

NEW VISION ACADEMY

SCIENCE SCHEME OF WORK

RECEPTION - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Plants •	Definition of Plants How do plants grow? Parts of a plant (root & Stem Parts of a Plant (leaves) Parts of a Plant (seeds) Parts of a Plant(stem Flower)
1.2	Plants shrub etc)	Importance of plant • Naming of plants (mango tree,

LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

1.3	Plants	What do plants need?
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• SONGS/ STORIES/ RHYMES ON PLANT • SCHOOL VISIT TO THE FARM.

1.4	Animals•	Types of Animals (Animals group). Exploring the different types of animals • Sorting animals from different habitats. • (Underwater animals). Rainbow, fish, Arctic animals, jungle animals, farm animals.
1.5	Growing up adulthood. (lifecycle).	• How do animals grow? • How we change from baby to

WEEK	TOPIC	TOPIC DETAILS
12.1 etc..)	Growing up	• Animals and their young ones (cow – calf, Hen – chick • Movement of Animals (eg. Crawling, galloping etc) • Animals and their sounds.(eg moo says the cow, meow says the cat etc)

SONGS/RHYMES / STORIES ON GROWING UP : GROWING EVERYDAY ETC

13.1	Living things	• Definition of Living things. • Characteristics of living things. (move, grow etc) • Naming of living things. (Human beings, plants Animals)
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SONGS/ RHYMES/ STES ON LIVING THINGS: LIVING THINGS

• Non-living things • Definition of Non-living things

15.1 Non Living Things • Characteristics of non-living things • Naming of non-living things (Table, pencil etc)

SONG/ RHYMES/ STORIES ON NON LIVING THINGS:
LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

16.1 Parts of the body • Naming of the parts of the body (leg, head etc). • Functions of some parts of the body

SONG/RHYMES/ STORIES ON PART OF THE BODY: HEAD SHOULDER KNEES AND TOES...
LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

SCIENCE SCHEME OF WORK

RECEPTION - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	Senses	• Types of senses (smell, taste, feeling etc.) 2.1 Senses

SONGS/ RHYMES /STORIES ON FIVE SENSES: EYES TO SEE EARS TO

HEAR... LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

3.1	Food groups and protein)	• Types of food group (carbohydrates, vegetables, fruits and protein)
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4.1	Food Groups	• Why do we need food? (healthy eating) • Exercise (jogging, swimming etc)
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5.1	Food Groups	• Similarities and differences between ourselves and others. Eg pork from a pig or beef from a cow etc Song/rhymes/stories on food groups I like to eat... etc
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LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

6.1	Earth	• Air on earth?
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7.1 MID TERM BREAK MID TERM BREAK

8.1	Earth	• Things found on earth
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9.1	Rocks	• Types of Rocks
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10.1	Rocks	• Uses of Rocks. (rocks for building, decorations etc
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11.1	Soil .	What is soil? • Types of Soil?
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WEEK	TOPIC	TOPIC DETAILS
12.1	Soil .	Uses of soil. (soil for building and growing fruits and vegetables etc)

. SONGS / RHYMES / STORIES ON EARTH: EARTH IS MY HOME ETC
LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

13.1	Water	<ul style="list-style-type: none"> • Sources of water (lake, well, tap etc.) • Uses of water washing, cooking etc)
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. SONGS /STORIES/ RHYMES ON WATER: RAIN RAIN GO AWAY WATER GARGLE
DOWN THE DRAIN, ECT
LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

SCIENCE SCHEME OF WORK

RECEPTION - TERM 3

WEEK	TOPIC	TOPIC DETAILS
1.1	Matter	• Definition of Matter?
2.1	Matter	• State of matter (solid, liquid, gas)
3.1	Energy	<ul style="list-style-type: none"> • Definition of Energy • Types of energy (heat, light, sound energy)

SONGS/RHYMES /STORIES ON ENERGY: SUN MR. GOLDEN SUN.ETC.

5.1 MID TERM BREAK MID TERM BREAK

6.1	Materials	What are Materials?
7.1	Materials	<ul style="list-style-type: none"> • Types of materials (natural and man-made) Materials and Properties <ul style="list-style-type: none"> • Classification of materials (metal, glass, clay, wood).
9.1	Materials and Properties	
• 12.4	Uses of materials eg(For storing water, furniture etc.).	

SONGS/RHYMES/STORIES ON MATERIALS AND PROPERTIES
LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

10.1	Weather	• What is the weather?
11.1	Weather	• Types of weather (sunny, windy, rainy, cloudy)

12.1 Seasons • Naming of the seasoning (Rainy, Dry Autumn, summer etc)

WEEK TOPIC TOPIC DETAILS

SONG/RHYMES/STORIES ON SEASON AND WEATHER. (Sun Mr. Golden Sun, Rain Rain Rain Go Away etc.

LANGUAGE LINK TO SSM/SCIENCE IN ENVIRONMENT

14.1 Weather and Seasons • Videos, project works and presentations

5. HISTORY SCHEME OF WORK

YEAR 1 - TERM 1

WEEK TOPIC TOPIC DETAILS

1.1 How are our toys different from those in the past?

This unit looks at similarities and differences between toys today and toys in the past. It introduces children to the concepts of 'old' and 'new', and encourages them to think about the changes in their own lives and in those of their family or adults around them. The approach used in this unit could be applied to the study of other everyday things from the past, eg clothes, games . It provides a wide range of opportunities for children to develop their speaking and listening skills.

2.1 How are our toys different from those in the past?

Pictures of toys for children to discuss. Use on screen or print for sorting/ordering. A selection of old toys

3.1 How are our toys different from those in the past?

Children look at 2 toys, one old and one new. Look at similarities and differences. Use Word or Talking First Word to create labels for each toy.

4.1 How are our toys different from those in the past?

If unable to visit a toy museum, could show class a web-site for a toy museum.

5.1 How are our toys different from those in the past?

Pictures of steam engines, wind up toys, collectable tin toys etc. Not sites for the children but useful for pictures of old toys

WEEK	TOPIC	TOPIC DETAILS
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7.1 The Family

Discuss "what is a family" with students.

Encourage the students to tell you and each other their own families. understanding of a family.

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8.1 Types of family.

Discuss the different types of families i.e.

Nuclear family, Single Parent Family, and Extended family.

Encourage students to talk about their own families and write short note on their families

Draw the different types of families.

9.1 The Gambia National Anthem Students learn the words of the national anthem and sing the song correctly.

10.1 The Gambia Flag

Students draw and color the Gambia flag. Students Examine the flag and write down the meaning of each colour on it.

12.1 Who designed the Gambian flag? Students continue to learn the meaning of each colour on the Flag. Discuss who designed it.

13.1 What is communication? Communication is when we pass information from one person to another. A lot of activities on communication can be done in the class. E.g students passing information by whispering to another student etc

WEEK	TOPIC	TOPIC DETAILS
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14.1 Traditional ways of communication. Discuss with students different traditional methods of communication. E.g. signals, musical instruments etc.

15.1 Modern communication. Identify modern communication, e.g letters, Mobile phones, television, e-mail etc.

HISTORY SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
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1.1 What were homes like a long time ago?

Show the children pictures of different sorts of homes. Which are like your home? Which are different? Encourage them to talk about homes they are familiar with. Why do people live in

different sorts of homes? Select children to place the correct labels on the pictures of different types of homes.

2.1 What were homes like a long time ago?

Show pictures of homes for children to discuss. Use on screen or print out.

3.1 What were homes like a long time ago?

Use a digital camera when on a local walk. Photos can be viewed straight away when back in school.

4.1 What were homes like a long time ago?

Use a Clicker4 Talking Book which is designed to provide access to information about different types of homes, new and old. This is complimented by 6 sets of word grids which will enable children to recount what has been read or to write about what they have discussed.

5.1 What were seaside holidays like in the past?

This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about different sources of information. The unit could be developed further by visiting a seaside resort and its local museum.

WEEK	TOPIC	TOPIC DETAILS
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6.1 What were seaside holidays like in the past?

This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology order and ability to ask and answer questions about different sources of information. The unit could be developed further by visiting a seaside resort and its local museum.

7.1 What were seaside holidays like in the past?

Collection of seaside photographs showing different eras. Use on screen to discuss or print to sort/order.

8.1 What were seaside holidays like in the past?

. Look at some images from seaside resorts and all in a sheet about

each. 9.1 What were seaside holidays like in the past?

Look at an aspect of seaside holidays that is the same as long ago- Punch and Judy. Punch and Judy web-site has lots of information for teachers. Excellent then & now pictures in 'PUNCH IN PICTURES' section

11.1 Historical places in the Gambia

Think about old buildings in your area. Find out when they were built and what they were used for. Discuss, draw and colour.

WEEK	TOPIC	TOPIC DETAILS
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12.1	Historical places in the Gambia.	-Katchikali crocodile pool. -Stone Circle at Wassau.
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Draw pictures of these important places in the Gambia and Explain why these historical places are important.

HISTORY SCHEME OF WORK

YEAR 1 - TERM 3

WEEK	TOPIC	TOPIC DETAILS
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1.1	A Town (what is a Town?)	
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Discuss with students the meaning of a town. Draw some important buildings in a Town, e.g Hospital, Supermarket, Market, Bank etc.

2.1	A Town-	Continuation of town
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3.1	A Village (Definition of village)	
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Discussion on villages and the types of homes found in a village. A short video about a village. <https://youtu.be/GPRpqBdly5Y>

4.1	Life in the Village	
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Children draw what different people do in the village based on the video watched the previous day.

6.1 The City Definition of City. Places and homes found in the city.

7.1 Continuation of City

Children draw the City and paint. To be displayed outside.

8.1 Transportation Definition of transportation and the different types of transportation. Importance of transportation. A round circle discussion on the importance of transportation and how it helps to make life easier.

9.1 Local Heroes Definition of hero and list of local heroes.

10.1 International heroes. Definition on International heroes and list of the International heroes.

SCIENCE SCHEME OF WORK

YEAR 1 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
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1.1 External parts of the human head.

Recognize and name the major external parts of the human head (head, hair, eye). 1.2 External parts of the huma

Recognize and name the major external parts of the human body (chest, arm, leg). 1.3 Basic Functions of the different parts of the Body.

Naming the different body parts and what they help us to do.

2.1 Different ways in which they can move different parts of the body.

The movement of each part of the body can do and how certain body parts move in different ways e.g. shrug shoulders, wiggle foot, wave hand – demonstrate as necessary.

2.2 Importance of different types of movement to the body.

What each body part can do and without it how life would be hard. Example we walk with our.....

2.3 Games on different movements.

A large indoor or outdoor space to move around in and do different activities on movement.

3.1 Make comparisons Introducing the word 'compare'.

In pairs talk about ways in which we are alike/the same.

3.2 How are humans similar?

Describe how humans are similar to each other.

3.3 How are humans different?

Identify the differences between humans

4.1 Identifying images using the sense of sight.

Identify the different objects without seeing them and state how it feels and what it is and record it on a table.

4.2 Identifying using a sense of smell.

Learners to identify different products and

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fragrances. Ideally learners should wear a blindfold for this activity, but they could also close their eyes.

4.3 Identifying food by taste.

Recognize and name the main external parts of the body that is responsible for Taste.

5.1 Identifying using touch.

Ask learners to stroke the skin on their hand and describe what it feels like. They can also stroke different parts of their bodies (e.g. knee, elbow, shoulder, neck, cheek).

5.2 Identifying sources of sound

Identify different sources of sound.

5.3 Identifying that sound becomes fainter the further away from the source you are

Explore that as sound travels from a source it becomes quieter.

7.1 Recognize and name common materials.

Learners to name something in the room and tell you what it is made

of. 7.2 Senses to explore and talk about different materials.

Discuss how our senses can help us to identify different materials.

7.3 Explore and observe materials.

Make a class display. Learners can bring in objects to fit the labels e.g. rough/ hard/shiny.

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8.1 Identify the different materials.

Select and describe different materials. Do one together as a class as an example. Learners record their observations (e.g. on a worksheet). Ask them to tell you something that is... shiny/smooth/heavy.

8.2 Introducing material vocabulary

Vocabulary flashcards.

8.3 Characteristics of different materials.

A selection of different materials including elastic and transparent. Elastic: Try and stretch it. If it goes back to its original shape it is elastic.

