i) Equal</li> <li>ii) Unequal</li> <li>- Matching groups</li> <li>- Ordering groups</li> <li>- Touching and counting.</li> <li>- Giving number names to groups of up to 9 objects.</li> </ul>	
<p align="center">Number Operation</p> <p align="center"><i>Week 4-8</i></p>	Addition up to 9	Add whole numbers with sums up to 9	Develop the addition skill using numbers 0 – 9	<ul style="list-style-type: none"> <li>- Putting two groups of objects into one group: counting to get number in the new groups.</li> </ul>	<p>Counters, string, picture</p> <p>Use of : -bottle stoppers</p>

**Class I: Mathematics, Term: 1 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
	Subtraction one digit numbers up to 9	Subtract numbers from 0 to 9	Use the skill of subtraction to solve subtraction problems ranging 0 – 9 correctly.	- Writing mathematical statement using + (plus) = (is equal to) e.g. $3+0 = 3$	-small stones etc., to carry out simple subtraction.  Sticks, counters, strings
Measurement <i>Week 9</i>	Length	Compare and classify objects according to length	Identify long and short objects accurately.	- Naming things in the class that are big and small	Objects in the classroom, buildings in the neighbourhood.
Measurement <i>Week 10</i>				- Comparing and sorting long and shorts objects.	

**Class I: Mathematics, Term: 1 Syllabus**

Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
				<ul style="list-style-type: none"> <li>- Comparing sorting tall and short objects. Using long, tall short to describe length.</li> <li>- Compare high and low.</li> </ul>	
	<p>Weight</p> <ul style="list-style-type: none"> <li>- Describing and comparing weight.</li> <li>- Comparing and ordering weight.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and compare weight</li> <li>- Ordering weight</li> </ul>	<p>Identify correctly heavy and light objects</p>	<ul style="list-style-type: none"> <li>- Lifting sorting, light and heavy objects.</li> <li>- Using “light”, “heavy” to describe the weight of objects.</li> </ul>	<p>Objects in the classroom and outside the classroom.</p>

**Class I: Mathematics, Term: 1 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
Measurement  <i>Week 11</i> Measurement	Capacity - Describe and compare capacity	- Describe and compare capacity	Develop the concept of comparison to distinguish between items of different capacities.	<ul style="list-style-type: none"> <li>- Filling and emptying containers.</li> <li>- Comparing, sorting, filling containers to show full.</li> <li>- Filling the brain and then levelling it.</li> <li>- Comparing containers that are full, almost full and empty.</li> </ul>	Sand, water, containers of different sizes, spoons and labels
<i>Week 12</i>	Time Home and school activities	- Relate home activities to different times of the day.	Tell the different time of the day e.g. morning, afternoon and evening.	- Talking about events that happen in the morning, afternoon and evening and night.	Pictures of time, old clocks.
Money	Money:				

**Class I: Mathematics, Term: 1 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
<i>Week 13</i>	Le50, Le100, Le500	Identify and using coins Le50, Le100, Le500	Buy goods and give or receive change.	Observing and describing Le50, Le100, Le500 coins, - Making specimen of Le50, Le100, Le500 coins. - Pricing articles for class shop	- Real coins articles for class shop. - Cartons to make class shops price list label for articles.

**Class I: Mathematics, Term: 2 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
Number and Numeration <i>Week 1-3</i>	Whole numbers 0 - 50	- Recognize and count whole numbers 1 – 50	Identify, count and write numbers 0 – 50	Counting 1 – 50, 10 – 19, 20 – 29, 30 – 39, 40 and then 50	Sticks Seeds Pebbles Bottle tops
		- Count in twos and fives up to 50	Count in twos and fives up to 50	Count in twos up to 50 using counters bottle tops and on the number line count by fives up to 50 using counter, bottle tops and on the number line, using rhymes, songs and games relevant to the different activities	Counter Sticks Seeds Pebbles
		Use whole number ideas relating to ten, multiples of ten Read and write whole numbers for multiples of tens.	Pupils will count in 10s up to 50	Present objects to children and ask them to make bundles groups of tens using sticks, bottle tops. Showing tens and ones on number tray.	Bundles of sticks

**Class I: Mathematics, Term: 2 Syllabus**

Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
				Writing numerals for multiple of ten using the number line.	
Number and Operation <i>Week 4</i>	Addition up to 2 digit of numbers with sums not exceeding 19	Add two numbers to give a sum not more 19	Add two digits with numbers up to 19	Revise additions of two numbers with sum not more than 19	Sticks Bottle tops (Bundles of ten and single sticks)
<i>Week 5</i>	Addition tens and ones with sums up to 99 without renaming	Add tens and ones	Identify tens and ones in solving simple addition problems	Revise addition facts for numbers which sum up to 99	Sticks Bottle tops (Bundles of ten and single objects).
<i>Week 6</i>	Subtraction of whole numbers up to 19	Subtract numbers from 19 or less	Reduce objects, numbers correctly.	Using counters to revise idea of subtraction. Using number tray, bottle tops to subtract numbers not exceeding 19.	Sticks Bottle tops Objects Seeds
Fraction <i>Week 7</i>	Practical idea of $\frac{1}{2}$ to $\frac{1}{4}$	Have a practical idea of $\frac{1}{2}$ to $\frac{1}{4}$	Children can divide, fold piece of paper into $\frac{1}{2}$ to $\frac{1}{4}$	Learning the concepts of fraction. Introducing $\frac{1}{2}$ through: 1) Paper folding into 2 equal parts and	Rectangular, square, circular, strip of paper cut-

**Class I: Mathematics, Term: 2 Syllabus**

Theme/Concepts	Topic	Objective	Learning Outcome	Suggested Teaching Activities	Teaching Aid
				showing $\frac{1}{2}$ as one out of two equal parts. 2) Folding cut-outs (rectangle, triangle, circle) into two equal parts and shading $\frac{1}{2}$ . 3) Explaining and writing the symbol $\frac{1}{2}$	outs of shape if available , knife  Pieces of paper, cut-outs of shape
<i>Week 8</i>				<ul style="list-style-type: none"> <li>- Folding paper to show <math>\frac{1}{4}</math></li> <li>- Picking out diagrams showing <math>\frac{1}{4}</math> from a group of diagrams showing other fractions including <math>\frac{1}{4}</math> .</li> </ul>	Diagrams showing fractions $\frac{1}{2}$ $\frac{1}{4}$ other fractions.
Shapes  <i>Week 9</i>	Identify box, ball and making models using box ball. Etc.	Identify milk tin shapes  Make model using milk tin and other shapes.	Appreciate the difference between shapes	<ul style="list-style-type: none"> <li>- Discovering characteristic of box, ball and milk tin shapes.</li> <li>- Selecting all objects with characteristics of milk tin.</li> </ul>	

**Class I: Mathematics, Term: 2 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
				<ul style="list-style-type: none"> <li>- Classifying according to the different shapes.</li> <li>- Using different shapes e.g. milk tin, box, ball to make models of different objects. Telling stories about the models.</li> </ul>	Objects depicting shapes, milk tins.
Measurement <i>Week 10</i>	Measuring length using arbitrary balancing	Measure lengths using arbitrary unit	Develop the concept of measuring different objects and areas accurately	Measuring with non-standard units e.g. span units measures (foot cards, string.) Guessing weights, comparing weights Balancing equal weights on scale	Stick, rope, strips of card, foot, stride, different objects in and around the classroom. Homemade balances, objects (boxes, seeds, pebbles, etc).
Measurement <i>Week 11</i>	Measuring and comparing capacities	Compare and describe capacities	Compare capacities of containers correctly	Filling containers with water. Observing and describing capacities. Estimating measuring	Containers of different size, funnel water

**Class I: Mathematics, Term: 2 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
				and comparing capacities using familiar containers.	
<i>Week 12</i>	Time: - The clock face and telling time by the clock	Tell the time by the hour	Use the concept of time to do work at home and in school	Observing and describing the clock face. Naming the hour hand and reading the numbers on the clock face. Discussing clock face showing different times. Reading and showing time by the hour.	Drawing of a clock face, individual clock face.  Pictures of clock faces showing different times by the hour.
Money <i>Week 13</i>	Identify the national currency and using money. Le50, Le100, Le1000 shopping activities	Recognize and use up to Le2000 (coins and notes)	Using money to buy and sell things correctly. The buying and selling should be done in class, by using empty tins, empty packets	Observing and describing Le500 and Le1000 note/coin if available and Le2000	Real coins notes priced articles/price list paper and pencil for recording Le1000 note.

**Class I: Mathematics, Term: 2 Syllabus**

<b>Theme/Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Suggested Teaching Activities</b>	<b>Teaching Aid</b>
			using one of the pupils as a shop keeper and the rest of the class as buyers.		

### Class 1: Environmental Studies, Scope and Sequence

Theme/Topic	Term 1	Term 2
Groups/Similarities and differences	Exploring environment: <ul style="list-style-type: none"> <li>- Members of the family</li> <li>- Exploring the home environment</li> <li>- Birds, animals and plants in the environment</li> <li>- Exploring others features in other environment</li> <li>- Patterns in the environment</li> <li>- Things at home and in school</li> <li>- Journey from home to school from home to school</li> </ul>	Patterns in the environment: <ul style="list-style-type: none"> <li>- Places where people and animals live</li> <li>- Land where types of plants grow</li> </ul> Proper use of things in the environment <ul style="list-style-type: none"> <li>- Plants and animals in the environment (their uses)</li> <li>- Some parts of plants</li> <li>- Proper use and care of things in the environment</li> </ul>
Interrelationships	Roles of members of the Family Roles and responsibilities in school	Occupation in the environment Observing school regulations Respect for school property Celebrations in the community
Services	Occupation, Services and Places of work of parents and neighbours Transportation in our Community Schools in our Community	Health services in our community/environment. <ul style="list-style-type: none"> <li>- Basic hygiene practices, e.g. hand washing, bathing regularly, trimming of finger and toe nails, brushing of teeth daily.</li> <li>- Reasons for basic hygiene practices; e.g. healthy living, protection from illness – e.g. Ebola, diarrhoea</li> </ul>

Theme/Topic	Term 1	Term 2
		<ul style="list-style-type: none"> <li>- Things and service found near the home and school; e.g. market, police station, post office and bank.</li> </ul> Water <ul style="list-style-type: none"> <li>- Its sources and uses in the environment</li> </ul>
Customs and Tradition	<ul style="list-style-type: none"> <li>- Greetings and respect for others</li> <li>- Celebrations and ceremonies at home</li> <li>- Places of Worship</li> <li>- Patterns of Worship</li> </ul>	Celebration at school and national holidays. Traditional and cultural ceremonies in the community
Change	<ul style="list-style-type: none"> <li>- Change in the children/pupils</li> <li>- Changes in plants and animals in the environment</li> </ul>	Change in time season and weather Change from home to school

## Class I: Environmental Studies

**End of year learning goals:** At the end of class pupils should be able to:

- Name members of their families, types, roles and occupations
- Name common plants and animals in their environment and state their importance
- Identify the parts of a house and their uses
- Identify sources of water and its uses in the home and community
- Name traditional and national celebrations in the community and explain how they are celebrated.

