

# KG ONE-OUR WORLD AND OUR PEOPLE— FIRST TERM

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLERS
1	<b>Sub-Strand 1: I am a wonderful and Unique creation</b>	<b>K1.1.1.1</b> Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.1 Identify and talk in simple sentences, about the features of our body that make us unique and different from other God's creation. E.g. animals - <i>Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.</i>
2	<b>Sub-Strand 2 The Parts of The Human Body and Their Functions</b>	<b>K1.1.2.1.</b> Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part.	K1.1.2.1.1 Using a conversation poster of body parts, learners talk about the functions of the parts of the human body that we can see. - <i>Ask them if they can tell you some parts of the human parts that are inside us and that we cannot see</i>
3	<b>Sub-Strand 3: Caring for The Parts of My Body</b>	<b>K1.1.3.1.</b> Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailswashing, face washing, nose.	K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. e.g. This is the way we wash our face

4	<b>Sub-Strand 4: K.1.1.4 Keeping my Body healthy by eating good food and taking my vaccination</b>	<b>K1.1.4.1</b> Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	K1.1.4.1.1 Learners talk about different types of food they eat at home and classify those that can make them grow healthy. (Body building food, energy giving food etc.) 1. <i>Fats and Oil Foods: Such foods are high in fat and sugar</i> 2. <i>Protein (beef, chicken),</i> 3. <i>Carbohydrates (starchy food, bread, cereal and rice group),</i> 4. <i>Calcium Rich Foods help the bones,</i> 5. <i>Fruit and Vegetable,</i> 6. <i>Whole Grain food such as bread, wheat,</i> 7. <i>Food and drinks high sugar.</i> <i>Talk about the importance of taking all their childhood vaccination.</i>
5	<b>Sub-Strand 5: My Environment and My Health</b>	<b>K1.1.5.1</b> Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick. - <i>Show them a conversational poster with people defecating around their homes and at school - Discuss the causes of sickness.</i>
6			- <i>Ask learners how our environment can cause us to be sick.</i> - <i>Have learners contribute to how we make the environment dirty.</i> - <i>Ask learners to think about how to change the situation and avoid sickness</i>
7	<b>Sub-Strand 6: Protecting ourselves from home and road accidents</b>	<b>K1.1.6.1</b> Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	K1.1.6.1.1 Talk about possible accidents we can have at home and at school and safety measures we can take to avoid them. - <i>Teach the rhyme “if you see a traffic light, there is something you should know, red means stop...” and have learners recite it with you with actions.</i>

8	<b>Sub-Strand K1.2.1 Types and members of my Family</b>	<b>K1.2.1.1</b> Demonstrate understanding of the importance, roles and responsibilities of family members.	K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities
9	<b>Sub-Strand K1.2.2 Origin and History of my Family</b>	<b>K1.2.2.1</b> Demonstrate knowledge of the origin and history of our families.	K1.2.2.1.1 Listen and tell stories about origin and history of their family members
10	<b>Sub-Strand 3 Family Celebrations and Festivals</b>	<b>K1.2.3.1</b> Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	- Show a conversational poster of people celebrating a festival. - Let them talk about their family celebrations to each other.
11			- Have them talk about how they celebrate their birthdays. - Have learners sing and dance to some of celebration songs e.g. Happy birthday to you.... Bronya aba o, afe pa ato hən. etc
12	<b>Sub-Strand 4 My School Rules and Regulations</b>	<b>K1.2.4.1</b> Demonstrate understanding of the rules and regulations that governs the members of the school	K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom.
13	<b>REVISION</b>		
14	<b>END OF FIRST TERM EXAMINATIONS</b>		

## KG ONE-LANGUAGE AND LITERACY— FIRST TERM

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLERS
1	<b>Sub-Strand 1: I am a wonderful and Unique creation</b>	<b>K1.1.1.1</b> Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.2 Sing an action song that helps learners name the parts of the body and point to them. K1.1.1.1.3 Recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts. K1.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body. K1.3.1.5 Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs.