Waterproof: Drip drops of water on the material. If the drops can still be seen, or run off, it is waterproof.

Transparent: If you can see through it clearly, it is transparent.

9.1 Sorting materials Sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric.

WEEK

TOPIC

TOPIC DETAILS

9.2 Material hunt:

Understand the difference between an object and a material.

9.3 Materials dominoes:

Understand that all materials have a variety of properties.

10.1 Common materials Describe common materials in terms of their properties. 10.2 Changing materials Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.

10.3 Liquid to solid: Describe how materials can be changed from liquid to solid.

12.1 Dissolving materials in water. Describing how materials can be changed by dissolving in water

12.2 Liquid to gas Materials can be changed by heating liquid to gas.

12.3 Floating and sinking. Explore that some objects float and some sink.

13.1 Materials mix up Make predictions about what they think will happen.

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13.2 The caretaker's sponge This activity focuses on absorbency as a property of materials. 13.3 Sorting Objects Sort and group objects, materials and living things based on observations of the similarities and differences between them.

14.1 Review Understand the difference between an object and a material. 14.2 Review Explore that some objects float and some sink.

14.3 Review A selection of different materials including elastic and transparent. Elastic: Try and stretch it. If it goes back to its original shape it is elastic. Waterproof: Drip drops of water on the material. If the drops can still be seen, or run off, it is waterproof. Transparent: If you can see through it clearly, it is transparent.

SCIENCE SCHEME OF WORK

YEAR 1 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
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1.1 Plants

Recognize and name the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).

1.2 Flower hunt:

Recognize the major parts of familiar flowering plants (limited to roots, leaves, stems and flowers).

1.3 Exploring leaves .

Recognize different leaves based on size, shape and color.

2.1 Plant needs

Know that plants need light and water to survive.

2.2 Growing a plant

Learners to grow a plant from a seedling/plug plant.

2.3 Explore how seeds grow into flowering plants.

Show learners the pattern of fruit seeds inside cut fruits. Ask learners What is a seed?

3.1 Where plants grow well.

Identify some areas of the school grounds that would be unsuitable for wild plants to survive.

3.2 Make predictions.

Learners to predict what happens when a seed is planted. Do the roots or shoots grow first?

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3.3 Compare what happened with predictions

4.1 How plants eat?

Explain that plants have to make their own food – they cannot move to another place to get it or eat.

4.2 How plants move.

Show learners some time-lapse footage of a plant moving (e.g. towards a light source).

4.3 Collecting evidence through observation. Set up an experiment where one plant is regularly watered, and the other isn't.

Learners predict what will happen.

5.1 Make predictions Record differences by drawing or taking photographs for display.

WEEK

TOPIC

TOPIC DETAILS

5.2 Compare what happened with predictions.

Learners communicate the results from the experiment and compare this with their predictions. This could be through drawings, talking or writing.

5.3 Review Plants and Parts of a plant.

7.1 Toy sorting Identify and name common materials including wood, plastic, metal, glass, rock, paper and fabric.

8.1 Designing a toy Understand that all materials have a variety of properties 8.2 Designing a toy Ask questions about the world around us and talk about how to find answers.

8.3 Talking about a toy Encourage learners to think of their own questions about the materials their toys are made of.

9.1 Electrical objects Identify things that require electricity to work.

9.2 Searching for electrical objects. Learners go on an electrical object hunt. Ideally, this will be throughout school, enabling them to find more objects with different functions, 9.3 Electrical objects Collect and record electrical object through observations and/or measurements by annotating images and completing simple tables.

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11.1 Pushes and pulls Explore, talk about and describe the movement of familiar objects.

WEEK	TOPIC	TOPIC DETAILS
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11.2 Pushes and Pulls Describe pushes and pulls as forces.

11.3 Pushes and Pulls Learners to label 'push' and 'pull' of objects in the classroom that can be pushed or pulled.

12.1 Changing Movement Can recognize that when things speed up, slow down or change direction there is a cause.

12.2 Outdoor activity on movement.

Discuss the different speeds of some toy.

Discussion on interception of balls that are pushed in a different direction.

12.3 Review Provide some pictures of toys that move in different ways. Ask the learners to draw in what is needed to make the toy move e.g.

football needs to be kicked (they draw a foot).

13.1 Exploring magnets Explore, talk about and describe what happens when magnets approach and touch different materials.

13.2 Exploring magnets Make predictions about what they think will happen.

13.3 Exploring magnets Learners to share their observations with one another.

Have they noticed any patterns in the materials that magnetic toys are

made of?

14.1 Review Learners to repeat small objects made of a range of different, familiar materials.

14.2 Review Learners, to use a pre-made table, record their simple predictions about what they think will happen.

14.3 Review Learners will also discover that a magnet does not affect some

materials. SCIENCE SCHEME OF WORK

YEAR 1 - TERM 3

WEEK TOPIC TOPIC DETAILS

1.1 Living things. Identify the living thing.

1.2 Non-living things Identify things that have never been alive. 1.3 Living and Non-living things Identify living things and things that have never been alive.

2.1 MID-TERM BREAK MID-TERM BREAK

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3.1 Sorting living things and things that have never been alive. Sort and group objects, materials and living things based on observations of the similarities and differences between them.

3.2 Requirements for survival Know that animals, including humans, need air, water and suitable food to survive.

3.3 Similarities and differences

3.4 Depriving plants of light or water. Know that plants need light and water to survive.

4.1 ACROSS THE BOARD TEST

WEEK TOPIC TOPIC DETAILS

5.2 Experiment on plant and light. Make predictions about what they think will happen.

5.3 Measuring Plants Take measurements in non-standard units.

6.1 Preparing for the trip Ask questions about the world around us and talk about how to find answers.

6.2 Preparing for the trip Know that animals, including humans, need air, water and suitable food to survive.

6.3 The Sun Describes the Sun as a source of heat and light, and as one of many stars.

7.1 The Sun Learning about the Sun and making predictions about what they think will happen.

7.2 Materials for a spacesuit. Understand that all materials have a variety of properties.

7.3 Spacesuit research Ask questions about the world around us and talk about how to find answers.

8.1 END OF YEAR ASSESSMENT

9.1 Astronaut Training Follow instructions safely when doing practical work on how astronauts train.

9.2 Pushes and pulls Describe pushes and pulls as forces. 9.3 Grouping pushes and pulls. Draw or cut out and stick pictures of things that use pushes in one Group.

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Do the same for other things that use pulls.
Discuss how the same objects can appear in both groups.

10.1 Earth Know Earth is the planet on which we live. 10.2 Properties of Earth Know that The Earth is mostly covered in water. 10.3 Land Describe land as being made of rock and soil.

WEEK TOPIC TOPIC DETAILS

11.1 Planets Ask questions about the world around us and talk about how to find answers.

11.2 Investigation Describe what happened during an inquiry and if it matched predictions.

11.3 Review Describe land as being made of rock and soil. 12.1 END OF YEAR

EXAMS

FRENCH SCHEME OF WORK

YEAR 1 - TERM 1

WEEK TOPIC

TOPIC DETAILS

1.1 L'alphabet • Reconnaître les lettres de l'alphabet

- Les lettres identiques
- Chanson : l'alphabet

1.2 Lettres et graphies • Sens et la hauteur des tracés.

- {-a,n,f,t,u,w,i,s}

2.1 L'alphabet (suite) • Reconnaître les lettres de l'alphabet

- Les lettres identiques.

2.2 Lettres et graphies • Sens et la hauteur des tracés.

- {-y,x,b,d,h,g,o,c}

3.1 L'alphabet (n) • Reconnaître les lettres de l'alphabet

- Les lettres identiques.

3.2 Lettres et graphies • Sens et la hauteur des tracés.

- {-y,x,b,d,h,g,o,c}

4.1 Le son de la voyelle : [A] • Etude du son [a]

- Lecture d'images
- Entendre le son [a]
- La découverte

4.2 Le son de la voyelle : [A] • Etude du son [a]

- Lecture d'images
- Entendre le son [a]
- La découverte

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WEEK TOPIC

TOPIC DETAILS

5.1 Le son de la voyelle : [A] • Etude du son [a]

- Identification de la lettre A a a a
- Jeux de mémoire

5.2 Le son de la voyelle : [A] • Etude du son [a]

- Identification de la lettre A a a a
- Jeux de mémoire

6.1 ACROSS THE BOARD TEST (A B T)

7.1 Le son de la voyelle : [A] • Etude du son [a]

- Les syllabes : {ca ma ta ra}
- Chanson sur voyelles
- Ecriture des syllabes contenant le son [a]

7.2 Le son de la voyelle : [A] • Etude du son [a]

- Les syllabes : {ca ma ta ra}
- Chanson sur voyelles
- Ecriture des syllabes contenant le son [a]

8.1 Le son de la voyelle : [O] • Etude du son [o]

- Lecture d'images
- Entendre le son [o]
- La découverte

8.2 Le son de la voyelle : [O] • Etude du son [o]

- Lecture d'images
- Entendre le son [o]
- La découverte

9.1 Le son de la voyelle : [O] • Etude du son [o]

- Identification de la lettre O o o
- Jeux de mémoire

9.2 Le son de la voyelle : [O] • Etude du son [o]

- Identification de la lettre O o o
- Jeux de mémoire

10.1 Le son de la voyelle : [O] • Etude du son [O]

- Ecriture des syllabes contenant le son [o]
- Les syllabes : {co mo to ro}
- Chanson sur voyelles

WEEK TOPIC

TOPIC DETAILS

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10.2 Le son de la voyelle : [O] • Etude du son [O]

- Ecriture des syllabes contenant le son [o]
- Les syllabes : {co mo to ro}
- Chanson sur voyelles

11.1 Accross the Board Test A B T

12.1 Le son de la voyelle : [I] • Etude du son [i]

- Lecture d'images
- Entendre le son [i]
- La découverte

12.2 Le son de la voyelle : [I] • Etude du son [i]

- Lecture d'images
- Entendre le son [i]
- La découverte

13.1 Le son de la voyelle : [I] • Etude du son [i]

- Identi

cation de la lettre I i i

- Jeux de mémoire
- Le son de la voyelle :
- Ecriture des syllabes contenant le son [i]

13.2 Le son de la voyelle : [i] • Etude du son [i]

- Identifi

cation de la lettre l i i

- Jeux de mémoire
- Le son de la voyelle :
- Ecriture des syllabes contenant le son [i]

14.1 Le son de la voyelle : [E] • Etude du son [e]

- Lecture d'images
- Entendre le son [e]
- Ecriture des syllabes contenant le son [e]
- Les syllabes : {be/pe/me/re}
- Poème : le chat « Bigoudi »

14.2 Le son de la voyelle : [E] • Etude du son [e]

- Lecture d'images
- Entendre le son [e]
- Ecriture des syllabes contenant le son [e]
- Les syllabes : {be/pe/me/re}
- Poème : le chat « Bigoudi »

WEEK TOPIC

TOPIC DETAILS

15.1 Le son de la voyelle : [U] • Etude du son [U]

- Lecture d'images

- Entendre le son [u]
- Ecriture des syllabes contenant le son [U]
- Les syllabes : {ru/su/tu/lu}
- Poème : le chat « Bigoudi »

15.2 Le son de la voyelle : [U] • Etude du son [U]

- Lecture d'images
- Entendre le son [u]
- Ecriture des syllabes contenant le son [U]
- Les syllabes : {ru/su/tu/lu}
- Poème : le chat « Bigoudi »

16.1 Le son de la voyelle : [E]/[U] • Etude du son [e]/[U]

- Lecture d'images
- Entendre le son [e]/[u]
- Ecriture des syllabes contenant le son [e]/[U]
- Les syllabes : {be/pe/me/re}-{ru/su/tu/lu}
- Poème : le chat « Bigoudi »

16.2 Le son de la voyelle : [E]/[U] • Etude du son [e]/[U]

- Lecture d'images
- Entendre le son [e]/[u]

- Ecriture des syllabes contenant le son [e]/[U]
- Les syllabes : {be/pe/me/re}-{ru/su/tu/lu}
- Poème : le chat « Bigoudi »

FRENCH SCHEME OF WORK

YEAR 1 - TERM 2

WEEK TOPIC

TOPIC DETAILS

1.1 Le son de la consonne : [B] -Etude du son [b]

-Lecture d'images

-Identi

cation de la lettre [b]