Class I: Environmental Studies, Term: 1 Syllabus					
Theme/Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
Week 1.  Groups, similarities and differences	- Exploring the environment: a) Member of the family	- Clearly define the term family. - Tell the composition of the family. - Identify types of families.	Explain the composition and types of families in their environment.	- Discuss the term family. - Naming members of the family using pupils to represent them. - Introduce the types of families; e.g. small/nuclear family, large/extended family.	- List of family members - Pictures of three types of families. - Available materials for drawing; e.g. paper, crayon, charcoal, free arm boards, card boards, etc.
Week 2.	b) Exploring the Home Environment		The pupils will be able to explore their homes and list the		

**Class I: Environmental Studies, Term: 1 Syllabus**

Theme/Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
	c) Birds, animals and plants in the environment.	Name the different rooms in the home - State the uses of each room. - Describe the features of the home - environment.  -Identify the birds, animals and plants in the surrounding environment. -Classify birds, animals and plants used for other purposes e.g. dog, cat-pet. Cassava, potato,-food.	rooms and other utilities bedroom, toilets, kitchen, store, and garage and their uses.	- Discussing the composition of three types of families. - Comparing the sizes of families represented in the class, e.g. small family, large families.	- Pictures of different rooms in a home and their contents. - Available materials for drawing. - Paper, crayon, pencils, chalk, free arm boards

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
Week 4 .	d) Exploring other features in the environment.	<ul style="list-style-type: none"> <li>- Name plants and animals in the environment :e.g. Animals: dog, cat, goat, sheep</li> <li>- Plants :oranges, mangoes, cassava ,banana plant.</li> </ul>	Pupils will tell other features found in the environment e.g. wells, hills, streams, etc.	<ul style="list-style-type: none"> <li>- Naming physical features in the locality.</li> <li>- Discussing their importance.</li> <li>-Visiting some of these features.</li> </ul>	Physical features in the environment.
Week 5.	Patterns in the environment: e) Things at home and in School	<ul style="list-style-type: none"> <li>- Identify the common things at the home and in school.</li> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul>	Pupils will be able to recognize and tell the names of some common things find at home and in school.	<ul style="list-style-type: none"> <li>- Naming things found around the home.</li> <li>- Naming things found in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of articles in the home – bed, living room, chairs, etc.</li> <li>Articles found in school –</li> </ul>

**Class I: Environmental Studies, Term: 1 Syllabus**

Theme/Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
		<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> <li>- Name plants and animals in the environment; e.g. Animals: dog, cat, goat, sheep Plants: oranges mangoes, cassava, banana plant.</li> </ul> <p>Identify the common things at home and in school.</p>		<ul style="list-style-type: none"> <li>- Discussing the things common to home and school. Discussing importance of these things.</li> </ul>	<p>blackboard, desks and benches, papers. Cardboard, free arm boards, charcoal, pencils, crayon.</p>

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
Week 6	f) Journey from home to school	<ul style="list-style-type: none"> <li>- Describe the route they use from home to school and the means by which they travel.</li> <li>- Talk about the things they see on the way.</li> </ul>	<p>Pupils will explain the route they use from home to school, the means which they travel and can name some things they see on their way.</p>	<ul style="list-style-type: none"> <li>- Talking about the route they use from home to school.</li> <li>- Drawing the route from home to school, putting important features.</li> <li>- Talking about things seen on the way :activities of people on their way and the means by which they travel.</li> </ul>	-
		<ul style="list-style-type: none"> <li>- Describe the route they use from home to school and the means by</li> </ul>	<p>Pupils will explain the route they use from home to school, the means which they travel and can name some</p>	<ul style="list-style-type: none"> <li>- Talking about the route they use from home to school.</li> <li>- Drawing the route from home to</li> </ul>	

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
		which they travel. - Talk about the things they see on the way	things they see on their way	school, putting important features. - Talking about things seen on the way; activities of the people on their way and means by which they travel.	
Interrelationship	a) Roles of members of the family	- Explain the roles of the family members. - Discuss the importance of each role in the family.	Pupils will be able to tell the role of each member of a family and how important that role is.	- Discussing the activities of members of the family. - Deduce their roles. Role – playing – role of members of the family.	- Costumes for role playing. - Charts - Boys fetching water, cooking and girls ironing, etc.

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
	b) Roles and responsibilities in school	<ul style="list-style-type: none"> <li>- Name the different members of the school family and the role each one plays.</li> <li>- Demonstrate respect for authorities.</li> <li>- Demonstrate an awareness of gender equity and tolerance.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will name the different members of a school family, their roles, show respect for authorities and demonstrate awareness and gender equity amongst the authorities.</li> </ul>	<ul style="list-style-type: none"> <li>- Naming of the members of the school family.</li> <li>- Discussing the roles and activities of the members of the school family; pupils, boys, girls, teacher, Head teacher, etc.</li> </ul>	Charts
Services  Week 7	Occupation, services and places of work of parents and neighbours	<ul style="list-style-type: none"> <li>- Describe different occupations and services in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will be able to tell at least two occupations, services that are in their community and demonstrate respect to</li> </ul>	<ul style="list-style-type: none"> <li>- Discussing and listing down services and occupations of people that the pupils know.</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures of different occupations.</li> <li>- Putting girls in to various official occupations</li> </ul>

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
		<ul style="list-style-type: none"> <li>- Demonstrate an appreciation of dignity in labour</li> <li>- Appreciate the value of girl's education.</li> </ul>	tolerance and equality for the girl child.	<ul style="list-style-type: none"> <li>- Telling what jobs parent and pupils do.</li> <li>- Role – playing parent at work</li> <li>- Role – playing men and women at work.</li> </ul>	and services; e.g. Accountant, lawyer, teacher, etc.
Week 8	Transportation in our community	<ul style="list-style-type: none"> <li>- Clearly define the term transportation</li> <li>- Name the types of transportation.</li> <li>- Discuss the means of transportation used mostly in their locality.</li> <li>- Identify where each is used.</li> </ul>	- Pupils will develop the concept of transportation and state its importance in their environment.	<ul style="list-style-type: none"> <li>- Discuss with pupils the term transportation.</li> <li>- Discuss with the pupils the various types of transportation.</li> <li>- Discussing the commonly used ones.</li> <li>- Drawing people using different means of transport.</li> </ul>	<ul style="list-style-type: none"> <li>- Bring familiar objects to class</li> <li>- Chart showing a different means of transport.</li> </ul>

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
				- Drawing objects used as means of transport.	
Week 9	Schools in our community	<ul style="list-style-type: none"> <li>- Name some schools in the community.</li> <li>- Tell what a school is.</li> <li>- Identify the types of schools in their locality</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils will name schools in their environment and list some of the functions of a school: e.g. :</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the meaning and types of schools.</li> <li>- Naming things done in schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart showing different types of schools.</li> <li>- Chart showing people of different occupations</li> </ul>
Week 10		<ul style="list-style-type: none"> <li>- Discuss similarities and differences between their school and other schools</li> </ul>	<ul style="list-style-type: none"> <li>- Learn good behaviour, learn to work with others, make friends.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how their school is similar to other schools and what are the differences.</li> </ul>	

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
		in the environment. - State the importance of school.		- Discussing reasons for coming to school.	
Customs and Tradition  Week 10	Greetings and respect for others	- Demonstrate ways of greeting and showing respect for elders. - Discuss the importance of greetings and respect for elders.	Illustrate the concept of greetings and its value as a sign of respect for elders in the community.	- Discuss types of greetings at different times of the day. - Encourage pupils to demonstrate how they greet people or elders - Talk about the importance of greetings.	Flash cards of words, used in greetings songs, poems, stories, etc.
Week 11		-		- E.g.: Showing respect for others, e.g. friends, parents and teachers.	

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
	Celebrations and ceremonies at home	- Tell the importance of celebrations and ceremonies at home.	Recognize the importance of celebrating ceremonies at home	<ul style="list-style-type: none"> <li>- Name the different occasions celebrated at home.</li> <li>- Give practical experience.</li> <li>- Naming the different ceremonies at home.</li> <li>- Ask pupils to draw what they like best about the ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing some of the ceremonies celebrated at home.</li> <li>- Instruments used at some ceremonies</li> <li>- Costume for role playing.</li> </ul>
	Places of worship and patterns of worship in the community	- Name and identify the different places of worship and worship patterns.	Recognize the various places of worship and their relevance in the community.	- Naming the different form of worship in the environment e.g. Islam and Christianity.	- Chart showing places of worship and articles used in different

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
		<ul style="list-style-type: none"> <li>- Discuss the importance of worship in the community.</li> </ul>			forms of worship.
Change  Week 12	Change in the children/pupils	<ul style="list-style-type: none"> <li>- Observe clearly the differences in height and size</li> <li>- Compare heights and sizes correctly.</li> <li>- Use non standard measurement to measure heights</li> </ul>	Use measurement to identify differences in height and size	<ul style="list-style-type: none"> <li>- Identify difference in size and height among pupils</li> <li>- Encourage pupils to compare heights of friends.</li> <li>- Review the concepts of taller than, smaller than, fatter than, thinner than and shorter than.</li> <li>- Work with pupils to measure their</li> </ul>	Tape measure, class wall measure, line or rope. Non-standard forms of measurement; e.g. strings, finger, strides, stick.

**Class I: Environmental Studies, Term: 1 Syllabus**

Theme/Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				sizes and heights. - Ask pupils to talk about the results.	
	Changes in plants and animals in the environment	<ul style="list-style-type: none"> <li>- Observe change in plants and animals the environment.</li> <li>- Discuss the changes in plants and animals.</li> </ul>	Identify changes in plants and animals and distinguish the changes between them.	<ul style="list-style-type: none"> <li>- Planting seeds and observing growth of plants.</li> <li>- Collecting tadpoles and observing their stages of development.</li> <li>- Help pupils to talk about the changes they see in tadpoles or plants in terms of growth.</li> <li>- Talking about growth of babies, kittens, chickens at home.</li> </ul>	

**Class I: Environmental Studies, Term: 1 Syllabus**

<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
				- Work with pupils to draw the changes of plants or animals in terms of size and heights.	