2	<b>Sub-Strand 2 The Parts of The Human Body and Their Functions</b>	<b>K1.1.2.1.</b> Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part	<p>K1.1.2.1.2 Use visual information to aid comprehension before, during and after reading a text on functions of the parts of the human body.</p> <p>K1.2.1.3 Learn and use new /vocabulary related to what they do with the parts of the body</p> <ul style="list-style-type: none"> <li>- Have learners use different part of the body to perform different actions and use new words learnt to describe what they are doing.</li> <li>- Have learners match pictures of the parts of the body using arrows with pictures showing the functions</li> <li>- Call the body part and have learners perform what they use it for.</li> </ul>
3	<b>Sub-Strand 3: Caring for The Parts of My Body</b>	<b>K1.1.3.1.</b> Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailswashing, face washing, nose	<p>K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body. K1.1.3. 1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text.</p> <p>K1.1.3.1.4 Show and explain why learners' books are open from right to left.</p> <p>K1.1.3.1.4 Show and explain why learners' books are open from right to left.</p> <p>K1.1.3.1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.</p>
4	<b>Sub-Strand 4: K.1.1.4 Keeping my Body healthy by eating good food and taking my vaccination</b>	<b>K1.1.4.1</b> Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	<p>K1.1.4.1.2 Tell their own short stories about pictures in the Big book to be read</p> <ul style="list-style-type: none"> <li>- Learners retell story read to. Using word of the day, encourage learners to give examples of words that contain the prominent sound in the word of the day e.g. mug: jug, hug, tug, etc.</li> </ul> <p>K1.1.4.1.3 Listen attentively, respond to an information text about foods we eat to keep healthy and use new content words learnt to create simple sentence (orally) on how to keep healthy.</p> <p>K1.1.4.1.5 Sing Alphabet song about food and identify the beginning letter of the most common food item in season in the environment. E.g. Banana begins with /b/</p>

5	<b>Sub-Strand 5: My Environment and My Health</b>	<b>K1.1.5.1</b> Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	<p>K1.1.5.1.2 Recognize that written symbols in books carry important information about the pictures.</p> <p>K1.1.5.1.3 Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments</p> <ul style="list-style-type: none"> <li>- Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, clear, etc.).</li> <li>- Learners come up with rules about how to take good care of books because books contain important information.</li> <li>- Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board</li> </ul> <p>K1.1.5.1.5 Sing alphabet songs that contain the letter of the week</p> <p>K1.1.5.1.6 Begin to write letters of the alphabet.</p>
6	<b>Sub-Strand 6: Protecting ourselves from home and road accidents</b>	<b>K1.1.6.1</b> Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	<p>K1.1.6.1.2 Recognize that spoken words are represented in written language in books.</p> <p>K1.1.6.1.3 Listen to and respond to a read aloud text about keeping safe in the environment.</p> <ul style="list-style-type: none"> <li>- Introduce learners to reading longer words such as objects (2 syllables), strangers (2 syllables), electricity (5 syllables) and water (2 syllables), Traffic (2 syllables) etc. Let them know that we break words according to the syllables</li> </ul> <p>K1.1.6.1.5 Use vocabulary learnt to express and demonstrate how to protect themselves from hurt, harm, strangers, sharp objects, electricity and water</p>
7	<b>Sub-Strand K1.2.1 Types and members of my Family</b>	<b>K1.2.1.1</b> Demonstrate understanding of the importance, roles and responsibilities of family members.	<p>K1.2.1.1.2. Demonstrate that print matches with illustration in a book.</p> <ul style="list-style-type: none"> <li>- Help learners identify the key elements of a book's front matter (Title, Author/Writer, and Illustrator).</li> </ul> <p>K1.2.1.1.3. Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p>

8			<p>K1.2.1.1.4. Identify the names and words with similar beginning sounds.</p> <ul style="list-style-type: none"> <li>- <i>Introduce the letter of the week. Have learners do a “Letter hunt” game with the letter of the week</i></li> </ul> <p>K1.2.1.1.5. Talk about the basic concepts of writing, from left to right, and top to bottom.</p> <ul style="list-style-type: none"> <li>- <i>Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard.</i></li> </ul> <p><i>Have learners practice writing the vertical straight-line strokes.</i></p>
9	<b>Sub-Strand K1.2.2 Origin and History of my Family</b>	<b>K1.2.2.1</b> Demonstrate knowledge of the origin and history of our families.	<p>K1.2.2.1.2. Demonstrate that print matches with illustration in a book.</p> <p>K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child’s family.</p> <p>K1.2.2.1.4 Identify the names and words with similar beginning sounds.</p> <p>K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right, and top to bottom</p>
10	<b>Sub-Strand 3 Family Celebrations and Festivals</b>	<b>K1.2.3.1</b> Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	<p>K1.2.3.1.2 Demonstrate the proper way to handle a book.</p> <ul style="list-style-type: none"> <li>- <i>Have learners observe and practise how to hold the book upright and open it cautiously as part of your pre-reading activities</i></li> </ul> <p>K1.2.3.1.3 Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members.</p> <p>K1.2.3.1.4 Talk about the basic concepts of writing: from left to right, and top to bottom</p> <ul style="list-style-type: none"> <li>- <i>Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right</i></li> </ul>