-Ecriture des syllabes contenant le son [b]

1.2 Le son de la consonne : [B] -Etude du son [b]

-Lecture d'images

-Identi

cation de la lettre [b]

-Ecriture des syllabes contenant le son [b]

2.1 Le son de la voyelle : [C] -Etude du son [c]

-Lecture d'images

-Identi

cation de la lettre [c]

-Ecriture des syllabes contenant le son [c]

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2.2 Lesonde lavoyelle : [C]-Etudeduson[c]

-Lecture d'images

-Identi

cation de la lettre [c]

-Ecriture des syllabes contenant le son [c]

3.1 Lesonde lavoyelle : [D]-Etudeduson[d]

-Lecture d'images

-Identi

cation de la lettre [d]

-Ecriture des syllabes contenant le son [d]

3.2 Lesonde lavoyelle : [D]-Etudeduson[d]

-Lecture d'images

-Identi

cation de la lettre [d]

-Ecriture des syllabes contenant le son [d]

WEEK TOPIC

TOPICDETAILS

4.1 Lesonde lavoyelle : [F]Etudeduson[f]

-Lectured'images

-Identi

cationde la lettre[f]

-Ecrituredessyllabesc contenant leson[f]

4.2 Lesonde lavoyelle : [F]Etudeduson[f]

-Lectured'images

-Identi

cationde la lettre[f]

-Ecrituredessyllabesc contenant leson[f]

5.1 Lesonde lavoyelle : [G]Etudeduson[g]

-Lectured'images

-Identi

cationde la lettre[g]

-Ecrituredessyllabesc contenant leson[g]

5.2 Lesonde lavoyelle : [G]Etudeduson[g]

-Lectured'images

-Identi

cationde la lettre[g]

-Ecrituredessyllabesc contenant leson[g]

6.1 Lesonde lavoyelle : [H]Etudeduson[h]

-Lectured'images

-Identi

cationde la lettre[h]

-Ecrituredessyllabesc contenant leson[h]

6.2 Lesonde lavoyelle : [H]Etudeduson[h]

-Lectured'images

-Identi

cationde la lettre[h]

-Ecrituredessyllabesc contenant leson[h]

7.1 Lesonde lavoyelle : [J]Etudeduson[j]

-Lectured'images

-Identi

cationde la lettre[j]

-Ecrituredessyllabesc contenant leson[j]

7.2 Lesonde lavoyelle : [J]Etudeduson[j]

-Lectured'images

-Identi

cation de la lettre [j]

-Écriture des syllabes contenant le son [j]

8.1 Le son de la voyelle : [K] Étude du son [k]

-Lecture d'images

-Identi

cation de la lettre [k]

-Écriture des syllabes contenant le son [k]

WEEKTOPIC

TOPICDETAILS

8.2 Le son de la voyelle : [K] Étude du son [k]

-Lecture d'images

-Identi

cation de la lettre [k]

-Écriture des syllabes contenant le son [k]

10.1 Le son de la voyelle : [L] Étude du son [l]

-Lecture d'images

-Identi

cation de la lettre [l]

-Écriture des syllabes contenant le son [l]

10.2 Le son de la voyelle : [L] Étude du son [l]

-Lecture d'images

-Identi

cation de la lettre [l]

-Écriture des syllabes contenant le son [l]

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11.1 Le son de la voyelle : [M] Étude du son [m]

-Lecture d'images

-Identi

cation de la lettre [m]

-Écriture des syllabes contenant le son [m]

11.2 Le son de la voyelle : [M] Étude du son [m]

-Lecture d'images

-Identi

cation de la lettre [m]

-Écriture des syllabes contenant le son [m]

12.1 Le son de la voyelle : [N] Étude du son [n]

-Lecture d'images

-Identi

cation de la lettre [n]

-Ecriture des syllabes contenant le son [n]

12.2 Le son de la voyelle : [N] Etude du son [n]

-Lecture d'images

-Identi

cation de la lettre [n]

-Ecriture des syllabes contenant le son [n]

13.1 Le son de la voyelle : [N]

Etude du son [n]

-Lecture d'images

-Identi

cation de la lettre [n]

-Ecriture des syllabes contenant le son [n]

13.2 Le son de la voyelle : [N]

Etude du son [n]

-Lecture d'images

-Identi

cation de la lettre [n]

-Ecriture des syllabes contenant le son [n]

FRENCH SCHEME OF WORK

YEAR 1 - TERM 3

WEEK TOPIC

TOPIC DETAILS

1.1 Le son de la voyelle : [P] Etude du son [p]

• -Lecture d'images

• -Identi

cation de la lettre [p]

• -Ecriture des syllabes contenant le son [p]

1.2 Le son de la voyelle : [P] Etude du son [p]

• -Lecture d'images

• -Identi

cation de la lettre [p]

• -Ecriture des syllabes contenant le son [p]

2.1 Le son de la voyelle : [Q] Etude du son [q]

• -Lecture d'images

• -Identi

cation de la lettre [q]

- Ecrituredessyllabesc contenant leson[q]

2.2 Lesonde lavoyelle : [Q]Etudeduson[q]

- Lectured'images

- Identi

cation de la lettre[q]

- Ecrituredessyllabesc contenant leson[q]

3.1 Lesonde lavoyelle : [R]Etudeduson[r]

- Lectured'images

- Identi

cation de la lettre[r]

- Ecrituredessyllabesc contenant leson[r]}

3.2 Lesonde lavoyelle : [R]Etudeduson[r]

- Lectured'images

- Identi

cation de la lettre[r]

- Ecrituredessyllabesc contenant leson[r]}

4.1 Lesonde lavoyelle : [S]Etudeduson[s]

- Lectured'images

- Identi

cation de la lettre[s]

- Ecrituredessyllabesc contenant leson[s]

WEEKTOPIC

TOPICDETAILS

4.2 Lesonde lavoyelle : [S]Etudeduson[s]

- Lectured'images

- Identi

cation de la lettre[s]

- Ecrituredessyllabesc contenant leson[s]

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5.1 ABT AccrosstheBoardTest

6.1 Lesonde lavoyelle : [T]Etudeduson[t]

- Lectured'images

- Identi

cation de la lettre[t]

- Ecrituredessyllabesc contenant leson[t]

6.2 Lesonde lavoyelle : [T]Etudeduson[t]

- Lectured'images

- Identi

cation de la lettre[t]

- Ecrituredessyllabesc contenant leson[t]

7.1 Lesonde lavoyelle : [V]Etudeduson[v]

- Lecture d'images

- Identi

cation de la lettre[v]

- Ecriture des syllabes contenant le son[v]

7.2 Lesonde lavoyelle : [V]Etudeduson[v]

- Lecture d'images

- Identi

cation de la lettre[v]

- Ecriture des syllabes contenant le son[v]

8.1 Lesonde lavoyelle : [W]Etudeduson[w]

- Lecture d'images

- Identi

cation de la lettre[w]

- Ecriture des syllabes contenant le son[w]

8.2 Lesonde lavoyelle : [W]Etudeduson[w]

- Lecture d'images

- Identi

cation de la lettre[w]

- Ecriture des syllabes contenant le son[w]

9.1 ABT AccrosstheBoardTest

10.1 Lesonde lavoyelle : [X]Etudeduson[x]

- Lecture d'images

- Identi

cation de la lettre[x]

- Ecriture des syllabes contenant le son[x]

WEEKTOPIC

TOPICDETAILS

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10.2 Le son de la voyelle : [X] Etude du son [x]

- -Lecture d'images

- -Identi

cation de la lettre [x]

- -Ecriture des syllabes contenant le son [x]

11.1 Le son de la voyelle : [Y] Etude du son [y]

- -Lecture d'images

- -Identi

cation de la lettre [y]

- -Ecriture des syllabes contenant le son [y]

11.2 Le son de la voyelle : [Y] Etude du son [y]

- -Lecture d'images
- -Identi

cation de la lettre [y]

- -Ecriture des syllabes contenant le son [y]

12.1 Le son de la voyelle : [Z] Etude du son [z]

- -Lecture d'images
- -Identi

cation de la lettre [z]

- -Ecriture des syllabes contenant le son [z]

12.2 Le son de la voyelle : [Z] Etude du son [z]

- -Lecture d'images
- -Identi

cation de la lettre [z]

- -Ecriture des syllabes contenant le son [z]

13.1 L'ALPHABET REVISION Fixation des acquis

- Activités en ligne
- Logiciel éducatif
- -Jeux ludiques

13.2 L'ALPHABET REVISION Fixation des acquis

- Activités en ligne
- Logiciel éducatif
- -Jeux ludique

SOCIAL STUDIES SCHEME OF WORK

RECEPTION - TERM 1

WEEK TOPIC

TOPIC DETAILS

1.1 ALL ABOUT ME • My school (Draw, name and write the location of the school

etc.)

- My class (Draw and name the things in the classroom etc.)

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- My teachers (Names and the description of the teachers)
- My favourite food/ drink (Name, draw and talk about favourite foods and drinks)

- Songs and rhymes linked to my school and Myself
- Language linked to SSSM in environment

3.1 BASIC NEEDS • Houses (Types e.g. Storey, bungalow etc.)

- Water (Tap, Rain etc.)
 - Food (sources and importance of food)
 - Songs and rhymes on houses and food
- Language link to SSSM in environment

- Exploring di

erent festivals and cultures

- How they are celebrated around the world (Tobaski, Christmas and Diwali etc.)
- Showcase of di

erent talents

- Songs and rhymes on cultures
- Language link to SSSM in environment

- Talking to children about the disadvantages of bullying

- Anti-bullying week
 - Songs and rhymes on bullying
- Language link to SSSM in environment

6.1 HEROES • Discussion about real life heroes

- How we can be kind helpful people
 - Naming of Heroes (Foday Kabba, Nelson Mandela etc.)
 - Songs, rhymes and drama related to heroes
- Language link to SSSM in environment

7.1 MID TERM BREAK MID TERM BREAK

WEEK TOPIC

TOPIC DETAILS

8.1 OCCUPATION Career Day • People Who Help Us (Police station,

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re Station,

Doctors/Nurses etc.)

- Songs and rhymes linked to Jobs people do
- Language linked to SSSM in environment

9.1 RELIGION • Christianity (Names of places and book of worship)

- Islam
- Buddhism
- Hinduism

- Secular/ Nonreligious
 - Songs and rhymes on religion
- Language link to SSSM in environment

SOCIAL STUDIES SCHEME OF WORK

RECEPTION - TERM 2

WEEK TOPIC

TOPIC DETAILS

1.1 MY FLAG • Naming of the colours of the Gambian Flag (red, blue, green etc.) • Meaning of the of colours of the Gambian Flag (Red is for sun, White for peace etc.)

- Songs and rhymes linked to the colours
- Language linked to SSSM in environment

2.1 MY CITY 1 Name of country

- Name of city
 - Name of The President
 - Songs and rhymes linked to city (National Anthem)
- Language linked to SSSM in environment

3.1 TRANSPORTATION

- Definition of transportation
- Types of Transportation (Land, Air and Water transport)

4.1 TRANSPORTATION

- Uses/ Importance of Transportation e.g. (It saves time, provides employment)
- Songs and rhymes on transportation

5.1 ANIMALS

- Naming of animals (cows, hen, elephant)
- Types of animals (pet, wild, farm animals)
- Animals food (Grass, hay, bones etc.

6.1 Animals • Animals and their young

- Showing care for animals
 - Songs and rhymes on animals
- Language link to SSSM in environment

WEEK TOPIC

TOPIC DETAILS

8.1 EMOTIONS/ FEELINGS

- Expression of emotions
- Talk and draw faces of emotions e.g. Sad, happy etc.
- Songs and rhymes on emotions

Language linked to SSSM in environment

SOCIAL STUDIES SCHEME OF WORK

RECEPTION - TERM 3

WEEK TOPIC TOPIC DETAILS

1.1 SEASONS

- Definition of Season?
- Types of Seasons (summer, autumn etc)

2.1 SEASONS

- Clothing for Season (Coats, hats, scarf)
 - Holidays (Easter, Christmas)
 - Songs and rhymes on seasons
- Language link to SSSM in environment

3.1 AT THE SEASIDE . Naming of things and animals at the seaside e.g. (shells, crabs etc.) • Under the Ocean/ Aquarium e.g. (turtle, whale etc.)