## Class I Environmental Science

**End of year learning goals:** At the end of class pupils should be able to:

- Name members of their families, types, roles and occupations
- Name common plants and animals in their environment and state their importance
- Identify the parts of a house and their uses
- Identify sources of water and its uses in the home and community
- Name traditional and national celebrations in the community and explain how they are celebrated.

<b>Class I: Environmental Studies, Term: 2 Syllabus</b>					
Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
Week 1	<ul style="list-style-type: none"> <li>- Proper use of things in the environment.</li> <li>- Plants and animals in the environment (their uses); some parts of plant.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell some different parts of a plant.</li> <li>- Name some animals in the environment; e.g. dog, cat. Name some uses of plants and animals.</li> </ul>	Identify some parts of a plant and name some animal & uses.	<ul style="list-style-type: none"> <li>- Name of parts of a plant.</li> <li>- Name some animals and uses; e.g. Dog – use as pet and drives away. Cat – use as pet and catches rats.</li> <li>- Ask pupils to draw the</li> </ul>	Objects, plants, charts of proper use and care of the plants.

**Class I: Environmental Studies, Term: 2 Syllabus**

Class I: Environmental Studies, Term: 2 Syllabus					
Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
	<ul style="list-style-type: none"> <li>- Proper use of the things in the environment</li> <li>- Proper use of things in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Name some things used by people in the environment.</li> <li>- Tell how to take care of some of the things used in the environment.</li> </ul>		<p>animal they like best.</p> <p>Review previous lessons with pupils link the background knowledge to the now topic.</p> <ul style="list-style-type: none"> <li>- Ask pupils to name the things they see in their environment.</li> <li>- Write their responses for discussion.</li> </ul>	
				<ul style="list-style-type: none"> <li>- Encourage pupils to talk about how things are used</li> </ul>	

**Class I: Environmental Studies, Term: 2 Syllabus**

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Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				in their environment. - Take the children out to find out how things in the environment are used. - Ask pupils to draw the thing they use in the environment. - Review previous lesson to raise background knowledge of pupils to link then to the now lesson.	
Interrelationship	Occupations in the environment	- Name the works or occupations in	Recognize that people in the	- Discuss occupations of	

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
Week 2		the environment; e.g. farming, teaching nursing.	environment do different types of work.	people in the environment.	
		- Discuss the type of occupations people do in the environment.		<ul style="list-style-type: none"> <li>- Ask pupils to name the occupations of people in the environment.</li> <li>- Take pupils into the environment to see types of work done by people in the environment.</li> <li>- Encourage pupils to tell the occupation of people in their locality.</li> <li>- Ask pupils to make a sketch</li> </ul>	Customs and equipment for role playing, material for drawing.

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				of different work people do in the environment.	
Interrelationships  Week 3 -  Week 4	Celebrations in the community	Tell some of the celebrations in the community	Name of occasions celebrated by the community and recognize their importance	<ul style="list-style-type: none"> <li>- Review previous lesson. Raise previous knowledge.</li> <li>- Encourage pupils to name the celebration they do in their community.</li> <li>- List down the type of celebrations for discussion.</li> <li>- Discuss the reason and importance of</li> </ul>	Materials for making articles used during these celebrations.

**Class I: Environmental Studies, Term: 2 Syllabus**

Class I: Environmental Studies, Term: 2 Syllabus					
Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				each celebration.	
Service Week 5  Week 6	<ul style="list-style-type: none"> <li>- Health services in our community.</li> <li>- Basic hygiene practices.</li> <li>- Reason for basic hygiene practices.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell the importance of health services in our communities.</li> <li>- Name health services in the community.</li> <li>- Practice basic hygiene skills such as washing of hands, brushing teeth.</li> </ul>	Recognize the importance of health services in the community and practice basic hygiene correctly.	<ul style="list-style-type: none"> <li>- Ask children about what they do when they are sick to raise their background knowledge on the importance of health services.</li> <li>- Tell children where they should go when they are sick.</li> </ul>	
				<ul style="list-style-type: none"> <li>- Discuss with children that sick people should go for medical</li> </ul>	

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				assistance in a community clinic/hospital. They should not go to traditional healers for treatment. - Dramatize a short story with pupils to show the importance of early treatment in a community clinic / hospital. E.g. A child is sick and taking to the traditional healer for treatment but	

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				the process was	
				<ul style="list-style-type: none"> <li>- slow and his/her parents were advised to go the health clinic / hospital. But there was a delay in reaching the clinic / hospital, so the child died.</li> <li>- Name some health workers in the community such as nurses, dispenser, and doctors.</li> </ul>	<p>A chart showing basic hygiene practices.</p> <p>Objects e.g. cake of soap, bucket and water.</p>

**Class I: Environmental Studies, Term: 2 Syllabus**

- <b>Class I: Environmental Studies, Term: 2 Syllabus</b>					
<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching And Learning Aids</b>
				- Children practice basic hygiene at home and school such as hand washing and brushing their teeth daily.	
Services  Week 7  Week 7	- Things and services found near home and school.  - Water sources uses	- Name things which people use in the environment. - Talk about places that offer services to people in the environment. - Discuss the importance of things and services at home and	- Describe the services people use in the environment to survive and recognize the importance.	Review previous lesson - Role – play: a day at home and a day in school. (observing the changes which occur) - Encourage pupils to name things people use to survive.	- Blackboard list of things provided for the use of all in the community. - List of items bought and sold at the market. - A chart showing services such

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
		school environment.		<ul style="list-style-type: none"> <li>- Name/identify areas or places where food and other items are sold and bought.</li> <li>- Role-play activities of a market, post office or a police station.</li> <li>- Draw a post office or market of police scene.</li> </ul>	<ul style="list-style-type: none"> <li>as market, police, hospital and post office.</li> <li>- Material for role playing related activities.</li> <li>- Materials for making paper lanterns for Ramadan</li> </ul>
Week 8	Traditional and cultural ceremonies in the community	<ul style="list-style-type: none"> <li>- Name some of the traditional ceremonies.</li> <li>- Explain how the traditional and cultural</li> </ul>	Recognize the importance of traditional and cultural ceremonies.	<ul style="list-style-type: none"> <li>- Review the previous lesson to link to the new topic.</li> <li>- Discuss what happens at</li> </ul>	Easter cards Christmas tree.

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
		ceremonies are celebrated.		traditional ceremonies e.g. naming of a male / female baby. - Encourage pupils to role-play some of the traditional and cultural ceremonies in the community. - Dancing and singing songs related to these ceremonies. - Talk about the importance of each ceremonies; e.g. initiation, preparation for	Musical instruments drums, shegureh, etc.  Costumes for role play.  A chart showing celebration of some traditional ceremonies

**Class I: Environmental Studies, Term: 2 Syllabus**

Class I: Environmental Studies, Term: 2 Syllabus					
Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				adulthood, harvesting rituals. - Blessing and thanksgiving	
				- Entertainment - Work with pupils to draw pictures depicting dancers, singers, drummers.	
Change  Week 9	Changes In The Children/Pupils	Observe differences in height, size of pupils as a result of growth  Compare pupil's heights and sizes.	Recognize differences in height and size by measuring accurately.	- Identifying the different size in class. Comparing sizes of classmates. - Introducing concept of taller than,	Tape measure, rule class wall rope or line.  Non standard forms of measurement

**Class I: Environmental Studies, Term: 2 Syllabus**

Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
	Changes From Home To School	Measure children's heights using non-standard measurement.  Tell the change between life at home and life in school  Discuss ways of living together happily and peacefully.	Distinguish between change in life in school and at home and discussions of living together happily and peacefully.	smaller than, fatter than, and shorter than. - Encourage pupils to measure their heights and sizes and write result on the blackboard. - Discussing the change from home to school life e.g. change from small home family to large school family.	e.g. strings, finger, strides sticks, etc.  Picture chart of pupils at home and school.  Role-play successfully.
				- Explaining how pupils can live happily and	

**Class I: Environmental Studies, Term: 2 Syllabus**

Class I: Environmental Studies, Term: 2 Syllabus					
Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				peacefully with more people from different homes and working with school regulations.	
Customs And Tradition  Week 11	<ul style="list-style-type: none"> <li>- Celebration Of National Holidays</li> <li>- Celebration Of School Holidays</li> </ul>	Describe occasions celebrated in school and at national level	Recognized the importance of celebrating occasions in the community.	<ul style="list-style-type: none"> <li>- Name the different occasions celebrated nationally and in schools.</li> <li>- Discuss how these occasions are celebrated.</li> <li>- Make/drawing activities related to the celebration</li> </ul>	

**Class I: Environmental Studies, Term: 2 Syllabus**

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Theme/ Concept	Topic	Objectives	Learning Outcome	Teaching / Learning Activities	Teaching And Learning Aids
				- Role playing parts of the celebration.	

## **Class II Language Arts General Objectives;**

By the end of Class II, pupils should be able to:

- Discriminate between more difficult and simple combination of sounds;
- Understand and make simple statements and requests in English;
- Understand and carry out simple instructions and commands in English;
- Ask and answer simple questions in English
- Appreciate simple rhymes, songs and stories in English;
- Recite and dramatise simple rhymes and sing songs in English;
- Narrate and dramatize short stories in English
- Demonstrate that they have acquired pre-reading and pre-writing skills;
- Match words or sentences with pictures and classroom objects or captions in English;
- Arrange words in order to build phrases and sentences in English;
- Read and understand simple instructions, statements, notices, signs and short passages of not less than 10 lines or 60 words in length, observing punctuations when reading aloud in English;
- Form both small and capital letters of the alphabet correctly in English using script writing'
- Use capital letters, question marks and full stops correctly in writing;
- Write words, group of words and short simple sentences in English
- Write simple guided sentences related to other subject areas in English.