11	<b>Sub-Strand 4 My School Rules and Regulations</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	K1.2.4.1.2 Demonstrate that print matches with illustration in a book. K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school. K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school. K1.2.4.1.5 Recognize and identify the target letter name for the week in given words related to the school
12	<b>PURE ALPHABET WORK AND WRITING</b>	Master some alphabets and letters	Write upper and lower case alphabets from <b>A</b> to <b>Z</b> Associate every alphabet with some objects
13	<b>REVISION</b>		
14	<b>END OF FIRST TERM EXAMINATIONS</b>		

## KG ONE— NUMERACY -FIRST TERM

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLERS
1	<b>Sub-Strand 1: I am a wonderful and Unique creation</b>	<b>K1.1.1.1</b> Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.7 Create sets of human parts that are similar and represent them with numbers up to 5. <ul style="list-style-type: none"> <li>- Learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5).</li> <li>- Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands? Give opportunity to learners to count parts of group members and their parts</li> </ul>

2	<b>Sub-Strand 2 The Parts of The Human Body and Their Functions</b>	<b>K1.1.2.1.</b> Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part	K1.1.2.1.4 Count the number of the names of the body parts in songs through clapping on the rhythm - <i>Have them draw more sets, with different parts and match them with sets of same numbers</i>
3			K1.1.2.1.7 Compare lines and other shapes that are same and different - <i>Have learners compare lines and shape of their body parts. E.g. the head looks like a circle, the arms are straight, the hand looks like a line. Compare length and size of different lines.</i> - <i>Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board.</i>
4	<b>Sub-Strand 3: Caring for The Parts of My Body</b>	<b>K1.1.3.1.</b> Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailwashing, face washing, nose	K1.1.3.1.7 Use number names to count, find out how many and match body parts with other part with same number (1- 5) - <i>Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes.</i> K1.1.3.1.8 Use number names to count, find out how many and match body parts with other part with same number (1- 5)
5	<b>Sub-Strand 4: K.1.1.4 Keeping my Body healthy by eating good food and taking my vaccination</b>	<b>K1.1.4.1</b> Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	K1.1.4.1.1 Learners talk about different types of food they eat at home and classify K1.1.4.1.4 Count and clap the keywords in songs about types of food. K1.1.4.1.7 Sort and classify different food items under the six food groups and sort the food items that keep the body healthy into shapes. - <i>Have learners sort food items that keep the body healthy into shapes. Have them compare the quantities and work on “less than” and “more than”</i>
6	<b>Sub-Strand 5: My Environment and My Health</b>	<b>K1.1.5.1</b> Demonstrate understanding of how keeping our home and school environment clean	K1.1.5.1.8 Describe the attributes of 3-D objects and draw them - <i>Have each child describe the 3-D materials he/she has brought using words like big, little, round like a box or a can.</i> - <i>Learners assess each other whether all the objects brought are truly 3-D materials.</i>



		can keep us healthy and strong.	
7	<b>Sub-Strand 6: Protecting ourselves from home and road accidents</b>	<b>K1.1.6.1</b> Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	<p>K1.1.6.1.4 Clap and count syllables in longer words</p> <p>K1.1.6.1.6 Describe the attributes of 3-D objects and sort objects into planes and 3-D objects.</p> <ul style="list-style-type: none"> <li>- Have each child draw two 3D objects e.g. A Tin and box.</li> <li>- Learners review the definition of a 3-D object.</li> </ul>
8	<b>Sub-Strand K1.2.1 Types and members of my Family</b>	<b>K1.2.1.1</b> Demonstrate understanding of the importance, roles and responsibilities of family members.	<ul style="list-style-type: none"> <li>- Have learners tell you the number of words in a sentence</li> <li>- Have learners count all the members of the family read about.</li> <li>- Assist them to subtract (take away) the learners from the number and tell how many members will be left?</li> </ul> <p>K1.2.1.1.6. Introduce the concept “more than” to learners and solve some word puzzles with the concept.</p> <ul style="list-style-type: none"> <li>- Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)?</li> </ul>
9	<b>Sub-Strand K1.2.2 Origin and History of my Family</b>	<b>K1.2.2.1</b> Demonstrate knowledge of the origin and history of our families.	<ul style="list-style-type: none"> <li>- Write the number of words in the last sentence of each page on the board.</li> <li>- Compare and identify which of the sentences has more words than other(s). K1.2.2.1.6 Use comparative language/phrases “more than”, “less than”, or “same as” to describe relationship between quantities</li> <li>- Use comparative language “more than”, “less than”, or “same as” to describe the relationship between the milk tins collected for the languages.</li> </ul>
10	<b>Sub-Strand 3 Family Celebrations and Festivals</b>	<b>K1.2.3.1</b> Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	<p>K1.2.3.1.5 Use comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers.</p> <ul style="list-style-type: none"> <li>- Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this</li> </ul>