4.1 AT THE SEASIDE • Tool use for making things on the Seaside

- Songs, rhymes and stories related to topic
- Language link to SSSM in environment

6.1 THE EARTH (PLANET EARTH)

- The Earth
- Naming of things found on The Earth (Natural and Artificial objects eg rocks, soil, tv, houses etc)

7.1 THE EARTH (PLANET EARTH) • Maps

- Symbols use in Maps e.g. (©, ∞, ¶ etc.)

8.1 THE EARTH (PLANET EARTH)

- Talk about day and night
- Language link to SSSM in environment

9.1 RAINBOW . Colours of the rainbow (green, orange, blue etc.)

- Songs, rhymes and stories related to topic
- Language link to SSSM in environment

WEEK TOPIC TOPIC DETAILS

10.1 DINOSAURS

- What are Dinosaurs?
- Naming of dinosaurs (tyrannosaurus, Spinosaurus)
- Songs, rhymes and project work related to topic

Language link to SSSM environment

11.1 VIDEO CLIPS • Video clips, project work and presentation linked to all topics in HISTORY SCHEME OF WORK

YEAR 2 - TERM 1

WEEK TOPIC

TOPIC DETAILS

1.1 What were

seaside

holidays like in

the past?

This unit compares seaside holidays in the recent past with those taken a long time ago. Children will develop an understanding of chronology and an ability to ask and answer questions about di

erent sources of information. The unit could be developed further by visiting a seaside resort and its local

museum. 2.1 What were seaside holidays like in the past?

Collection of seaside photographs showing different eras. Use on screen to

discuss or print to sort/order.

3.1 What were seaside holidays like in the past?

Collection of seaside photographs showing different eras. Use on screen to discuss or print to sort/order.

4.1 What were seaside holidays like in the past?

Look at an aspect of seaside holidays that is the same as long ago- Punch and Judy. Punch and Judy web-site has lots of information for teachers. Excellent then & now pictures in 'PUNCH IN PICTURES' section.

5.1 What were seaside holidays like in the past?

Use Clicker4 grids to support this unit. From this site you can download a talking book which is designed to provide access to information about seaside

holidays, both modern and those from the past. This is complimented by sets of word grids which will enable the children write about what they have read.

7.1 What were seaside holidays like in the past?

Following on from looking at pictures or photographs of seaside holidays today and in the past, use a simple painting program, create a picture of sea side holiday.

WEEK TOPIC

TOPIC DETAILS

8.1 Home (What is a home?)

Discuss with students the meaning of a home and why we all need a home. Encourage students to describe their homes, draw and colour their home and copy few notes on 'what is a home'

9.1 Home (Different types of home)

With the help of a reference book or the internet, students discuss the different types of home, they will draw, write their names and colour them. e.g igloo, caravan, apartment, tree-house. Bungalow, hut etc.

10.1 Home (different places in a home)

Students discuss the different places in a home i.e bedroom, sitting room, dining room, bathroom, kitchen etc. in their books they can write short sentences on what happens in these places? e.g we eat our dinner in the dining room etc.

12.1 Family (what is a family?)

Encourage the students to talk about their own families. Let students know that a family is a group of people related by blood or adoption. They can draw and name their own family members.

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13.1 Family (roles of the different family members)

Students draw each family member doing their roles in the home and write short sentences to match with their drawings.

E.g

Daddy is the head of the family, he

Mummyetc.

Sing the family song.

Students draw each family member doing their roles in the home and write

short sentences to match with their drawings.

14.1 Family (The different types of family)

Discuss with students that there are different types of families. i.e the nuclear family, the single parent family and the extended family. If possible show them the different pictures of families. Students take it by turns to count the number of people in their families.

15.1 Family (The nuclear and single parent family) An extended family

Students draw and copy the meaning of these families e.g A Nuclear family consists of father, mother and children. A single parent family is a family with only one parent and children or child.

Students draw and copy the meaning of an extended family. e.g An extended family is a family with parents, children, uncles, aunties, grandparents, cousins etc.

HISTORY SCHEME OF WORK

YEAR 2 - TERM 2

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WEEK TOPIC

TOPIC DETAILS

1.1 A Town Discuss that a town is a place with many streets and buildings where people live and work. With the help of the internet students will see the different important people and buildings in a town.

2.1 A City and village

Explain that like a town, a city is a large settlement where people live and work. Talk about the difference between a village, a town and city.

3.1 Important people in a town and city

Talk about the important people in the town and city. Explain that these people take care of the community by doing jobs at home and work places. Ask each student to draw and name at least two important people in a town. E.g Mayor. Doctor, policeman/woman etc.

4.1 A hero Discuss with the class who a hero is.

A hero is a person who is admired for having done something very brave or having achieved something great.

5.1 Foday kabba Dumbuya

Explain that Foday Kabba Dumbuya is one of the heroes in The Gambia who

was a Muslim leader of the South Bank of the River Gambia. Show them his picture in a power point

6.1 Heroes cont. (Musa Molloh)

Musa Molloh is another hero in The Gambia. He comes from Fulladu and he is the son of Alpha Molloh. Show them his picture in a power point presentation.

7.1 Heroes cont. (Abdou Saïdykhan)

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He was a famous hippo hunter who lived in Niamina Dankunka. He was also known as Abdou Mali Faala meaning Abdou the hippo killer. Show them his picture in a power point presentation.

8.1 International Hero (Why do we remember Florence Nightingale?)

This unit looks at the life of Florence Nightingale, why she went to the Crimea, and what happened as a result of her work.

WEEK TOPIC
TOPIC DETAILS

9.1 International Hero (Why do we remember Florence Nightingale?) The Florence Nightingale story Clip-art and pictures could be inserted into children's own work.

10.1 MID YEAR
EXAMS

REVISION

11.1 International Hero (Why do we remember Florence Nightingale?)

Clothing Florence Nightingale would have worn in Victorian times.

12.1 International Hero (Why do we remember Florence Nightingale?)

*Click and drag a set of sentences in order to show her life. Word document. 3 ability levels & lesson plan.
*Use a power point presentation of Florence Nightingale suitable for whole class.

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*This unlikely source - Country Joe McDonald's tribute to Florence Nightingale - is one of the best sites on the subject, with well -illustrated chronological details of Nightingale's life. See also links to more details of the Crimean war including a good map of where the Crimea is.

HISTORY SCHEME OF WORK

YEAR 2 - TERM 3

WEEK TOPIC

TOPIC DETAILS

1.1 International Hero(Why do we remember Florence Nightingale?)

Use this site for detailed information about Florence Nightingale.

2.1 International Hero(Why do we remember Florence Nightingale?)

Florence Nightingales ' notes on nursing, showing how she changed the conditions the patients were kept in. Good resource for teachers.

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3.1 International heroes (Nelson Mandela)

Explain that these are some of the heroes outside the Gambia. Students copy short notes about Nelson Mandela. E.g

Nelson was born in South Africa. He worked hard to abolish apartheid (an unfair law that limited the civil rights of black people in south Africa

4.1 International heroes (Nelson Mandela)

Visit the National Army museum.

5.1 The Gambia national Flag

Discuss the colours of the national

ag that they are; red, white, blue and

green, as well as know what each colour stand for.

6.1 The Gambia National Anthem

The Gambia National Anthem was written by Virginia Julia Howe and was composed by Fredrick Howe. Students learn the words and sing the National Anthem correctly

7.1 Independence Discuss on what Independence is all about. Explain when our country The Gambia gained freedom from the British rule on the 18th February 1965.

WEEK TOPIC

TOPIC DETAILS

8.1 The National Coat of Arms

Talk about the emblems on the Coat of Arms and what each emblem represent.

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10.1 What is communication

Communication is when we pass information from one person to another. A lot of activities on communication can be done in the class. E.g students passing information by whispering to another student etc

11.1 Types of communication

Explain that communication is done in many ways. Some of these ways are traditional and have been used in The Gambia for hundreds of years. Discuss traditional communication and modern communication. .i.e drums, ute, radio, Television, laptop, mobile phone etc. Encourage students to draw them in their Exercise books.

12.1 Ethnic groups in The Gambia. Mandinkas and Wolof's

Discuss with students the different ethnic groups in The Gambia. Each ethnic group has ways of doing things preferably. The mandinkas and wollofs are one of the largest ethnic groups in The Gambia.

13.1 Fulas and Serers Jolas and Akus

Talk about the origin of Fulas and Serers as well as their traditional dishes and mode of dressing. Talk about the origin of Jolas and Akus as well as their

MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 1

WEEK TOPIC

TOPIC DETAILS

1.1 Count objects from 0 to 20 Count objects from 0 to 20, recognizing conservation of number and one-to-one correspondence.

1.2 Recognize the number of objects Recognize the number of objects presented in familiar patterns up to 10, without counting.

1.3 Estimate Estimate the number of objects or people (up to 20),and check by counting.

1.4 1.4 Counting objects 1.5 Write the numbers from 0 to 20 in order

1.4 Count objects from 0 to 20, recognizing conservation of number and one-to-one

correspondence

1.5 Recite, read and write number names and whole numbers (from 0 to 20).

2.1 Understand that zero represents none of something

Place five objects in the container one at a time, and count them as they are placed: zero (none), one, two, three, four, five.

Then remove the objects from the container one by one: five, four, three, two, one, zero (none)

Give each small group of learners an empty container and a selection of objects and repeat the counting activity.

2.2 Recognize and use the ordinal numbers from 1st to 10th.

Write the ordinal numbers from 1st to 10th on the class board and ask learners to recite these in order: 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th

2.3 Characterising Identifying and describing the mathematical properties of an object

Learners will show they are characterizing when they begin to identify familiar and unfamiliar properties of ordinal numbers.

WEEK TOPIC

TOPIC DETAILS

2.4 2.4 Counting in ones (0-20) 2.5 Counting in two's(2's) Using a large number line marked from 0 to 20 ask learners to count in ones.

2.4 Start at 0 and count on (forwards) to 20. When learners are counting, point to the corresponding number on the number line. When you reach 20 count back to 0.

2.5 Count on or count back in twos

Count on or count back in twos

0 2 4 6 8 10 12 14 18 20

20 18 16 14 12 10 8 6 4 2

3.1 Understanding Even numbers Using the ten frame with pair number like 6 and 4,8

and 2 etc.

3.2 Ask them to shade from 0 to 10 on each of the ten frames, ensuring they start from top to bottom. Give each learner 11 ten-frames.

WEEK TOPIC

TOPIC DETAILS

3.3 Understand Odd number (1,3,5,7and 9) 3.4 Give learners cubes and ask them to build a

staircase from 0 to 20.

Ask learners:

What do you notice about the next number? (The next number is one more than the previous number.) Then ask learners: Which of the numbers from 0 to 20 can be made from pairs of the same number? Give learners time to investigate this and suggest

numbers. Take suggestions from the learners and write these numbers on the board in order.

Ask learners: What do you notice about these numbers?

3.5 Count on count back in tens

Ask learners what they notice about the first and last number on the counting stick when they are counting in different numbers. Ask learners to suggest any patterns that they notice.

Learners will show they are convincing (TWM.04) when they can offer suggestions as to why the last number is different.

WEEK TOPIC

TOPIC DETAILS

3.4 3.4 Understand even and odd numbers as 'every other number' when counting (from 0 to 20). 3.5 Counting on and backwards in tens(10's)

3.4 Give learners cubes and ask them to build a

staircase from 0 to 20. Ask learners: What do you notice about the next number? (The next number is one more than the previous number.) Then ask learners:

Which of the numbers from 0 to 20 can be made from pairs of the same number?

Give learners time to investigate this and suggest numbers. Take suggestions from the learners and write these numbers on the board in order. Ask learners:

What do you notice about these numbers?

3.5 Count on count back in tens

Ask learners what they notice about the first and last number on the counting stick when they are counting in different numbers. Ask learners to suggest any

patterns that they notice. Learners will show they are convincing (TWM.04)

when they can offer suggestions as to why the last number is different.