### Class II: Language Arts Term 1 Scope and Sequence

Theme concept	No	Topic
Listening and Speaking activities	1	Distinguish English sounds
	2	Produce simple consonant sounds,
	3	short vowel sounds and consonant diagraphs
	4	Understanding and producing instructions
	5	Cardinal numbers 1 -50
	6	Use verb to be
	7	The family
	8`	my best friend
	9	My pet
	10	Occupations of people
	11	Colours
	12	Describing and discriminating between qualities of people, animals and things
	13	Words and matching pictures
Writing skills	1	Copying

	2	Copying words
	3	Copying captions
Literature and story telling	1	Nursery rhymes
	2	Tell short stories
	3	Act short dialogues

**Class II Language Arts, Term: 1 Scope and Sequence**

Theme concept	No	Topic
Listening and speaking	1	Distinguishing long vowel sounds
	2	Produce consonant blends at the beginning, middle and end of words.
	3	Understand and produce instructions
	4	Tell short stories
	5	Act short dialogues and dramatize rhymes
	6	Act so, [;e questions using some, many and any
	7	Comparative adjectives

	8	Ask simple questions using simple past tense
Reading	9	Read sentences, pictures with captions
	10	Read passages aloud with correct pronunciations
	11	Read and understand passages of 60 words in length
Writing	12	Day of the week
Writing	13	Writing words
	14	Copying sentences
	15	Writing short sentences using their own words
	16	Punctuate and correct short sentences.
	17	Drawing pictures and writing captions in phrases
	18	Drawing pictures and writing captions in sentences
	19	Nursery rhymes, songs and stories

## Class II: Language Arts

<b>Class II: Language Arts Term: 1 Syllabus</b>						
<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
1	Listening and speaking activities	Distinguish English sounds	Pronounce the 'TH" sound correctly	Develop the ability to produce the "TH" sound in words like these, this those, that,	-Teacher displays flash cards of words with - "TH" - Teacher pronounces the words and asks pupils to repeat.	Text book, flash cards, black board, chalk.
		Produce simple consonant sounds, short vowel sounds and consonant diagraphs	Pronounce correctly: simple consonant, short vowels sounds, and consonant diagraphs	- Distinguish between consonant and vowel - improve pronunciation skills.	- Use of flash cards with words starting with consonants, vowels.	Flash cards blackboard chalks.
2		Understanding and producing instructions	- Obey simple instruction	- Understand and develop	- Teacher gives simple instructions and interpret them.	- charts with short instructions

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
		e.g. Jane, close the door		communication skills - practice effective communication	-Teacher asks pupils to obey simple instructions - pupils give simple instructions	- Chalk, pupils text book,
3		Cardinal numbers 1-50	Count and recoding numbers	- recognize numbers 1-50 - use these numbers in real life.	- sing songs Rhymes - Talk about numbers from pupils environment	- Pupils text book, number flash cards, sticks, Bottle tops
		Use of possessive adjectives	- Name possessive adjectives  - use possessive adjectives correctly in short sentences.	Express owner-ship	Drills including: repetition chain, transformation, question and answer.	Different items and objects

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
4		The verb to be	Use I am, He is, You are We are, They are in simple sentences.	Recognize, use the verb “to b” in correct sentences in real life.	Drills using simple questions using simple resent tense singular and plural	Pupil’s text book, teacher’s guide grammar, text pictures.
5		My family	- talk about self - talk about family Tell names of family members - Tell how many brothers and sisters they have	- develops a better understanding of family setting	- divide class into groups - In groups pupils talk about their families - ask one from each group to move forward and talk about his/her family.	Family pictures, drawings
		My best friend	- Tell who is their best friends - Describe their best friends	- recognize and appreciate individual differences	In groups pupils talk about their best friends	Pictures

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
				- Distinguish between good and bad qualities.		
		My pet	- Define pet - Describe animals	- Begin to develop an understanding of animals - Development love for animals	- pupils talk about their pets - Pupils draw diagrams of their pets	'doll' pictures, chart, showing different animals
6		Occupations of people	- define occupation - Name different occupations - tell what people do	- distinguish between different occupations - begin to develop the concept of what they would want to be in future.	Pupils discuss about the occupations of their parents Visit different occupation sites	Pictures, work sites.

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
		Colours	Define colours - Name different colours	Recognize colours and use them	Pupils talk about the colours of the national flag and other objects familiar to them	Real objects in different colours
7	Words and matching pictures	- sped and pronounce word correctly - Read wards from left to right, and top to bottom	- Develop vocabulary Develop reaching skills	- looking at pictures Identifying abject in pictures - identifying objects in pictures - matching shapes, pictures and words Recognizing words on flash cards.	Text books, charts, flesh card, black board, chalk pictures, illustrated stories	
8	Writing skills	Copying patterns	- Control writing instruments, - Draw patterns, - Copy patterns correctly	Develop writing and drawing skills.	- Pupils trace patterns on the chalk board. Help pupils to control writing instruments e.g. Chalk, pencil.	- free arm board, Chalk, Charcoal pencil

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
					<ul style="list-style-type: none"> <li>- Pupils copy patterns on free arm boards.</li> <li>- Teacher goes round to give help to pupils where necessary</li> <li>- Free arm, writing.</li> </ul>	crayons paper activity book.
9	Writing skills	Copying captions	Write short sentences	Develop writing and drawing skills	- Teacher copies captions on the chalk board.	- Free arm board, pencil, chalk, crayon, paper, activity book.
10	Literature and story telling	Nursery rhymes	Recite nursery rhymes	- Develop their speech,	- Teacher writes rhymes on the black board.	Rhymes in text books,

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
				pronunciation and reading skills	- Teacher recites the rhymes and asks pupils to repeat.	black board, chalk
11	Stories	- Tell short stories - Act short dialogues	- Develop the art of telling stories and oral speech - Develop their reaching skills	- Pupils tell stories they know - Listen to stories Dramatize stories	Stories, Bible and Quran stories	
12	Pupils literature and story telling	Songs	Sing songs	Develop the ability to create and sing songs melodious	- Teacher writes the song on the chalk board. - Read the song line by line. Pupils by roll repeat after him/her	Songs textbooks hymn books, bibles story books.

**Class II: Language Arts Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning outcomes</b>	<b>Teaching/ Learning Activities</b>	<b>Teaching and Learning Aids</b>
					Teacher sings the song. Pupils repeat after him/her Sing by roll and individually	

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
1	Listening and speaking	Distinguishing long vowel sounds e.g. cake, feet, boat.	Pronounce words with long vowel sounds correctly	Distinguish between long and short vowel sounds and pronounce them.	Teacher introduces flash cards with word having short vowel sounds.  Teacher introduces flashcards with long vowel sounds.  Write on the black board and teach the pupils how to pronounce them.	Flash cards  Blackboard  Chart  Chalk
2		Produce consonant blends at the beginning in the middle and end of words. E.g. This, mother, both	Pronounce consonant blends at the beginning in the middle and at the end of words correctly e.g. fl, ft, nd	Improves pronunciation skills	Teacher asks pupils to call words with consonant blends like – th, gb, kp, at the beginning, middle and end of words.  Games and tongue twisters	Chart of words with consonant blends  Blackboard  Chalk  Flash cards

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
3		Understand and produce instructions e.g. – Poma, open the box and take your book.	Carry out instructions	Understand and interpret instructions.	Listening and speaking should be encouraged with: stories, rhymes, songs, repetitive drills, chain drills etc	Pupils primary English, Teacher's book,
4		Tell short stories	Listen to understand and enjoy short stories.  Tell short stories	Begin to develop their listening, speaking and interpretation skills.	Pupils tell stories  Teacher tell stories	Collection of stories from chart, books and individuals.
5		Act short dialogues and dramatize rhymes	Act Dramatize	Begin to develop their affective and psychomotor skills.	Teacher reads out short dialogue and demonstrate how to act it.	Catalogue of short dialogues and a collection of rhymes.

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
					Teacher ask the pupils to do it on their own.	
	Listening and speaking				Teacher also reads out a rhyme, dramatize it, and ask the pupils to emulate.	Charts blackboards chalk
6		Ask simple questions using some, many and any	Use the words some, any and many in short sentences	Distinguish the use of some, any, and many to refer to countable and uncountable nouns.	Listening and speaking skills should be encouraged with: ESP&S directly using any questions and narrative sentences.  Also use some, any and many in statements	Teachers' and pupils' book, pictures.
7		Comparative adjectives	Use comparative adjectives to	Add "er" to words to	Compare persons and objects in the classroom using	Miscellaneous object+---`

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
			describe people, objects and animals	compare adjectives.	common objects, stories, rhymes, songs, drills, repetition, chain, questions and answers.	
		Ask simple questions using simple past tense	Use simple past tense correctly.	State the past tenses of verbs and use them correctly	Integrate work with other subject areas.	Blackboard Chalk Text book
8	Reading	Read sentences, and pictures with captions	Link word with meaning  Identify written words they know.	Develop their vocabulary, be able to see the words and call them out correctly.	Recognizing words and sentences on blackboard, notices flash cards, books.  Read out more words from difference areas, notices, books, cover, posters etc	Text books Readers Notices Charts Flash cards
		Read passages aloud with	Read, Identity, Written words the know	Develop their reading skills	Read short passages aloud	Text book, readers,

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
		correct pronunciations				blackboard, chalk.
9	Reading	Read and understand passages of 60 words in  Length          Days of the week	Read textbooks, supplementary readers silently and aloud.          Name the days of the week.	Develop their reading skills	Read passages aloud over and over putting emphasis on punctuation.    Teacher asks pupils to explain what they understand from the passage.    Teacher explains the meaning of the passage    Games	Text book, readers, blackboard, chalk  Notices       Chart  Weekly calendar

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
			Call the days of the week in the correct sequence		Drills Talk about special days for pupils like birthdays	
10	Writing	Write words	Form small and capital letters in unjointed script. Copy words from the chalk board	Develop skills in drawing and writing	Guide pupils to copy a few short words from the chalk board.  Teacher goes round to help pupils where necessary.	Pupils activity book, pencils, paper, crayons, free-arm boards, rulers, etc.
		Copy sentences	Copy sentences using un-jointed script	Develop pupils' skill in writing.	Teacher write short sentence on the chalk board.  Pupils copy the sentence.	Writing instruments – Paper, copy book, pencils, crayons, free-arm boards, rulers and

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
					Teacher goes round to help pupils where necessary	pupil's work book
11	Writing Activities	Write short sentences using their own words	Write sentences using their own words using un-joined script	Develop pupils' creative thinking, in writing, drawing and painting skills	Pupils on their own write short sentences using un-joined scrip.  Teacher goes round to see them at work and give help.	Chalk  Pencils,  Ruler, crayon  Free arm board,  Pupils Work Book, paper, etc.
		Short, correct punctuated sentence	Use un-joined guided punctuated sentence correctly	Develop creative and legible writing skills	Teacher writes short punctuated sentence on the chalk board.  Pupils read the sentence aloud.	Writing instruments:  Paper, copy books, pencils, crayon,. Free arm boards,

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
					<p>Reproduce the sentence with correct punctuation.</p> <p>Teacher help the weak ones.</p>	pupils work book.
12		Drawing pictures and writing captions and phrases	Draw pictures and write captions	Develop creative and designing skills	<p>Teacher draws a simple object on the chalk board.</p> <p>Pupils carefully draw the object.</p> <p>Teacher goes round to help pupils</p>	<p>Writing instruments: chalk, pencils, crayon, paper, ruler, eraser.</p>
	Writing Activities	Drawing pictures and writing captions in sentences	Use un-joined script to write captions sentences and drawing pictures	Communication and creative skills are developed.	Encourage pupils to write guided and free un-joined script.	<p>Pupils texts</p> <p>Library books</p> <p>Charts and pictures</p> <p>Writing instruments:</p>

**Class 2: Language Arts, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcomes</b>	<b>Teaching/learning Activities</b>	<b>Teaching and Learning Aids</b>
					<p>Writing their own sentences on topics in other subject areas</p> <p>Draw pictures and write caption of your choice.</p>	<p>Pencils, crayons, erasers, chalk, etc.</p>
13	Pupils Literature	Nursery, rhymes, songs and stories	Listen to understand, enjoy and respond to rhymes, poems and stories.	Develop communication and creative skills.	Telling stories, singing songs, miming, acting dramatizing	Pupils Book, collection of stories, poem, rhymes, simple Bible/Quran stories.