			information to compare learners born in different months. Compare the groupings.
11	<b>Sub-Strand 4 My School Rules and Regulations</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	<ul style="list-style-type: none"> <li>- Have learners count and tell the number of words in a sentence and sum up words in some selected sentences.</li> <li>- Using the number line, have learners play “one more” to show the number of rules made guide behaviours in their classroom</li> <li>- Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects.</li> <li>- Have learners count the number of items in each set and add them</li> </ul> <p>K1.2.4.1.6 Solve story problems using comparative language “more than”, “less than”, or “same as” to show relation between quantities/numbers</p> <ul style="list-style-type: none"> <li>- Guide learners to solve problems on “Which group has less members than the other? Practice with different numbers and sets of people, money and other objects. Show the sign to learners and have them write it down at the appropriate place in an equation/inequality on Chalkboard</li> </ul>
12	<b>NUMBER WORK</b>	Master numbers	<p>Count from 1 to 100</p> <p>Write from 1 to 50</p> <p>Write number names from 1 to 5.</p>
13	<b>REVISION</b>		
14	<b>END OF FIRST TERM EXAMINATIONS</b>		

## KG ONE— CREATIVE ARTS- FIRST TERM

WEEK	SUB- STRAND	CONTENT STANDARDS	INDICATORS/ EXEMPLERS
1	<b>Sub-Strand 1: I am a wonderful and Unique creation</b>	<b>K1.1.1.1</b> Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1. 6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper - <i>Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath. Let them talk about what they have written with friends sitting next to them in the classroom. Ask learners what they have drawn and write them on the board.</i>
2	<b>Sub-Strand 2 The Parts of The Human Body and Their Functions</b>	<b>K1.1.2.1.</b> Demonstrate the understanding of appropriate names of the parts of the body and describe the functions of each part	K1.2.1.5 Sing songs about functions of the body parts and perform the actions on it
3			K1.2.1.6 Colour an outline of a part of the body used in performing a function.
4	<b>Sub-Strand 3: Caring for The Parts of My Body</b>	<b>K1.1.3.1.</b> Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailswashing, face washing, nose	K1.1.3.1.6 Match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth. - <i>Classify the cleaning materials according to their colours-</i>
5	<b>Sub-Strand 4: K.1.1.4 Keeping my Body healthy by eating good food and taking my vaccination</b>	<b>K1.1.4.1</b> Demonstrate the understanding that eating good food and taking all my childhood vaccinations will keep me growing healthy and strong.	K1.1.4.1.6 Draw a picture of any food item that has its name beginning with the letter B and write the letter underneath. K1.1.4.1.8 Sing and dance to traditional songs about foods
6	<b>Sub-Strand 5: My Environment and My Health</b>	<b>K1.1.5.1</b> Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.4 Compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books. - <i>Have learners draw clean classroom and talk about their drawing</i>
7			K1.1.5.1.7 Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.



8	<b>Sub-Strand 6: Protecting ourselves from home and road accidents</b>	<b>K1.1.6.1</b> Demonstrate understanding of measures to take to keep safe (from accidents, hurts, and harms).	K1.1.6.1.7 Draw and colour five harmful objects that can cause accidents.
9	<b>Sub-Strand K1.2.1 Types and members of my Family</b>	<b>K1.2.1.1</b> Demonstrate understanding of the importance, roles and responsibilities of family members.	K1.2.1.1.7 Role-play the responsibilities of family members
10	<b>Sub-Strand K1.2.2 Origin and History of my Family</b>	<b>K1.2.2.1</b> Demonstrate knowledge of the origin and history of our families.	K1.2.2.1.7. Draw a family tree that includes Grandpa and Grandma
11	<b>Sub-Strand 3 Family Celebrations and Festivals</b>	<b>K1.2.3.1</b> Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	- K1.2.3.1.6 Create special birthday cards for loved ones using different writing and drawing tools.
12	<b>Sub-Strand 4 My School Rules and Regulations</b>	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	<ul style="list-style-type: none"> <li>- Have learners draw a member of their school family and give a brief description of it.</li> <li>- Guide learners to create their own simple classroom rules for the using simple pictures and different colours to design the rules and post it on the classroom wall.</li> <li>- Have learners draw any object or animal mentioned in the rhyme</li> </ul>
13	<b>REVISION</b>		
14	<b>END OF FIRST TERM EXAMINATIONS</b>		