WEEK TOPIC

TOPIC DETAILS

4.1 Compose, decompose and regroup numbers from 10 to 20.

Choose one card from a set of cards with the numbers from 10 to 20 written on them. As a class, count out the number using objects. For example, if you choose the number 13, count out 13 paper clips or counters etc. with learners. Demonstrate how you can separate the objects in many ways. For example, 13 can be separated into 10 and 3, or 8

and 5, or 5, 5 and 3 and so on. Introduce the part-whole model. Demonstrate 13 is the whole and it can be separated into two parts (or three parts or more). For example, 10 and 3, 8 and 5:

Ask learners to find more examples of how to regroup the chosen number and to record these in part-whole models. Ask learners to choose a number card between 10

and 20 and count the same number of objects as the number on the card. Then ask learners to see how many ways they can separate that number into at

least two other numbers by separating the group of objects into two groups or more.

Learners will show they are specialising (TWM.01) when they find further examples of

regrouping the number. Learners will show they are generalising (TWM.02) when they notice and can explain that however they separate the whole, it can still be combined to return to the whole. Repeat the activity by choosing another card with a number from 10 to 20.

Resources: Number cards with numbers from 10 to 20 Objects to count

4.2 Specialising Choosing an example and checking to see if it satisfies or does not satisfy specific mathematical criteria

Learners will show they are specialise when they find further examples of regrouping the number. Learners will show they are generalising when they notice and can explain that however they separate the whole, it can still be combined to return to the whole.

4.3 Generalizing Repeat the activity by regrouping the numbers.

WEEK TOPIC

TOPIC DETAILS

4.4 4.4 Understand addition as: - counting on - combining two sets 4.5 Counting on by using number lines Counting on Remind learners of the lesson where they previously counted on and counted back. Practice with a few examples first, counting on from numbers between 0 and 10. For example: Start on 2 and count on in ones from 2.

4.5 Give learners a 1-6 dice and ask them to roll the dice once to find their starting point on the number line. Then roll again to find out how many to count on along the number line. For example, if they rolled a 5 then a 6:

Combining two sets:

5.1 Critiquing Comparing and evaluating mathematical ideas, representations or solutions to identify advantages and disadvantages. Learners will show they are critiquing and recognize using addition words like total, more than, put together, sum and etc.

5.2 Estimate and add these whole numbers Ask learners to make up addition stories using a variety of contexts and equipment. Give some examples:

There are 7 red aliens. Then 4 blue aliens appeared. How many aliens are there altogether? Jamila has 3 sweets and Yuri has 15 sweets. How many do they have altogether?

Encourage learners to estimate the answer before calculating. Notice which addition strategy learners choose to solve the questions. Ask learners:

WEEK TOPIC

TOPIC DETAILS

5.3 Understand the relative size of quantities to compare and order numbers from 0 to 20.

Ask learners to compare their number of objects with their partner. Encourage learners to use familiar language, such as same, more, or less, to compare and order their numbers. For example:

- Safia has more objects than me.
- Rajiv has less objects than me.

Learners will show they are improving when they are able to say why they are choosing one strategy over

another.

5.4 5.4 Improving Refining mathematical ideas or representations to develop a more effective approach or solution. 5.5 Simple addition problem

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5.4 Learners will show they are improving when they are able to say why they are choosing one strategy over another.

5.5 Ask learners to make up addition stories using a variety of contexts and equipment. Give some examples:

There are 7 red aliens. Then 4 blue aliens appeared. How many aliens are there altogether?
Jamila has 3 sweets and Yuri has 15 sweets. How many do they have altogether?

7.1 Understand subtraction as: - counting back - take away - difference

Counting back:

Give learners a number line from 0 to 20. Ask them to find and mark the number 12. Write the calculation $12 - 4$ on the board. Instruct learners to start at 12 and count back 4. Ask learners: What number do we land on? (Answer: 8)

WEEK TOPIC

TOPIC DETAILS

7.2 Subtraction using number lines Repeat several times with different counting numbers and counting back different amount.

Taking away

Ask learners

How many are left?

7.3 Estimate and subtract Encourage learners to estimate the answer before

calculating.

Notice which subtraction strategy learners choose to solve the questions.

Ask learners:

How did you solve the problems?

What is the same and what is different between your

way and a friend's way?
Why did you choose that way

7.4 7.4 Improving Refining mathematical ideas or representations to develop a

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more effective approach or solution. 7.5
Improving Refining mathematical ideas or representations to develop a more effective approach or solution

7.4. Learners will show they are improving when they are able to say why they are choosing one strategy over another.

7.5. Ask learners:

How did you solve the problems?

What is the same and what is different between your way and a friend's way?

Why did you choose that way.

8.1 Recognise complements of 10. Give each pair of learners a ten-frame and 10 counters or small objects of one colour and 10 counters or small objects of a different colour.

8.2 Number bonds to ten (10) Ask learners to fill their ten-frame with counters of the two different colours in as many ways as possible. For example, they may have 5 yellow and 5 blue counters, or 8 yellow and 2 blue counters:

Ask learners to fill their ten-frame with counters of the two different colours in as many ways as possible. For example, they may have 5 yellow and 5 blue counters, or 8 yellow and 2 blue counters:

Ask learners to record the different combinations using number sentences. For example:

$$10 + 0 = 10 \text{ or } 10 = 10 + 0$$

$$9 + 1 = 10 \text{ or } 10 = 9 + 1$$

$$8 + 2 = 10 \text{ or } 10 = 8 + 2$$

etc.

WEEK TOPIC

TOPIC DETAILS

8.3 Convincing Presenting evidence to justify or challenge a mathematical idea or solution Combination of addition and subtraction.

Learners will show they are convincing when they can justify why they think they have found all the

different solutions.

8.4 8.4. MID-TERM BREAK 8.5. MID-TERM
BREAK

8.4 MID-TERM BREAK 8.5 MID-TERM BREAK

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9.1 Doubles numbers to 10 Learners recognize all numbers that double up to 10

9.2 Specialising Give each learner 2 ten-frames and ask them to

explore doubles up to double 10.

Ask learners to write their answers as number
sentences such as

$7 + 7 = 14$ or $14 = 7 + 7$

(Ten-frames)

9.3 Generalising Recognising an underlying
pattern by identifying many examples
that satisfy the same mathematical
criteria

Learners will generalize when they notice raising the
same number of fingers on each hand will find
doubles

9.4 9.4. Doubles using ten frames 9.5
Relationship between addition and
doubles

9.4. Learners use ten frame to find doubles 9.5
Learners will recognize that addition is related to
doubles

10.1 Estimation and Count Learners will be able to guess and count the estimate
value.

10.2 Using more or less for estimating Learners using more or less to compare estimated
values

10.3 Estimate values that are twice as many Learners find out how many or is it twice as
many.

10.4 10.4. Pair numbers 10.5. Between
numbers

10.4. Learners will identify pair numbers 10.5.

Learners will state which numbers are between some sets of numbers.

11.1 ACROSS THE BOARD TEST TWO ACROSS THE BOARD TEST TWO
11.2 ACROSS THE BOARD TEST TWO ACROSS THE BOARD TEST TWO
11.3 ACROSS THE BOARD TEST TWO ACROSS THE BOARD TEST TWO
11.4 ACROSS THE BOARD TEST TWO ACROSS THE BOARD TEST TWO

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12.1 Understand that a half can describe one of two equal parts of a quantity or set of objects.

Ensure learners understand that half is the inverse of double.

WEEK TOPIC TOPIC DETAILS

12.2 Understand that a half can act as an operator (whole number answers).

- Would you rather have all of the sweets in Bag A or half of the sweets in Bag B?
- How can you make it equal, so that Bag A has the same number of sweets as Bag B?

Ask learners for their strategies for altering them into equal amounts.

Some learners will take the total number of sweets and share them out again into two equal groups.

Others will focus on adjustment strategies, taking some from one group and giving them to the other group, so they become equal.

Repeat this with other pictures, for example:

Ask learners:

Would you rather have all the cakes in Box B or half of the cakes in Box A?

Learners will show they are convincing (TWM.04) when they reason which choice they would rather have.

Play halves bingo. Give each learner a 3 x 3 grid and ask them to write these numbers anywhere on their grid: 2, 3, 4, 5, 6, 7, 8, 9, 10.

You need the cards: 4, 6, 8, 10, 12, 14, 16, 18, 20.

Shuffle the cards and then choose one to read out (e.g. 4). Learners have to halve the number to find the answer in their grid. The player with two lines (rows or columns) completed wins.

Resources:

3 x 3 grids

12.3 Understand and visualize that halves can be combined to make whole.

Learners are able to combined halves to make whole.

12.4 12.4 Understand that an object or shape can be split into two equal parts or two

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unequal parts. 12.5. Understand the concept of sharing into equal part.

12.4. Learners are able to split an object or shape into two equal parts of a whole

12.5. Learners shared into equal parts.

13.1 Understand Ordering numbers by splitting into tens and units

Begin to partitioning two-digits numbers into tens and ones and the reverse

13.2 A systematic approach of finding combination of objects

Learners find many combinations of different objects.

WEEK TOPIC

TOPIC DETAILS

13.3 Addition in order from the smallest to the biggest

Learners use different strategies to add number in order.

13.4 13.4. Equality 13.5. Learners see that different addition of pairs of numbers can have the same value

13.4 Near tens(10's)

13.5. Learners find values that are close or near ten (10)

14.1 Ten more or ten less Learners recognize decade numbers and can tell

that one value is ten more or ten less.

14.2 Check subtraction Learners reverse a subtraction sum to be able to check that it is correct

14.3 Mix operation (what is missing) Learners are introduced to a symbol (a box) for an unknown value in an addition sum.

14.4 FUN DAY FUN DAY

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MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 2

WEEK TOPIC

TOPIC DETAILS

1.1 Ordering numbers in order from 1 to 50 Learners order numbers from 1 to 50 and backwards from 50 to 1

1.2 Begin to use the +, - and = signs to record calculations in number sentences

Learners identify the +, - and = signs in the operations

1.3 Use the = sign to represent equality Learners using balance scales, number balances or objects to show how each side of = must have the same total quantity.

2.1 Understand that changing the order of addition does not change the total

Learners will understand that switching the position of a number order does not change the total.

2.2 Find two more or less than a number to 20 recording the jumps on a number line

Learners find two more or less than a number to 20 using the number line

2.3 Understand addition as counting on and combining two sets of numbers, record the related addition sentences.

Learners will write and say the calculation and record it as number sentences using the number line.

2.4 2.4. Understand subtraction as counting back and take away, record the subtraction sentences.

2.5. Target within the range of 0 to 30 count the number 1 or 10 more or less than any given number.

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2.4. Learners count backwards using number line from different starting point and record subtraction sentences.

2.5. Learners count 1 or 10 more than any given number within the range of 1 to 30

3.1 Identify 2D shapes Learners identify all 2D shapes

3.2 Describe and sort common 2D shapes Learners describe and sort 2D shapes, whether they curve or straight and the number of sides

WEEK TOPIC

TOPIC DETAILS

3.3 Use 2D shapes to make patterns and models 3.4. Learners build more than one square or triangle using objects like sticks, pencils. Chalk and dice.

3.5. Learner compare other 2D shapes like pentagon, octagon, hexagon etc. and relate them to our daily lives.

3.4 3.4. Using objects like sticks, pencils chalk or dice to make more than one square or triangle. 3.5. Using other 2D shape like pentagon, octagon hexagon etc. to relate them to our daily lives.

3.4. Learners build more than one square or triangle using objects like sticks, pencils. Chalk and dice.

3.5. Learner compare other 2D shapes like pentagon, octagon, hexagon etc. and

relate them to our daily lives.

4.1 Identify the 3D shapes Learners identify all 3D shapes

4.2 Describe and sort common 2D shapes Learners describe and sort 3D shapes, whether they curve or straight and the number of sides.

4.3 Putting 2D shapes together to form 3D shapes. Learners putting 2D shapes to form 3D shapes.

4.4 4.4. Comparing and contrasting 2D shapes and 3D shapes. 4.5. Symmetry and patterns

4.4. Learners comparing and contrasting 2D shapes and 3D shapes

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4.5. Learners draw the lines of symmetry and patterns

5.1 Identify when a shape looks identical as it rotates Learners to investigate when shapes look

identical when they rotate.

5.2 Use familiar language to describe position and direction.

Learners state the position and direction of shapes in a picture grid.