## Class II Mathematics

**General Learning Outcome:** Pupils should be able to identify, read, interpret and solve problems based on the outlined themes.

### General Objectives

At the end of the year, pupils should be able to:

- Extend their idea of numbers to a hundred (0 – 100)
- Order numbers up to 999
- Have a practical idea of  $\frac{1}{8}$ ,  $\frac{1}{3}$ ,  $\frac{1}{6}$ ;
- Add and subtract two-digit numbers;
- Measure weight, lengths metric standard units, capacity and time;
- Extend their idea and use of national currency;
- Identify and classify plain shapes;
- Count in multiples of 2s and 5s.

**Class II: Mathematics, Term: 1**

Theme Concept	No.	Term 1 Topics
Number And Numeration	1	Number Ideas 0 – 100
a) Whole Numbers	2	Counting In Twos And Fives Up To 100
b) Fractions		
Operation	3	Adding Multiples Of Ten
	4	Adding Two Digit Numbers Not Exceeding 99
	5	Adding Three Digit Numbers With Renaming
	6	Adding Three Single Digit Numbers
	7	Story Problems Using Addition
	8	Subtracting Multiples Of Ten
	9	Subtracting Two Digit Numbers
	10	Subtracting Two Digit Numbers With Renaming
	11	Relating Addition And Subtraction Facts

Theme Concept	No.	Term 1 Topics
	12	Missing Numbers
	13	Story Problems Using Subtraction
Measurement	14	Measuring Length Using Standard Units (Cm, M)
	15	Time By The Hour And Days Of The Week
	16	Combining Coins And Notes To The Value Of Le2,000.00 In The National Currency
Number Ideas 0 – 100	1	Matching A Group Of Objects To Whole Numbers
	2	One To One Relationship
	3	Number Names For Bundles

**Class II: Mathematics, Term: 2**

<b>Theme Concept</b>	<b>No.</b>	<b>Topics</b>
Number And Numeration	1	Place Value For 100 (Three Digit Numbers)
	2	Combining Tens Up To (100) Hundred
	3	Counting In Hundreds Up To Ten Hundreds
Fractions	4	Practical Idea Of One Third, One Sixth And One Eighth
	5	Practical Activities For One Third, One Sixth And One Eighth
Multiplication	6	Multiplication As Repeated Addition
	7	Multiplication Facts For Two And Three With Products Not Above 36
	8	Multiplication Table For 2, 3, 4, 5 And Up To 6 X 6
	9	Finding Missing Factors
Measuring And Comparing Weight Using Grams And Kilograms As Standard Units	10	Measuring And Comparing Weight Using Grams, Kilograms As Standard Units.
	11	Measuring And Comparing Weight( Local, Non-Standard And Standard Units)
	12	Months Of The Year
	13	National Holidays And Seasons
	14	Shopping And Finding Total Cost Up To Two Thousand Leones

Theme Concept	No.	Topics
	15	Buying And Selling In A Shop
	16	Class Shop Using Le5,000
	17	Shopping And Finding Change
	18	Comparing Surface
	19	Practical Idea For Measuring Area.
Shapes	20	Simple Properties Of A Rectangle
	21	Simple Properties Of A Square
	22	Simple Properties Of Circular And Triangular Shapes
	23	Classification Of Round And Flat Objects
	24	Identification Of Plain Shapes Example Triangles And Circles
	25	Identification Of Rectangles.

## Class II: Mathematics

Class II: Mathematics, Term: 1 Syllabus						
Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
1	Numbers 0 – 100	Revising Numbers & marching a group of objects to whole numbers 10 – 50	<ul style="list-style-type: none"> <li>- Count whole numbers 1 – 9</li> <li>- Identify whole numbers 10 – 50</li> </ul>	<ul style="list-style-type: none"> <li>- Match groups of objects to whole number 10 - 50</li> <li>- Use whole numbers 1 – 9 in their daily activities</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of counting materials.</li> <li>- Classification of materials collected.</li> <li>- In groups pupils are supplied with on type of materials.</li> <li>- Group the materials in to different quantities and ask pupils to match them with whole numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Seeds, stick, bottle tops, strips, number cards, chalk, blackboard.</li> </ul>
		One to one relationship	<ul style="list-style-type: none"> <li>- Recognize one to one relationship</li> </ul>	<ul style="list-style-type: none"> <li>- Identify whole numbers and match them correctly</li> </ul>	<ul style="list-style-type: none"> <li>- Group material in boxes</li> <li>- Carry out matching activity.</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

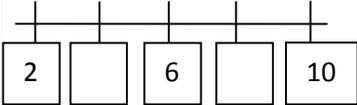
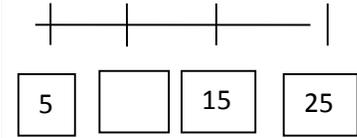
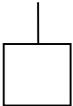
**Class II: Mathematics, Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
2		Number names for bundles of ten tens	- Count in tens up to ten tens	- Group different items in the community in tens	- Identify missing numbers in the number line	- Sticks, bottle tops, strips, seeds, blackboard, chalk
		Associating numbers with concrete representation	1) Define the term Concrete objects. 2) Associate numbers with concrete objects	- Apply concept of counting up to 100.	- Teacher displays learning materials in class, call pupils in group to count and identify numbers.	Sticks, bottle tops, strips, seeds
3	Counting in twos and fives up to 100	Writing numbers 11 – 99 in Expanded form	1) Definition of expanded form 2) Develop number ideas	1) Use place value of tens and ones correctly	1) Discuss the meaning of expanded form. 2) Using number tray to demonstrate expanded form for number 11-99.	Place value chart, bottle tops, cards for hundreds, tens and ones number tray.

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
				2) Expand numbers between 11 – 99 accurately.	3) Writing number in expanded form e.g.: 4) $73 = 70 + 3$ $54 = 50 + 4$ 5) Copy & complete $54 = \begin{matrix} \square \\ \end{matrix} + 4$ $27 = 20 + \begin{matrix} \square \\ \end{matrix}$	
		Counting in 2s and 5s.	Count in 2s and 5s up to 50	1) Calculate objects in groups of 2s and 5s 2) Compute figures in groups of 2s and 5s.	1) Pupils lining up in twos to carry out activity. 2) Pupils do activities starting with 2, 4, 6, 8 etc.	Counters stick, stones number line, strips of paper marked from 0 - 50

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
			3)	-	<p>3) Counting in fives group of fives; 5, 10, 15, 20 .... Etc.</p> <p>4) Pupils find missing number of 2s and 5s and copy and complete problems on the number line.</p> <p>e.g.</p>  	

**Class II: Mathematics, Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
4	Adding multiples of ten	Adding of one and two digit numbers without renaming including multiple of 10 up to 90	Define the terms renaming and multiples  Adding 1 and 2 digit numbers without renaming including multiples of 10 up to 90	1) Calculate 1 and 2 digit numbers correctly.  2) Solve problems involving multiples of tens	1) Putting together groups of objects to show addition.  2) Discuss vocabulary such as addition, total, sum; how many, how much, altogether.  3) Add 2 or 3 digit nos.  e.g.   41 <u>  + 15</u>  ——  145  211	Number tray, bundle of ten sticks, number cards, etc.

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
5	Adding two digit numbers with renaming				$\begin{array}{r} + 323 \\ \hline \end{array}$ etc.	
		Adding up to 2 digit numbers with renaming	Add up to two digit numbers correctly.	Solve simple 2 digit numbers with renaming	1) Teacher revises the concept of renaming. 2) Add 2 digit numbers e.g. $39 + 45$ , $63 + 18$ 3) Use number tray to renaming the number $35 \times 49$ as tens and ones.	Number tray bundle of sticks, bottle tops, etc.  e.g. $35 = 3$ tens 5 ones.
		Story problems using addition	Solve addition problems using stories correctly	1) Develop listening skills 2) Interpret statements 3) Develop thinking skills	i) Teacher display model of object e.g. bananas, plums, mangoes, pencils, crayons. - Children sort them by kinds  ii) Copy and complete e.g. 1) $\square$ bananas $\square + \square =$	

**Class II: Mathematics, Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
					2) 6 mangoes + 3 mangoes <input type="checkbox"/> 3) Books + 10 books = 16 books	
6	Subtracting two digit numbers	Separating groups of objects	i) Definition of the term subtraction  ii) Separating objects using subtraction	Distinguished between objects in life	i) Teacher discusses with pupils the concept of subtraction as opposite to addition.  ii) Teacher displays bottle tops mixed up with stones and sticks and asked pupils to separate them by kinds.  iii) Raw and ripe fruits in a tray are given to pupils to separate.	