5.3 Identify simple relationships between numbers and shapes.

Learners identify relationships between numbers and shapes

5.4 Match 2D shapes to 3D shapes 5.5. REVISION 5.4. Learners match 2D shapes to 3D

shapes

5.5. REVISION

6.1 ACROSS THE BOARD TEST ONE ACROSS THE BOARD TEST ONE

6.2 ACROSS THE BOARD TEST ONE ACROSS THE BOARD TEST ONE

6.3 ACROSS THE BOARD TEST ONE ACROSS THE BOARD TEST ONE

WEEK TOPIC TOPIC DETAILS

6.4 ACROSS THE BOARD TEST ONE ACROSS THE BOARD TEST ONE

7.1 Find many combinations of sets of numbers and objects

Learners used different sets of addition to find many combinations.

7.2 Decide to add or subtract to solve a simple word problem.

Learners decide whether to add or subtract to solve a simple word problem

7.3 Add a pair of numbers by putting the larger first and counting on

Learners add pair of numbers by putting

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the larger number first and counting on.

7.4 MID-TERM BREAK MID-TERM BREAK

8.1 What is money? Learners will recognize the value of different coins and do simple addition with money.

8.2 Recognise money used in local currency. Ask learners to discuss with their partner what they know about money and their local currency.

Ask questions such as:

How many coins and notes are there?

What shape are the coins and notes?

What colour are the coins and notes

8.3 Recognize coins and notes of different denomination

Learners recognize the different values of coins and notes and attach values to various objects

8.4 8.4. Price the different items using the coins or the notes. 8.5. Sorting and comparing money

8.4. Learners use the different denomination of coins and notes to price different items.

8.5. Learners sort and compare the

different denomination of money.

9.1 Class Café (what food will the café sell?) Learners set up a class café with different items

9.2 What is the price of the items? Learners price the different items in the café.

9.3 Café opening times Learners decide time to open the café

9.4 9.4. Make a poster to show of times in the café 9.5.

Revision

9.4 Learners make poster to show when the café is open.

9.5.Revision

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WEEK TOPIC TOPIC DETAILS

10.1 MID-YEAR EXAMS MID-YEAR EXAMS

10.2 MID-YEAR EXAMS MID-YEAR EXAMS

10.3 MID-YEAR EXAMS MID-YEAR EXAMS

10.4 MID-YEAR EXAMS MID-YEAR EXAMS

11.1 Telling time (minute and hour) Learners recognize O'clock time by position of the minute and hour hands of a clock.

11.2 Using time for our daily activity Learners further apply time to their daily activity (like breakfast, lunch, dinner)

11.3 State the time one hour before or later. Learners state the time one hour before or after.

11.4 11.4. Telling time (half an hour) 11.5. Differentiate between the hour and half an hour

11.4. Learners recognize half an hour by position of the minute and hour hands of a clock.

11.5. Learners differentiate between the movement of the hour hand and half an hour hand of the clock.

12.1 Days of the week Learners relate the days of the week with time

12.2 Sorting the days of the week into groups Learners sort the days of the week into group using the letters of the alphabet.

12.3 Months of the year Learners relate time and days of the week with months of the year.

12.4 12.4. Ordering the months of the year 12.5. Sorting the months of the year into groups

12.4. Learners know the names of the months of the year and can put them in the correct order.

12.5. Learners sort the months of the year into groups using the letters of the alphabet.

13.1 Using the 100 square grid as a pattern Learners state the patterns on the 100 squares both vertically and horizontally

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WEEK TOPIC

TOPIC DETAILS

13.2 1Gp.01 Use familiar language to describe position and direction.

Show learners a table of 2D and 3D shapes in different cells, for example:

Ask learners:

- Which shape is in the top row on the left?
- Which shape is in the bottom row on the right?
- Which shape is in the middle of the top row?
- Which shape is in the middle of the bottom row?
- Can you describe where the triangle is?
- Can you describe where the square is?

Now ask learners to draw a picture following your instructions:

1. Draw a person in the middle of your paper.
2. Add a tree to the left of your person.
3. Draw the sun in the top right-hand corner of your paper.
4. Draw a cat below the tree.
5. Draw a bird behind the tree.

6. Draw grass under the person.

In pairs, ask one of the learners to pretend to be a robot while the other learner gives their partner instructions on how to move from one position to the next.

Resources:

Table with 3D shapes in it

13.3 Simple problem solving relating to time. Learners work out simple problems on time relating to real life.

13.4 13.4. Explore number problems and puzzles. 13.5. What time is it?

13.4. Using the clock face or days of the week to work out number problems and puzzles.

13.5. Learners state the exact time on the

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clock face.

14.1 Make the scales balance Learners write numbers to make the scales balance

WEEK TOPIC

TOPIC DETAILS

14.2 Solve simple word problems and represent it with objects

Using 3-scoop ice-cream, 3-bubbles on a hat etc.

14.3 Addition and subtraction with 2-digit numbers Check addition and subtraction with 2-digit numbers using the number line

14.4 Fun Day Fun Day

MATHEMATICS SCHEME OF WORK

YEAR 1 - TERM 3

WEEK TOPIC

TOPIC DETAILS

1.1 Ordering numbers 50-100 Learners ordering numbers 50-100

1.2 Combination (subtraction and addition of 2 and 3 numbers)

To combine 2 or 3 numbers in addition and subtraction

1.3 Number names from eleven to twenty Recognize number names from 11 to 20 1.4 Numbers before and after (50-100) Learners state numbers before and after from 50-100

2.1 MID-TERM BREAK MID-TERM BREAK

2.2 MID-TERM BREAK MID-TERM BREAK

2.3 MID-TERM BREAK MID-TERM BREAK

2.4 MID-TERM BREAK MID-TERM BREAK

3.1 Measuring length Learners make observations and comparisons

about length

3.2 Using comparative language like longer, shorter, smaller etc.

Learners compare, sort and order the different length.

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3.3 Measuring width 3.4. Learners begin to understand that height is a

length from top to bottom.

3.5. Learners begin to relate height and length

3.4 3.4. Measuring height 3.5. Relate height with length

3.4. Learners begin to understand that height is a length from top to bottom.

3.5. Learners begin to relate height and length

4.1 ACROSS THE BOARD TEST ACROSS THE BOARD TEST

4.2 ACROSS THE BOARD TEST ACROSS THE BOARD TEST

WEEK TOPIC TOPIC DETAILS

4.3 ACROSS THE BOARD TEST ACROSS THE BOARD TEST

4.4 ACROSS THE BOARD TEST ACROSS THE BOARD TEST

5.1 Measuring capacity Learners are introduced to capacity with its related

vocabulary

5.2 Estimate and compare capacity Learners estimate and compare capacity by

direct comparison using non-standard units

5.3 Ordering capacity Learners begin to order capacity of different objects

5.4 5.4. Sorting capacity 5.5. Solving capacity word problems

5.4. Learners move on to sorting containers according to the capacity.

5.5. Choose appropriate strategies to carry out calculations, explaining the working.

6.1 Measuring weight Learners measure whether the weight is heavier or

lighter

6.2 Using a bucket balance to measure weights

Learners using a bucket balance to measure weight of objects.

6.3 Ordering weight Learners recognize that some objects are heavier or

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lighter than others and use uniform non-standard objects to more accurately order them

6.4 6.4. Comparing weight (direct comparison) 6.5. Simple word problems on weight Handling data and problem solving (organizing, categorizing and representing data).

6.4. Learners compare different items on a balance scale to see which is heavier and which is lighter.

6.5. Learners choose appropriate strategies to carry out calculations on word problems on weight. Learners collect data and put it into groups.

7.1 Sorting objects into groups Learners collect data and put it into groups. 7.2 What is rule for sorting into groups? Learners establish the rule for sorting into groups. 7.3 Pictograms (Definition) Learners states the definition of a pictogram and draw

a picture to illustrate.

7.4 7.4. Block graph (definition) 7.5.

Organizing categorizing and presenting data

7.4. Learners see that there are different ways that they can organize and represent their data.

7.5. Learners collect data and represent it in a pictogram

WEEK TOPIC TOPIC DETAILS

8.1 END OF YEAR ASSESSMENT END OF YEAR ASSESSMENT

8.2 END OF YEAR ASSESSMENT END OF YEAR ASSESSMENT

8.3 END OF YEAR ASSESSMENT END OF YEAR ASSESSMENT

8.4 END OF YEAR ASSESSMENT END OF YEAR ASSESSMENT

9.1 Organizing, categorizing and representing data using Venn diagram

Learners are introduced to the Venn diagram as a means of grouping data, especially when some data fits into more than one group.

9.2 Collecting and presenting data Learners collect data by counting how many in a particular group.

9.3 Carroll diagrams Learners are introduced to Carroll diagrams as a

method of sorting data into useful groups

9.4 9.4. Sorting data 9.5. Using Venn or Carroll diagram with different criteria to collect data

9.4. Learners choose the methods they want to display data that they collect.

9.5. Learners state the criteria for grouping and collecting data using the Venn or Carroll diagram

10.1 Understand that an object or shape can be split into two equal parts or two unequal parts.

Tell learners that Naomi has been splitting shapes into two parts. Show learners some pictures where some of the shapes have been split equally and others have not. Begin by showing the same shape split in different ways:

Ask learners:

What do you notice?

Which shapes do you think have been split equally?

Then show learners other shapes, some split in two equal parts and some in two unequal parts:

WEEK TOPIC TOPIC DETAILS

10.2 Classifying Organising objects into groups according to their mathematical properties

Ask learners to create their own picnic food out of playdough. Ask them cut all of the pieces into two, and to group those that are split into equal parts and those that are split into unequal parts.

Learners will show they are classifying by deciding which items go into each pile.

Resources:

Pictures of shapes cut into equal and unequal parts

Items of real (or playdough) food

Playdough

10.3 Understand and visualise that halves can be combined to make wholes

Show learners a picture of a sandwich that has been cut into half. Then show three other pictures and ask:

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Which one of the three is the other half of the sandwich?

For example:

Ask learners why the other two pictures are not halves of this sandwich.

Give learners some different lengths of the same ribbon. Ask them to fold their ribbon in half and cut it. Mix up the ribbons and challenge learners to find the two pieces that originally went together by comparing lengths.

For another challenge involving halves, use the other objects

10.4 10.4. Understand that a half can describe one of two equal parts of a quantity or set of objects. 10.5. Understand and visualize that two

halves and give a whole

10.4. Give learners 10 counters or other small objects. Ask them to share the objects into two equal groups. Change the number of objects each learner has and repeat several times.

10.5. Learners understands and visualize that you join two halves to give one whole

11.1 Review Review

11.2 Review Review

11.3 Review Review

11.4 Review LAST DAY OF SCHOOL

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 1

WEEK TOPIC

TOPIC DETAILS

1.1 Read words with split digraphs.

Read words with split digraphs, e.g. made, like.

1.2 Read words with split digraphs.

Explore and use spellings of words with split digraphs, e.g. made, like.

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1.3 Punctuation (Full stops)

Explore in texts, and understand, the differences in use of full stops and question marks.

1.4 1.5 Punctuation (Question marks)

1.5 Writing sentences (capital letters, full stops and question marks).

1.4 To be able to use familiar language where question marks occur at the beginning of questions. Point out that in English they are only written at the end.

1.5 Use capital letters, full stops and question marks correctly in simple

sentences.

2.1 Writing sentences
(capital letters, full
stops and question
marks).

Use capital letters, full stops and question marks correctly in simple sentences

2.2 Features of simple
fictions and non
fictions.

Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
Read and explore a range of simple non-fiction text types.
During a discussion, respond in a way that is relevant to the task.

2.3 Features of simple
fictions and non
fictions stories.

Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
Read and explore a range of simple non-fiction text types.
During a discussion, respond in a way that is relevant to the task.

WEEK TOPIC TOPIC DETAILS
2.4 2.4 AND 2.5 Table of
contents.

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2.4 AND 2.5 Locate relevant information in texts, including using a contents page.
Ask questions about what is heard or read to improve understanding.
Answer questions about texts with some explanation of thinking.

3.1 Alphabetical order
(using Dictionary).

Use the initial letter to organise words in alphabetical order, and to locate words in simple dictionaries and glossaries.

3.3 Commas. 3.4 Explore and use commas to separate items in lists.

3.5 Include additional information to develop some ideas when writing non-fiction texts.

Use vocabulary relevant to a familiar topic.