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid															
7	Subtracting two digit numbers in renaming	Subtracting one and two digit numbers from two digit number renaming tens and ones	Solve subtraction problems of two digit numbers correctly.	Tell the difference between borrow and carry.  Apply computational skills well.	<ul style="list-style-type: none"> <li>- Discuss the concept of borrowing in subtraction with pupils.</li> <li>- Demonstrate the idea of borrowing with problems like:</li> </ul> <p>a) <math>63 - 60 + 3</math>  <math>\underline{35} \Rightarrow \underline{30} + 5</math></p>	Counting sticks  Number tray  Bottle tops															
					<p>b) <math>75 - 46</math></p> <table style="margin-left: 20px; border-collapse: collapse;"> <tr> <td style="text-align: right;">75</td> <td style="width: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> <td style="width: 20px;"></td> <td style="border: 1px solid black; width: 20px; height: 20px;"></td> </tr> <tr> <td style="text-align: right;">46</td> <td></td> <td style="border: 1px solid black;"></td> <td></td> <td style="border: 1px solid black;"></td> </tr> <tr> <td style="text-align: right;">+ _____</td> <td></td> <td style="border: 1px solid black;"></td> <td style="text-align: center;">—</td> <td style="border: 1px solid black;"></td> </tr> </table>	75					46					+ _____			—		
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					<p>c) <math>75 - \square - \square</math></p>																

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					$\begin{array}{r} 46 \\ \underline{\quad} \end{array} \quad \square \quad \begin{array}{r} + \\ \square \end{array}$ $\underline{\quad} + \underline{\quad}$	
8		Subtracting multiples of ten	Define the term multiples	Learn and appreciate objects or things that are in multiple of ten. Use idea of multiples in everyday life.	<p>1) Discuss with pupils the meaning of multiples using bundles of ten sticks.</p> <p>2) Use number line to do subtraction of multiples of tens.</p> <p>E.g.</p> <p>Diagram</p> <p>i.e. <math>80 - 30 = 50</math></p> <p>3) Pupils copy and complete:</p> $\square$ $40 - 30 = \quad \quad 70 - 50 =$	Sticks bundles of strips of papers bottles tops

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					$60 - 20 = \square$ $70 - \square = 70$	
		Relating addition and subtraction facts	Solve problems using additional and subtraction facts	Use the idea gained in addition to solve problems in subtraction	- Children revises addition and subtraction problems.	

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					- Teacher and pupils discuss with about subtraction and addition facts. E.g. : $5 - 3 = \square$ $8 - 2 = \square$ $7 + 2 = \square$ $3 + 4 = \square$	Bundle of sticks, bottle tops.  Activity cards, chart with addition and subtraction facts,
9		Missing numbers	Solve problems involving missing numbers	Develop critical thinking skills	1) Use $\square$ missing addend to complete subtraction:  e.g. $7 + \square = 18$ $3 + \square = 5$ $\square + 5 = 9$  2) Complete subtraction facts using number line.	

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid						
					3) Teacher discuss with pupils about number facts $\square$ nds e.g. E.g. $9 + \square = 10$ <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td align="center" colspan="2">13</td></tr> <tr><td align="center">?</td><td align="center">7</td></tr> <tr><td align="center">9</td><td align="center">?</td></tr> </table>	13		?	7	9	?	
13												
?	7											
9	?											
					$\square$ $7 + \square = 13$ $\square + 9 = 13$ $13 - \square = 9$							
		Story problems using subtraction	Solve subtraction problems using stories.	- Operate business transaction in later life.	1) Teacher narrate stories while pupils listen. - E.g. John has 10 books, 6 of them are	Charts showing pictures of objects animals, stick, etc.						

**Class II: Mathematics, Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
				- Develop reading and listening skills	old. How many are new?  (10 – 6 = ?)  Mary bought 12 eggs, three of them are rotten, how many are good?  2) Pupils in turns are encourage to give story problems.	
10	Measurement	Measuring length using standard units	Define The Terms Measurement and Standard.  Identify/Explain non standard in their environment	1) Recognize and appreciate non-standard units of measurement as well as standard units of measurement	- Discuss meaning of non-standard and standard.  - Pupils are asked to name standard units.  - Group non standard units according to purpose e.g.	

**Class II: Mathematics, Term: 1 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
				2) Use standard units to measure length and weight.	<ul style="list-style-type: none"> <li>- Length – height</li> <li>- Compare length including height around the classroom.</li> <li>- Make correct use of words like span, stride and food as pupils measure their tables.</li> <li>- Use one foot to measure length in the classroom.</li> <li>- Teacher and children discuss the metric system.</li> <li>- Words relating to metric system. E.g. Centimetre, meter, kilo, litre, etc.</li> </ul>	A piece of string standard 'foot' cards

**Class II: Mathematics, Term: 1 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
		Measuring and comparing lengths	Measurement and compare length of objects using "one foot"	Tell differences between length (longer/shorter) apply knowledge to determine length in future	<ul style="list-style-type: none"> <li>- Pupils use span to measure length of their table.</li> <li>- Pupils use stride to measure the length of their classroom.</li> </ul>	Foot cards strips of papers, etc.

**Class II: Mathematics, Term: 2 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
1	Week 1  Days of the Week	Days of the week popular activities	Tell the days or the week. Associate days of the week with popular activities	Have respect for activities on special days such as <u>Sunday</u> for Christians and Friday for <u>Muslims</u> .  Observed activity schedules in life.	<ul style="list-style-type: none"> <li>- Pupils copy and complete:</li> <li>i) My desk is food card long</li> <li>ii) My classroom is      foot card long.</li> <li>- Use name cards to show days of the week.</li> <li>- Ask pupil to hold each card and tell the day he/she is holding.</li> <li>- Using a wall chart with slots, cope</li> </ul>	Flash cards with days of the week  Wall chart showing days of the week.

**Class II: Mathematics, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
					and complete, E.g.: Sunday to Church  - Monday to School  - Wednesday to market  - Thursday to school  - Friday to Mosque  - Saturday to market.	
		Market days and school days	Identify and list school days in the week.  Tell which days are market days.	- Develop respect for school days  - Show good habit for schedule of school days.	- Pupils recite the days of the week.  - Teacher and pupils discuss the importance	Flash cards on week days.

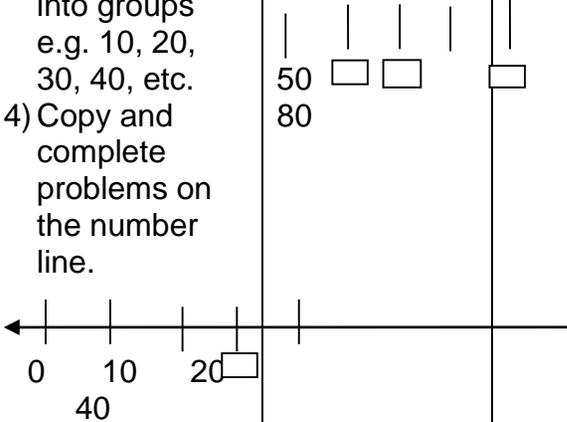
**Class II: Mathematics, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
					of school and market days. - Organise field trip to a nearby market.	
2		Combining coin and notes to the value of 2000	Identify and correctly use national currency up to 2000	Use national currency with care.  Have/show love for national property.	- Pupils are asked to name common currencies use in the country.  - Teacher displays coins and notes and ask pupils in turns to identify and name them.  - Pupils are groups and	Real money brought to class by teacher.  E.g. 100 500 1000 2000

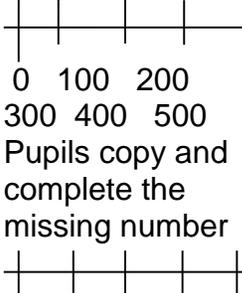
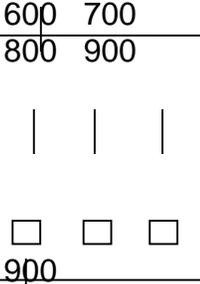
**Class II: Mathematics, Term: 2 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					allowed to converse about buying and selling situation E.g.  i) How many Le50 coins in Le100?  ii) How many Le100 coin in Le500 coin?  iii) How many 1000 notes in Le5000?  iv) How many 2000 notes in Le10,000 notes?	
3	Number and numeration whole numbers	Counting in 10s up to 100	Count in 10s up to 100	Calculate objects, items, money in 10s up to 100	1) Use number tray to revise counting in 2s and 5s.	

**Class II: Mathematics, Term: 2 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					2) Activities starting with 0, 10, 20, 30, 40 etc. 3) Group objects into groups e.g. 10, 20, 30, 40, etc. 4) Copy and complete problems on the number line.	
4		Counting in hundreds (100) up to (1000)	Counting numbers in 100s up to 1000	Calculate figures in 100's up to 1000 correctly. Group objects into 100's up to 1000	Teacher draw a number line on the blackboard. Ask pupils to count in hundreds up to 1000 forward and backward.	Match sticks, string/rubber bands, number tray, number cards for hundreds.

**Class II: Mathematics, Term: 2 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					 <p>Pupils copy and complete the missing number</p>	
5	Operation on whole numbers	<p>Multiple of 3,4,5 and 6</p> <p>Division of whole numbers</p> <p>Sharing groups of 21, 3s, 4s, and 5s</p>	<p>Count in 3s, 4s, and 6s</p> <p>Develop multiplication tables of 3, 4 and 6</p> <p>Meaning of the term division</p> <p>Dividing whole numbers by 2s, 4s, and 5s</p>	<p>Recite 3, 4, 5, and 6</p> <p>Complete missing multiples in a given set.</p> <p>Apply the knowledge division to everyday activities</p>	<p>Pick out the multiples of 3, 4, 5, and 6 from a hundredth square chart by shading</p> <p>Sharing between 2 equal groups</p> <p>Sharing between 3 and 4 equal groups</p>	<p>Hundredth square chart</p> <p>Crayons</p>

**Class II: Mathematics, Term: 2 Syllabus**

Week	Theme/ Concepts	Topic	Objective	Learning Outcome	Teaching / Learning Activities	Teaching and Learning Aid
					Arrange pupils in groups of 2s, 3s, and 4s.	
6		Finding missing factors	Compute for missing factors	Relate multiplication to division	Complete the boxes on the multiplication  $\square \times 2 = 12$	Counters, sticks, books, pencils
7	Measuring and comparing	Comparing surfaces  Measuring area	Compare the surfaces of objects on terms of size and length	Describe size of big and small objects using locally available objects Find correct words to describe area of a plain surface.	Using small square cards, cut-outs, let pupils count the number of cards they need to cover surface of an object.	Tracing paper, cut-outs of different shapes and sizes
8	Shapes	Classification of round and flat objects  Simple properties of a rectangle	Group objects according to shape, size, and colour  Identification of rectangular objects in the	Sorting objects in the locality by shape  Identify objects with similar shapes such as rectangles  Learn properties of a square; 4 sides	Pupils collect different objects in the surrounding Teachers guide pupils in sorting out the objects	Boxes, cut-out of

<b>Class II: Mathematics, Term: 2 Syllabus</b>						
<b>Week</b>	<b>Theme/ Concepts</b>	<b>Topic</b>	<b>Objective</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aid</b>
		Simple properties of a square	classroom/school compound.  Sort out cut-outs with square shapes	4 corners; and all sides equal	Examining cut-outs of a similar shape Pointing out corners and sides of flat face	rectangles and square
9	Circular and triangular shapes	Simple properties of circular shapes  Simple properties of triangular shapes	Identify circular shapes  Identify triangular shapes	Naming the shape – circle and being able to give examples of shapes that are circular in the surrounding  Naming the shape, triangle , and being able to know properties of a triangle <ul style="list-style-type: none"> <li>• 3 sides</li> <li>• 3 corners</li> </ul>	Sorting out circular and triangular shapes, counting corners and sides of triangular shapes	Cut-outs of a circles and triangles

**Class II: Environmental Studies**

**General Learning Outcome:** Pupils should be able to identify, interpret and differentiate the ways of life of people in the community

## **General Objectives**

By the end of the year, pupils should be able to:

- Explain the importance of festivals in the neighbourhood;
- Identify the groups of people at school and in the neighbourhood;
- Describe the occupation of people in the neighbourhood;
- Identify leaders in their schools;
- Identify household materials and how to use them properly;
- Explain the inter-relationship between the school and the neighbourhood;
- State some taboos in their environment;
- Tell what people do for their living;
- List the facilities available in the school and in the neighbourhood;
- Tell how people in the environment move from one place to another;
- Explain how preparations are made for different festivals.

### Class II Environmental Studies Scope and Sequence

Theme/Concept	Topics
Groups Similarities And Differences	Groups of people in the school
	Groups of people in the neighbour hood
Services	Time for daily routine in school.
Interrelationships	The role of the school in the neighbourhood. How the neighbourhood meets the needs of the school.
Customs And Traditions	Festival/celebrations in the neighbourhood and their significance.
Changes	Occupations using materials, things in the neighbourhood.
	Materials produced in the neighbourhood
	Hygiene practices

## Class II: Environmental Studies

<b>Class II: Environmental Studies, Term: 1 Syllabus</b>						
<b>Wee k</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
1	Group of people in the school	<ul style="list-style-type: none"> <li>- Group of people in the school, e.g. pupils, teachers, workers.</li> <li>- Number in classes paying attention to number of boys and girls.</li> </ul>	<ul style="list-style-type: none"> <li>- Name the different groups of people in the school.</li> <li>- Identify different classes</li> <li>- State number of boys and girls in each class.</li> </ul>	<p>Identify the different groups of people in the school</p> <p>Tell the different of classes' number of boys and girls.</p>	<p>Teacher asks pupils to name the groups of people in school.</p> <p>Identify pupils according to class e.g. number in class.</p>	<p>The school</p> <p>Classrooms</p>
2	Group of people in the school	<ul style="list-style-type: none"> <li>- Names of other workers and areas of work.</li> <li>- Classification-groups under males and females</li> </ul>	<ul style="list-style-type: none"> <li>- Name other workers and their areas of work giving their number, male and female.</li> </ul>	<p>Identify other workers and their areas of work</p>	<p>Ask pupils to names other workers n the schools and what they do.</p>	<p>List of other workers in school.</p> <p>Chart of group.</p>

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
3	Groups of people in the neighbourhood	People and their activities - People in the neighbourhood: Citizens, Foreigners, etc.	- Name and identify groups of people in the neighbourhood	Respect citizen, foreigners and their activities	- Pupils role play some of the activities.  - Discuss the activities of each group	- News print - Kitchen paper - Junk box containing scrap materials. - Shop & Hospital corner.
4	A daily routine in school	Importance of each group.  Daily time schedule for school activities.	State the importance of each group.  - Define schedule - Tell the time for different schedules.	- Tell the time for assembly break, lunch, etc, and observe them. - Tell importance of schedule in school.	- Pupils discuss the importance of each group. - Discuss different schedules in school - Tell names of different schedules in school	- Clock, bell, chart showing different schedules in school.

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
5	A daily routine in school	- Movement on the face of the clock	<ul style="list-style-type: none"> <li>- Define clock</li> <li>- Name the hands in the clock face</li> </ul>	<ul style="list-style-type: none"> <li>- Tell what a clock is.</li> <li>- Explain how the hands face move.</li> <li>- Tell the time of different schedules.</li> <li>- Know the importance of clock.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the clock face to point to time for break, lunch, etc.</li> <li>- Making of a card clock.</li> </ul>	<ul style="list-style-type: none"> <li>- Empty cartoons, scissors, clock, marker, crayon, chart.</li> </ul>
		<ul style="list-style-type: none"> <li>- Songs and rhymes about time.</li> <li>- Movement of the sun and time of the day</li> <li>- Functions of the school.</li> </ul>	<p>Sing the songs and rhymes that deal with time.</p> <ul style="list-style-type: none"> <li>- Define the term sun</li> <li>- Explain how the sun moves in relation to time.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing song and recite rhymes dealing with time.</li> <li>- Tell what is the sun</li> <li>- Explain the movement of the sun.</li> <li>- Tell when the sun rises and sets</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asks pupils to sing songs related to time.</li> <li>- Teacher writes a short poet on the blackboard and helps pupils to read and recite.</li> </ul>	<p>Songs, rhyme book, charts with rhymes, tape recorder.</p> <p>The sun A chart showing the diagram of the sun.</p>

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				<ul style="list-style-type: none"> <li>- Relate movement of the sun and time.</li> <li>- State the role the school plays in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what is the sun, its movement, importance.</li> <li>- Children draw pictures of the sun.</li> </ul>	
6	The role of schools in the neighbourhood	Functions of the school	<ul style="list-style-type: none"> <li>- Define functions</li> <li>- Name the functions of the school</li> </ul>	<ul style="list-style-type: none"> <li>- Tell what are functions.</li> <li>- State the functions of the school in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and children discuss the functions of the school</li> <li>- Teacher and pupils discuss areas of social and economic development as a result of the school.</li> <li>- Teacher and pupils visit some development metal sites.</li> </ul>	Chart showing school building Chart showing school in the neighbourhood. Chart showing different sections of the neighbourhood
		How the school helps in the development of the neighbourhood	<ul style="list-style-type: none"> <li>- Define the tern development.</li> <li>- Explain how the</li> </ul>	<ul style="list-style-type: none"> <li>- Name workers in the neighbourhood trained by the school.</li> <li>- Name some area of social and economic</li> </ul>		Sketch map of the neighbourhood
		School children in the neighbourhood	<ul style="list-style-type: none"> <li>- School helps in the development of the neighbourhood</li> </ul>			

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
			<ul style="list-style-type: none"> <li>- Tell how many pupils in the school that come from the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>development of the school.</li> <li>- Tell the number of boys and girls in that school that come from the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher asks the children to name different parts of the neighbourhood</li> <li>- Asks children to stand up as he/she names different parts where children come from.</li> <li>- Group children</li> </ul>	
7		Workers in the school from the neighbourhood	Tell how many people in the neighbourhood that work in the school.	<ul style="list-style-type: none"> <li>- Name workers in the school from the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the various groups of people in the</li> </ul>	Chart showing different places in the school, e.g. carpentry, garden.

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
			State various groups of workers in the school in the neighbourhood.	- Identify workers in the school from the neighbourhood.	school, e.g. cleaners. - Visit different places of work in the school	
		School resources	Say how the school is providing work for people in the neighbourhood.  Name the resources in the school	- Tell what resources are.  - Identify resources in the school	- Children name the resources found in the school - Children discuss the resources of the school	The school
		- Resources in the neighbourhood	- Define resources - Name resources found in the neighbourhood (natural and artificial)	- Tell what resources are. - Identify resources in the neighbourhood - Distinguish between natural and	1) Children name the resources found in the neighbourhood. 2) Pupils discuss the various resources provided by the people in	Chart showing school building

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
				artificial resources. - Explain the importance of resources.	the neighbourhood. 3) Teacher and pupils group the resource into natural and artificial resources. 4) Visit resource centres in the community.	
8	Festivals/Celebration in the neighbourhood and their significance	Types of festivals	<ul style="list-style-type: none"> <li>- Define festival and celebration.</li> <li>- Name the types of festivals and celebrations.</li> <li>- Define traditional and religious festivals.</li> </ul>	<ul style="list-style-type: none"> <li>- Tell what festival or celebrations are.</li> <li>- Talk about festivals and celebrations in their homes.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the means of festivals and celebrations.</li> <li>- Pupils name the different types of festivals they know</li> </ul>	
		List of festivals and celebrations	<ul style="list-style-type: none"> <li>- Name the different</li> </ul>	<ul style="list-style-type: none"> <li>- Tell about various festivals and</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the various</li> </ul>	Chart Pictures Paper

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
			festivals and celebrations	celebration are done in their homes	festivals and celebrations. - Pupils name the festivals and celebrations and teacher writes them on the blackboard.	Pencil Crayon.
9	Occupation using materials and things in the neighbourhood	Occupation of parents	<ul style="list-style-type: none"> <li>- Define the word occupation</li> <li>- Tell the jobs of their parents</li> </ul>	<ul style="list-style-type: none"> <li>- Tell what occupations are.</li> <li>- Name the different occupations of their parents.</li> </ul>	<ul style="list-style-type: none"> <li>- Role play different occupations their parents do.</li> </ul>	Chart showing different jobs people do in the neighbourhood.
		Basic needs	<ul style="list-style-type: none"> <li>- Define what basic needs are.</li> <li>- Name basic needs</li> <li>- State the importance of basic needs</li> </ul>	<ul style="list-style-type: none"> <li>- Tell what basic needs are.</li> <li>- List the basic needs.</li> <li>- Tell the importance of basic needs to man.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the basic needs of people; e.g. food, shelter, clothing.</li> <li>- Teacher divides the pupils in groups and</li> </ul>	Chart showing basic needs e.g. shelter, food, water.

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
					they discuss the importance of basic needs	
		- Providers of basic needs	- Define the term providers - Name the providers of the basic needs.	- Identify providers of basic needs in the neighbourhood/ - Demonstrate how basic needs are produced.	- Pupils in groups name one provider per group. - Teacher and pupils visit sites where some basic needs are produced.	Pictures/Chart showing basic needs providers at work.
10		Material things in the neighbourhood	- Name material things in the neighbourhood	- Identify and name some of the materials found in the neighbourhood	- In groups, pupils collect samples of material things in their neighbourhood.	Pictures/drawings of different materials in the neighbourhood.
		Workers and their tools	- Define the words workers and tools - Name some tools and the	- Identify and name different tools - Identify services provided by	- Draw tools. - Roles play the different tasks performed by workers.	Samples of tools and things used by workers, e.g. nail, paint, hammer, trowel.