3.4 3.4 Commas. 3.5 Fun
art (writing for
purpose on non
fiction stories).

3.4 Explore and use commas to separate items in lists.
3.5 Include additional information to develop some ideas when writing
non-fiction texts.
Use vocabulary relevant to a familiar topic.

4.1 Fun art (writing for
purpose on non
fiction stories).

Include additional information to develop some ideas when writing non
fiction texts.
Use vocabulary relevant to a familiar topic.

4.2 Adjectives. Choose and use interesting words and phrases, including to describe
people and places.
Deliver a short presentation in a familiar context about a chosen
object or event.
Show some use of non-verbal communication techniques.

4.4 Writing for
purpose (diagrams,
labels or events). 4.5
Conjunctions
/connectives

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4.4 Deliver a short presentation in a familiar context about a chosen
object or event. Show some use of non-verbal communication
techniques.

4.5 Explore in texts sentences that contain and, but, because, if, when.

5.1 Writing multi-clause
sentences using
connectives.

Write simple sentences, and multi-clause sentences using and, but,
or. Talk about own activities, including why they made particular
choices.

WEEK TOPIC

TOPIC DETAILS

5.2 Fiction and non fiction tale stories.

Enjoy reading and hearing a range of simple stories, poems and non fiction texts.

Speak clearly and confidently with familiar people.

Take turns in speaking, adding relevant information.

5.4 Fiction and non fiction tale stories.

5.5 Speech marks.

5.4 Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.

Speak clearly and confidently with familiar people.

Take turns in speaking, adding relevant information. Explore explicit meanings in simple texts.

Talk about patterns in simple stories and poems, e.g. rhyme, repetition. 5.5

Show understanding of punctuation, including speech marks, and simple grammar when re-reading text. Extend experiences and ideas about characters and situations through role-play.

Show awareness of speech marks when reading aloud.

Work with others in a group.

6.1 ACROSS THE BOARD

TEST ONE

ACROSS THE BOARD TEST ONE

7.1 Speech marks Show understanding of punctuation, including speech marks, and simple grammar when re-reading text. 03 Extend experiences and ideas about characters and situations through role-play.

Show awareness of speech marks when reading aloud.

Work with others in a group.

7.2 Sequencing of events or actions in a text.

Talk about the sequence of events or ideas in a text.

Identify and use the main events to retell a story verbally.

Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.*

7.3 Retelling a story in sequential manner.

Talk about the sequence of events or ideas in a text.

Identify and use the main events to retell a story verbally.

Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues. Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions

WEEK TOPIC

TOPIC DETAILS

7.4 AND 7.5

Traditional tale stories of own culture or other cultures.

7.4 AND 7.5 Recognise that stories may be from different times and places.

Explore implicit meanings in simple texts.

Make simple inferences based on what is said or done in a text.

8.1 Writing for purpose (traditional tale stories).

Include simple descriptions of settings and characters when writing stories.

Begin to write for a purpose using basic language and features appropriate for the text type.

Begin to include direct speech in writing, using a new line for each speaker.

8.2 Writing for purpose (traditional tale

stories).

Include simple descriptions of settings and characters when writing stories.

Begin to write for a purpose using basic language and features appropriate for the text type.

Begin to include direct speech in writing, using a new line for each speaker.

8.3 Graphemes (long

vowel phonemes).

Identify common ways in which graphemes can be pronounced differently,

e.g. how and low; hot and cold.

Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal. Ensure consistency in formation, size and proportion of letters and the spacing of words.

8.4 8.4 and 8.5 MID- TERM BREAK

9.1 Graphemes (long vowel phonemes).

Identify common ways in which graphemes can be pronounced differently,

e.g. how and low; hot and cold.

Explore and use different spellings of common phonemes, including long vowel phonemes, e.g. day, rain, made, great; apple, travel, metal. Ensure consistency in formation, size and proportion of letters and the spacing of words. Ensure consistency in formation, size and proportion of letters and the spacing of words.

9.2 Homophones Extend the range of common words recognised on sight, including homophones and near-homophones. Explore and use words which sound the same but have different spellings of long vowels (homophones), e.g. tail and tale, stare and stair, blew and blue.

WEEK TOPIC

TOPIC DETAILS

9.4 9.4 and 9.5 Root words and prefixes.

9.4 and 9.5 Read words with common prefixes and suffixes, including un-, dis-, re-, -er, -est, -ly, -y and -ful.

Spell some words with common prefixes and suffixes, including un-,

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dis-,

-er, -est, -ful and -ly.

10.1 Suffixes Read words with common prefixes and suffixes, including un-, dis-, re-, -

er,

-est, -ly, -y and -ful.

Spell some words with common prefixes and suffixes, including un-, dis-,

-er, -est, -ful and -ly.

10.3 Poems Read familiar stories and poems aloud with fluency and expression. Talk about patterns in simple stories and poems, e.g. rhyme, repetition. Explore and comment on sounds and words in texts, including adjectives. Listen and respond appropriately, including recalling the main points.

Discuss texts read or heard, including giving reasons for likes and dislikes.

Use relevant vocabulary to describe events and feelings. Show understanding of the opinions of others.

11.1 ACROSS THE BOARD TEST TWO

12.1 Fun art (writing stories and poems).

Begin to write simple stories and poems, including using the structures of familiar stories and poems.

Identify and record interesting and significant words from texts to inform own writing.

Use own lists of interesting and significant words to extend the range of vocabulary used in written work.

Identify whether someone's non-verbal communication matches their verbal communication

12.4 12.5 Playing with words.

12.5 Use phonic knowledge to decode unfamiliar words.

Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.

Show some use of non-verbal communication techniques.

WEEK TOPIC

TOPIC DETAILS

13.1 Playing with words. Use phonic knowledge to decode unfamiliar words.

Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.

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Show some use of non-verbal communication techniques.

13.2 Singular and plural (irregular plurals).

Use common irregular plurals, e.g. mice, sheep.

13.4 13.4 and 13.5 Verbs. 13.4 and 13.5 Explore and use verbs with endings -s, -ed and -ing

where

no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.

Begin to use suffixes

-s, -ing and -ed appropriately for present and past verb forms in sentences.

14.1 Verbs. Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.

Begin to use suffixes

-s, -ing and -ed appropriately for present and past verb forms in sentences.

14.2 Identifying noun

phrases, adjectives

and meanings in

texts.

Explore and comment on sounds and words in texts, including adjectives.

Explore implicit meanings in simple texts.

Identify whether someone's non-verbal communication matches their verbal communication.

14.4 FUN DAY FUN DAY

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 2

WEEK TOPIC

TOPIC DETAILS

1.1 Formulaic language and annotating a story.

Explore different ways of beginning sentences in texts, including using language of time. Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...

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2.1 Characteristics of stories. Identify the characteristics of simple stories. Describe story settings and characters.

Use relevant vocabulary to describe events and feelings.

2.3 Planning writing through discussions.

Plan writing through discussion, e.g. talking about the setting and characters before writing a story.

Take turns in speaking, adding relevant information.

2.4 2,4 Planning writing through discussions. 2.5 Story writing (poems and stories).

2.4 Plan writing through discussion, e.g. talking about the setting and characters before writing a story.

Take turns in speaking, adding relevant information.

2.5 Begin to write simple stories and poems, including using the structures of familiar stories and poems.

Include simple descriptions of settings and characters when writing stories. In story writing, use a range of adjectives to describe characters and settings.

WEEK TOPIC

TOPIC DETAILS

3.1 Story writing (poems and stories).

Begin to write simple stories and poems, including using the structures of familiar stories and poems.

Include simple descriptions of settings and characters when writing stories.

In story writing, use a range of adjectives to describe characters and settings.

3.3 Breaking words into syllables.

4.1 Modelling poems with speech marks.

Explore explicit meanings in simple texts. Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.

Ask questions about what is heard or read to improve understanding.

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4.3 Annotating unfamiliar words in poems.

Identify possible meanings of unfamiliar words encountered in reading.

Choose and use interesting words and phrases, including to

describe people and places.

4.4 4.4 Annotating unfamiliar words
in poems. 4.5 Patterns in simple
stories and poems.

4.4 Identify possible meanings of unfamiliar words
encountered in reading.

Choose and use interesting words and phrases, including to
describe people and places.

4.5 Talk about patterns in simple stories and poems, e.g.
rhyme, repetition.

Relate rhyme to known spelling patterns, e.g. whale, snail.

Present text in a range of different ways, e.g. diagrams with
typed labels, storyboards with handwritten captions.

5.1 Patterns in simple stories and
poems.

Talk about patterns in simple stories and poems, e.g. rhyme,
repetition.

Relate rhyme to known spelling patterns, e.g. whale, snail.

Present text in a range of different ways, e.g. diagrams with
typed labels, storyboards with handwritten captions.

WEEK TOPIC

TOPIC DETAILS

5.2 Poems with clear structure
(fiction and non-fiction).

Talk about the sequence of events or ideas in a text.

Explore and recognise the features of text structure in a
range of different fiction and non-fiction texts, including
simple poems.

5.4 5.4 Poems with clear structure
(fiction and non-fiction). 5.5

Writing for purpose

5.4 Talk about the sequence of events or ideas in a text.

Explore and recognise the features of text structure in a
range of different fiction and non-fiction texts, including

simple poems.

5.5 Begin to write simple stories and poems, including using
the structures of familiar stories and poems.

Begin to write for a purpose using basic language and

features appropriate for the text type.

6.1 ACROSS THE BOARD TEST ONE ACROSS THE BOARD TEST ONE

7.1 Writing for purpose with clear structure.

Begin to write simple stories and poems, including using the structures of familiar stories and poems.

Begin to write for a purpose using basic language and features appropriate for the text type.

7.2 Writing for purpose with clear structure.

Begin to write simple stories and poems, including using the structures of familiar stories and poems.

Begin to write for a purpose using basic language and features appropriate for the text type.

7.4 7.4 and 7.5 MID-TERM BREAK 7.4 and 7.5 MID-TERM BREAK

8.1 Presentation of texts in different ways.

Show some awareness of the listener, e.g. by varying tone to engage them, by responding to their non-verbal cues.

Deliver a short presentation in a familiar context about a chosen object or event.

8.4 8.4 and 8.5 Discussing and providing relevant information on tasks.

8.4 and 8.5 During a discussion, respond in a way that is relevant to the task. Provide relevant information with sufficient detail, as needed.

Talk about own activities, including why they made particular choices.

WEEK TOPIC

TOPIC DETAILS

9.1 Listen and respond appropriately to texts.

Speak clearly and confidently with familiar people.

Enjoy reading and hearing a range of simple stories, poems and non-fiction texts.

Listen and respond appropriately, including recalling the

main points.

9.3 Exploring simple non-fictions with visual objects.

Read and explore a range of simple non-fiction text types.
Find information from simple visual sources, including tables and labelled diagrams.
Begin to show awareness that different non-fiction text types have different purposes and begin to identify their features.

10.1 MID-YEAR EXAMS MID-YEAR EXAMS

11.1 Order of events, ideas in a text and formulaic language.

Talk about the sequence of events or ideas in a text.
Explore different ways of beginning sentences in texts, including using language of time.
Begin to vary sentence openings, including using language of time, e.g. Suddenly ..., That morning ...

11.4 11.4 and 11.5 Showing ideas through role play.

11.4 and 11.5
Work with others in a group.
Extend experiences and ideas about characters and situations through role-play.

12.1 The differences between the use of full stops and question marks in text.

Explore in texts, and understand, the differences in use of full stops and question marks.

12.3 Sentence types. Explore in texts, and understand, the grammar of commands/instructions and questions.

12.4 12.4 Sentence types. 12.5
Writing sentences with statement, commands / instructions, and questions.

12.4 Explore in texts, and understand, the grammar of commands/instructions and questions.
12.5 Write clear statements, commands/instructions and questions.

13.1 Writing sentences with statement, commands / instructions and questions

Write clear statements, commands/instructions and questions.

WEEK TOPIC TOPIC DETAILS

13.2 Using connectives to join words and clauses.

Explore in texts sentences that contain and, but, because, if, when.

Begin to write multi-clause sentences using simple connectives, e.g. because, if, when.

13.3 13.4 and 13.5 Responding to questions about texts.