**Class II: Environmental Studies, Term: 1 Syllabus**

<b>Week</b>	<b>Theme / Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
			workers who use them.	different workers.		- Drawing of tools.
		- Hygiene practices	- Define hygiene - Define health - Name some hygienic practices, E.g. hand washing, bathing, laundering	Demonstrate good hygiene practices.  Improve the pupils physical appearance and health status	Pupils discuss  Teacher demonstrates how to wash hands.  Pupils practice the same.	Bucket, Water, Soap. Toilet roll Brushes, Brooms towel

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
1	Leaders in our neighbourhood and their functions	Names of leaders	<ul style="list-style-type: none"> <li>- Define leadership.</li> <li>- Name leaders in the neighbourhood</li> </ul>	Name the leaders in the neighbourhood.	<ul style="list-style-type: none"> <li>- Discuss the meanings of a leader.</li> <li>- Tell names of some leaders.</li> <li>- Ask pupils to name some leaders in the neighbourhood. E.g. Pastor, Mama Queen etc.</li> </ul>	Chart showing leaders in the neighbourhood. <ul style="list-style-type: none"> <li>- Pictures</li> <li>- Pencils, paper, crayon</li> <li>- Customs</li> </ul>
		<ul style="list-style-type: none"> <li>- Functions/roles of leaders</li> <li>- Organizations in the neighbourhood.</li> </ul>	Name functions of leaders in the neighbourhood.  Name organizations in the neighbourhood	<ul style="list-style-type: none"> <li>- Identify the organization in the neighbourhood and their functions,</li> </ul>	Teachers/pupils discuss the different organization and their leaders.	Chart showing names of organization

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
1	Leaders in our neighbourhood and their functions	- Names of Leaders	- Name 3 leaders in their neighbourhood	- Respect leaders	- Teachers asks pupils to name leaders in the neighbourhood - Teachers and pupil discuss the functions of leaders	- Chart with the names of leaders - Pictures - Pencils, paper, crayons - Costumes
		- Functions / roles of leaders	- State 3 functions of leaders in neighbourhood	- Appreciate leadership role	-	-
		- Organizations in the neighbourhood	- Name 2 organizations in the neighbourhood. - Identify the most prominent leader in the neighbourhood.	- Identify organizations in the neighbourhood	- Teachers and pupil discuss the different organization and their leaders.	- Chart showing names of organizations

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
2	Other living and non-living things in the neighbourhood	<ul style="list-style-type: none"> <li>- Classification of objects in the neighbourhood.</li> <li>- Differences between living and non-living things in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Name 4 living things in the neighbourhood.</li> <li>- Name 4 non-living things in the neighbourhood.</li> <li>- State 3 different between living and non living things in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Develop love and value for life and nature</li> <li>- Distinguish between living and non-living things.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils collect different things and classify them.</li> <li>- Teacher takes pupils out to look for living and non-living things</li> </ul>	<ul style="list-style-type: none"> <li>- Different objects in the neighbourhood.</li> <li>- Chart showing living &amp; non-living things e.g. paper, pen, etc.</li> </ul>
3	Other living and non-living things in the neighbourhood	<ul style="list-style-type: none"> <li>- Facilities in the neighbourhood.</li> <li>- Use of facilities</li> </ul>	<ul style="list-style-type: none"> <li>- State the meaning of facilities</li> <li>- Name 3 facilities in the neighbourhood</li> <li>- Name 3 uses of facilities in the neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>- Use facilities appropriately</li> <li>- Access facilities more easily</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the meaning of facilities.</li> <li>- Teacher makes a list of facilities on the blackboard.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart showing different facilities.</li> </ul>

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
4		<ul style="list-style-type: none"> <li>- Providers of facilities in the neighbourhood.</li> <li>- Maintenance of facilities</li> </ul>		<ul style="list-style-type: none"> <li>- Handle facilities with care</li> </ul> <p>Avoid misuse of facilities</p>	<ul style="list-style-type: none"> <li>- Teacher and pupils discuss the facilities around them and uses.</li> <li>- Chart showing facilities and their providers</li> <li>- Teachers and pupils talk about the maintenance &amp; misuse of facilities.</li> </ul>	<ul style="list-style-type: none"> <li>- Places where facilities are around the school.</li> </ul>
5		<ul style="list-style-type: none"> <li>- Misuse of facilities</li> </ul>	<ul style="list-style-type: none"> <li>- Name 3 people that provide facilities in the neighbourhood.</li> <li>- Tell how to take care of facilities</li> <li>- Explain how people misuse of facilities in the neighbourhood</li> </ul>			
					<ul style="list-style-type: none"> <li>- Pupils visit public places</li> </ul>	Charts, Pictures, Paper, Crayon,



**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
6	Activities during festivals and celebrations.	- Celebration of important events e.g. birthday, wedding, death, naming ceremony	1) Name 3 festivals in the family 2) Name 3 Festivals in the community. 3) Say why it is necessary to make preparations.		-	
		- Types of activities: - religious and traditional festivals	- State 3 activities in religious and 3 traditional festivals.	- Differentiate between religious and traditional festivals		
7		- Differences between family and community activities	- State 2 difference between family and community activities	- Distinguish between family and community activities	- Teacher and pupils discuss differences between family and community activities.	- Resource person in the

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
		- Importance of activities	- State 3 importance of activities - Explain the important of activities.	- Appreciate the importance of activities	- Pupils discuss the importance of activities.	neighbourhood.
8	Sanctions and Taboos in our neighbourhood	- Sanctions and Taboos	- Define the words sanction and taboo	- Understand what sanctions and taboos are	- Teacher and pupils discuss the meaning of sanctions and taboos.  - Pupils identify same of the sanctions and taboos connected with food, children and women.	- A chart with a list of sanctions and taboos.
		- Sanctions and taboos connected with food, children, women, etc.	- Cite 2 examples of each sanctions and taboos connected to food, women and children.	- Develop sound behaviour pattern		

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
9	Movement of people and goods in our neighbourhood	- Positive/negative effects of sanctions and taboos	<ul style="list-style-type: none"> <li>- Give 2 positive effects of sanctions.</li> <li>- Give 2 negative effects of sanctions and taboos on women and children.</li> <li>- State 2 negative and 2 positive effects of sanctions and taboos on development.</li> </ul>	<p>Pupils will be able to accordingly.</p> <p>Pupils will be able to give the correct answers.</p>	<p>Discuss the effects of sanctions and taboos.</p> <ul style="list-style-type: none"> <li>- On children</li> <li>- On women</li> <li>- On development</li> </ul> <p>Pupils discuss the reasons for movement in</p>	<ul style="list-style-type: none"> <li>- A list of positive effects.</li> <li>- A list of negative effects.</li> </ul> <p>Diagrams, Charts, Pictures, Pencils, Paper,</p>

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
		<ul style="list-style-type: none"> <li>- Movement of people</li> <li>- System of transportation of goods</li> </ul>	<ul style="list-style-type: none"> <li>- Give 3 reasons why people move in the neighbourhood</li> <li>.                             <ul style="list-style-type: none"> <li>i) Name 3 means of transportation in the neighbourhood</li> <li>ii) Tell how goods are transported in the neighbourhood.</li> </ul> </li> </ul>	Appreciate and choose the appropriate means of transportation	groups and report. <ul style="list-style-type: none"> <li>- Pupils name the means of transportation in their neighbourhood</li> </ul>	Crayon, Models
10		<ul style="list-style-type: none"> <li>- Daily movement of children and adults</li> </ul>	<ul style="list-style-type: none"> <li>- Name 3 different ways in which children and adults move in the neighbourhood.</li> </ul>		<ul style="list-style-type: none"> <li>- Visit to transport facility sites.</li> </ul>	

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
		- Importance of transportation in the neighbourhood.	- State 3 importance of transportation in the neighbourhood.	Explain the importance of transportation.	- Teacher and pupil discuss the importance of transportation in the neighbourhood.	
11		- Sanitation Practices	i) Define Sanitation  ii) State 3 sanitation practices in the home, and in the school.	Practice good health habits	- Demonstration of some sanitation practices  - Role play be pupils	Veronica buckets, ordinary buckets, soap, broom, dust bins, water.
		- Physical environment	- Tell the meaning of physical environment,		- Teacher explains the meaning of physical environment	Charts, pictures, pencils, crayon, in the environment

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
12	Changes in the physical environment	<ul style="list-style-type: none"> <li>- Changes in school environment</li> <li>- Changes in the neighbourhood</li> <li>- Reasons for the changes</li> <li>- Negative and positive effects of changes</li> </ul>	<ul style="list-style-type: none"> <li>- State two changes in their school environment.</li> <li>- Observe the changes in their neighbourhood.</li> <li>- Give 3 reasons for the changes</li> <li>- Tell the good and bad effects of changes.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the changes observed in the neighbourhood</li> <li>- Practice habits that will promote positive changes</li> </ul>	<p>Pupils explain the changes in their school environment.</p> <p>Take them out the classroom</p>	

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
13	How we change the physical environment in the neighbourhood	1) Activities of people in the neighbourhood.  2) Stories due to changes in the environment.	<ul style="list-style-type: none"> <li>- Name 4 activities of people that change the physical environment.</li> <li>- Tell stories about the bad effects of change in the physical environment of their neighbourhood.</li> </ul>	Appreciate their natural environment and take good care of it.	<ul style="list-style-type: none"> <li>- Teacher and pupils name some activities</li> <li>- Teacher and pupils visit some development centres to see the changes taking place.</li> </ul>	

**Class II: Environmental Studies, Term: 2 Syllabus**

<b>Week</b>	<b>Theme/ Concept</b>	<b>Topic</b>	<b>Objectives</b>	<b>Learning Outcome</b>	<b>Teaching / Learning Activities</b>	<b>Teaching and Learning Aids</b>
13	How we change the physical environment in the neighbourhood				<ul style="list-style-type: none"> <li>- Pupils tell stories about the bad effects of changes in the physical environment.</li> <li>- Discussion of the effects of the changes.</li> <li>- Pupils explain the changes in their own compound.</li> </ul>	Pictures, Charts, Pencils, Paper, Crayon, the Environment Resource person

Document information:

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