13.4 and 13.5 Answer questions about texts with some explanation of thinking.

14.1 Responding to questions about texts.

Answer questions about texts with some explanation of thinking

14.2 Nouns, noun phrases and common adjectives in text.

Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).

Use simple quantifiers appropriately for the context, e.g. some, most, all.

14.4 Fun Day Fun Day

ENGLISH SCHEME OF WORK

YEAR 2 - TERM 3

WEEK TOPIC TOPIC DETAILS

1.1 Verbs ending with -s, -ed and -ing. Explore and use verbs with endings -s, -ed and -ing where no change is needed to the root, and understand the effect on the meaning of a verb of

1.3 Sequencing of ideas in stories (beginning, middle and end).

Write a sequence of events or ideas, including stories with a beginning, middle and end.

Include additional information to develop some ideas when writing non-fiction texts.

Read own writing to others and share ideas for improvements.

2.1 MID-TERM BREAK MID-TERM BREAK

3.1 The use of phonic knowledge to read decodable words

Read familiar words quickly and accurately, usually without audible sounding and blending.

Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.

3.4 3.4 and 3.5 Reading stories and poems (with visual objects).

3.4 and 3.5 Begin to read texts Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements. Take turns in speaking, adding relevant information. Enjoy reading and hearing a range of simple stories, poems and non-fiction texts. silently as well as aloud.

4.1 ACROSS THE BOARD TEST ACROSS THE BOARD TEST

WEEK TOPIC TOPIC DETAILS

5.1 Narrative poems. Talk about the sequence of events or ideas in a text.

Explore implicit meanings in simple texts.

Write a sequence of events or ideas, including stories with a beginning, middle and end.

Deliver a short presentation in a familiar context about a chosen object or event.

Show some use of non-verbal communication techniques.

5.4 5.4 The use of punctuation in reading and writing. 5.5 Showing ideas through role play/read own writing and talk

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about it.

5.4 Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.

Read familiar stories and poems aloud with fluency and expression.

Speak clearly and confidently with familiar people.

5.5 Work with others in a group.

Show understanding of the opinions of others.

Plan writing through discussion, e.g. talking about the setting and characters before writing a story.

Group together sentences relating to similar ideas.

Read own writing to others and share ideas for improvements.

Know how to join letters and which letters are best left unjoined.

WEEK TOPIC TOPIC DETAILS

6.1 Showing ideas through role play/read own writing and talk about it.

Work with others in a group.

Show understanding of the opinions of others.

Plan writing through discussion, e.g. talking about the setting and characters before writing a story.

Group together sentences relating to similar ideas.

Read own writing to others and share ideas for improvements.

Know how to join letters and which letters are best left unjoined.

6.2 Read and explore illustrated stories and poems.

Read and explore illustrated stories and poems.

6.4 6.4 and 6.5 Prefixes and suffixes (un, dis, re, er, est, ly, y and ful).

6.4 and 6.5

Read words with common prefixes and suffixes,

including un-, dis-, re-, -er,
-est, -ly, -y and -ful.
Spell some words with common prefixes and suffixes,
including un-, dis-,
-er, -est, -ful and -ly.
Use common adjectives appropriately in sentences,

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including simple comparative and superlative forms.

7.1 Read and spell words with common
prefixes and suffixes.

Read words with common prefixes and suffixes,
including un-, dis-, re-, -er,
-est, -ly, -y and -ful.
Spell some words with common prefixes and suffixes,
including un-, dis-,
-er, -est, -ful and -ly.
Use common adjectives appropriately in sentences,
including simple comparative and superlative forms.

7.3 Exploring noun and noun phrases and
adjectives in texts.

Explore in texts examples of nouns and noun phrases,
including use of common adjectives and simple
quantifiers (e.g. some, most, all).
Explore examples of pronouns in texts, including their
purpose and how they agree grammatically with verbs.

WEEK TOPIC TOPIC DETAILS

7.4 7.4 Exploring noun and noun phrases
and adjectives in texts. 7.5 Pronouns.

7.4 Explore in texts examples of nouns and noun
phrases, including use of common adjectives and
simple quantifiers (e.g. some, most, all).
Explore examples of pronouns in texts, including their
purpose and how they agree grammatically with verbs.
7.5 Use pronouns in writing, and ensure grammatical
agreement of nouns and pronouns with verbs

8.1 END OF YRAR ASSESSMENT END OF YRAR ASSESSMENT

9.1 Pronouns. Use pronouns in writing, and ensure grammatical
agreement of nouns and pronouns with verbs.

9.2 Retelling a familiar story verbally with most relevant information

Identify and use the main events to retell a story verbally.

9.3 9.4 and 9.5 Imaginative play, enacting simple characters or situations

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9.4 and 9.5 Identify and use the main events to retell a story verbally.

Extend experiences and ideas about characters and situations through role-play.

Predict story endings.

During a discussion, respond in a way that is relevant to the task.

Provide relevant information with sufficient detail, as needed.

Choose and use interesting words and phrases, including to describe people and places.

Group together sentences relating to similar ideas.

Begin to proofread for errors by re-reading own writing aloud (e.g. sentence punctuation, verb forms).

10.1 Spelling logs. Ask for support in spelling unfamiliar words and use spelling logs to support future writing.

WEEK TOPIC TOPIC DETAILS

10.3 Non-fiction information books. Begin to read texts silently as well as aloud. Show understanding of the opinions of others.

Explore explicit meanings in simple texts.

Answer simple questions from reading a short text.

10.4 10.4 Non-fiction information books.

10.5 Non-fiction text types.

10.4 Begin to read texts silently as well as aloud.

Show understanding of the opinions of others.

Explore explicit meanings in simple texts.

Answer simple questions from reading a short text.

10.5 Begin to show awareness that different non fiction text types have different purposes and begin to identify their features.

Explore and recognise organisational features that

help the reader to find information in texts, including subheadings and labelled diagrams.

Use simple organisational features appropriate to the text type, e.g. subheadings, labelled diagrams.

Talk about own activities, including why they made particular choices.

11.1 Recording answers to simple questions about texts, eg in lists.

Record key information drawn from a non-fiction text,

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e.g. listing key topic words.

Ask questions about what is heard or read to improve understanding.

11.2 Using simple organizational features appropriate to text eg, subheading, labelled, diagrams.

Begin to write for a purpose using basic language and features appropriate for the text type.

Group together sentences relating to similar ideas.

2Wc.05 Include additional information to develop some ideas when writing non-fiction texts.

Present text in a range of different ways, e.g. diagrams with typed labels, storyboards with handwritten captions.

WEEK TOPIC TOPIC DETAILS

11.3 Research (relevant vocabulary to describe events and feelings).

Show some awareness of the listener, e.g. by varying

tone to engage them, by responding to their non verbal cues.

Talk about others' presentations, including what they enjoyed and why.

Use relevant vocabulary to describe events and feelings.

11.4 LAST DAY OF SCHOOL LASTDAY OF SCHOOL

SOCIAL STUDIES SCHEME OF WORK

NURSERY - TERM 1

WEEK TOPIC TOPIC DETAILS

1.1 All about me • My school (Draw, name and write the location of the school etc.) 2.1

All about me • My class (Draw and name the things in the classroom etc.) 3.1 All about

me • My teachers (Names and the description of the teachers) 4.1 All about me • My

favorite food/ drink (Name, draw and talk about favorite foods and drinks)

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- Songs and rhymes linked to my school and Myself
- Language link to SSSM in environment

5.1 My Family • Meaning of family

- Types of families (Nuclear, Extended and single parent family)

6.1 My Family • Duties of family members (The duties of mummies, daddies and

children)

- Exploring pictures of family members

7.1 MID-TERM

MID-TERM BREAK

8.1 My Family • Good manners (The magic words E.g. please, sorry etc.

- Songs and rhymes on family and good manners

9.1 Basic Needs • Houses (Types e.g. Tree, bungalow etc.)

- Water (Tap, Rain etc.)

10.1 Basic Needs • Food (sources and importance of food)

- Songs and rhymes on houses and food

Language link to SSSM in environment

WEEK TOPIC TOPIC DETAILS

11.1 Festival/Cultures • Exploring di

ifferent festivals and cultures

- How they are celebrated around the world (Tobaski, Christmas and Diwali etc)

12.1 Festivals/Cultures • Showcase of di

erent talents

- Songs and rhymes on cultures

Language link to SSSM in environment

13.1 Bully (Anti Bully

Week)

- Talking to children about the disadvantages of bullying
- Anti-bullying week
- Songs and rhymes on bullying

Language link to SSSM in environment

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14.1 Heroes • Discussion about real life heroes

- How we can be kind helpful people
- Naming of Heroes (Foday Kabba, Nelson Mandela etc.
- Songs, rhymes and drama related to heroes

Language link to SSSM in environment

15.1 Occupation(Career

Day)

- People Who Help Us (Police station,

re Station, Doctors/Nurses etc.)

- Songs and rhymes linked to Jobs people do

16.1 Religion • Christianity (Names of places and book of worship)

- Islam
- Buddhism
- Hinduism
- Secular/ Nonreligious
- Songs and rhymes on religion

Language link to SSSM in environment

SOCIAL STUDIES SCHEME OF WORK

NURSERY - TERM 2

WEEK TOPIC TOPIC DETAILS

1.1 Recycling and
Environment

- The Park (location and name of the park etc.)
- Local Areas (visit municipalities, markets and bantabas and shopping centers)
- Streets and roads(road signs, tra

c light colours)

- Talk about how to keep the Environment clean, safe and how to recycle materials
 - Songs and rhymes on the environment and recycling
- Language link to SSSM environment

2.1 My Flag • Naming of the colours of the Gambian Flag (red, blue, green etc.)

- Meaning of the of colours of the Gambian Flag (Red is for sun, White for peace etc.)

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3.1 My Flag • Songs and rhymes linked to the colours

Language linked to SSSM in environment

4.1 My City • Name of country

- Name of city

5.1 My City • Name of The President

- Songs and rhymes linked to city (National Anthem)

Language linked to SSSM in environment

6.1 Transportation • De

nition of transportation

- Types of Transportation (Land, Air and Water transport)

7.1 MID-TERM MID-TERM BREAK

8.1 Transportation • Uses/ Importance of Transportation e.g. (It saves time, provides

employment)

- Songs and rhymes on transportation

Language link to SSSM in environment

WEEK TOPIC TOPIC DETAILS

9.1 Animals • Naming of animals (cows, hen, elephant)

- Types of animals (pet, wild, farm animals)

10.1 Animals • Animals food (Grass, hay, bones etc.

11.1 Animals • Animals and their young

12.1 Animals • Showing care for animals

- Songs and rhymes on animals

Language link to SSSM in environment

13.1 Emotions and Feelings • Expression of emotions

- Talk and draw faces of emotions e.g. Sad, happy e.t.c

14.1 Emotions and Feelings • Songs and rhymes on emotions

Language linked to SSSM in environment

SOCIAL STUDIES SCHEME OF WORK

NURSERY - TERM 3

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WEEK TOPIC TOPIC DETAILS

1.1 Seasons • Types of Seasons (summer, autumn etc.

- Clothing for Season (Coats, hats, scarf)

2.1 Seasons • Holidays (Easter, Christmas)

- Songs and rhymes on seasons

Language link to SSSM in environment

3.1 At the Sea

Side

- Naming of things and animals at the seaside e.g. (shells, crabs etc.)

4.1 At the Sea

Side

- Under the Ocean/ Aquarium e.g. (turtle, whale etc.)

5.1 MID-TERM MID-TERM Break

6.1 At the Sea

Side • Tool use for making things on the Seaside

- Songs, rhymes and stories related to topic

Language link to SSSM in environment

7.1 The Earth • The Earth

- Naming of things found on The Earth (Natural and Arti

cial objects e.g rocks,

soil, T.V, houses etc)

8.1 The Earth • Maps

- Symbols use in Maps e.g. (©, ∞, etc.)

9.1 The Earth • Talk about day and night

Language link to SSSM in environment

WEEK TOPIC TOPIC DETAILS

10.1 Rainbow • Colours of the rainbow (green, orange, blue etc.)

- Songs, rhymes and stories related to topic

Language link to SSSM in environment

11.1 Dinosaurs • Naming of dinosaurs (tyrannosaurus, Spinosaurus

- Songs, rhymes and project work related to topic