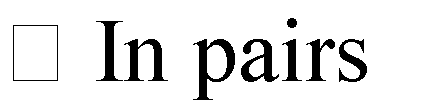
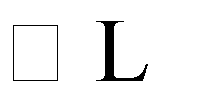
**PP1 LANGUAGE ACTIVITIES SCHEME OF WORK TERM ONE**



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| **W**  **E E K** | **LE**  **SS O N** | **STRANDS** | **S-**  **STRAND** | **SPECIFIC LEARNING**  **OUTCOMES** | **KEY INQURY**  **QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING**  **EXPERIENCES** | **LEARNIN**  **G RESOURC ES** | **ASSESSM**  **ENT** | **REFL** |
| **1** | **1-**  **5** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **5** | **LISTENI NG** | **Commo n greetings and farewell** | By the end of the sub- strand, the learner should be able to:  a) Respond  appropriately to general greetings at home and  at school.  b) Respond  appropriately to time related greetings at home and at school. c) Respond appropriately to  farewell at home and at school.  d) Respond appropriately to  farewell with reference to time at home and at school.  e) Enjoy responding  appropriately to greetings and farewell at home and at school | 1. Who do you meet every day?  2. What time  is it likely to happen?  3. How do you greet them at that  time | Communication and  collaboration  Critical thinking and problem solving  Imaginative and creative | Love  Respect | Learners could observe and imitate greetings and farewell.  learners could be asked to practise greeting and bidding farewell.  could listen to songs, poems and rhymes on general and time related greetings and farewell.  could be encouraged to respond to greetings every morning and respond to farewell whenever need arises.  could be encouraged to respond to each other’s greetings | **Realia** | **1.Observ**  **ation**  **2.Oral questions** |  |



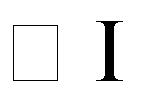
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|  |  |  |  |  |  |  |  | and farewell and respond to visitors’  ‘greetings and  farewell whenever an  opportunity  arises’.  could observe pictures and charts of people greeting that are displayed on walls.  could listen to and watch clips of people greeting and bidding farewell recorded in devices and practise responding to greetings and bidding  farewell.  could be encouraged to pay attention to other greeting and farewell opportunities that arise at home and at school |  |  |  |
| 3 | 1-  5 |  |  | By the end of the sub-  strand, the learner should be able to: | 1. What do children | Communication  and collaboration | Love  Respect  Patience | Learners could be | **Realia** | **.Observat**  **ion**  **2.Oral** |  |



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|  |  |  |  | a) Respond | enjoy |  |  | involved in |  | **questions** |  |
|  |  |  |  | appropriately to a | listening to? | Critical thinking |  | listening to |  |  |
|  |  |  |  | variety of listening | 2. What | and problem |  | recorded songs, |  |  |
|  |  |  |  | experiences in and out | makes | solving |  | poems and |  |  |
|  |  |  |  | of class. | listening | Self efficacy |  | rhymes and be |  |  |
|  |  |  |  | b) Demonstrate | interesting/en |  |  | guided to |  |  |
|  |  |  |  | enjoyment in a variety  of listening experiences | joyable | Digital literacy |  | imitate. |  |  |
|  |  |  |  |  |  | Imaginative and |  | could be asked |  |  |
|  |  |  |  |  |  | creative |  | to record clips  of their own activities and view them in  class. The activities may include learners singing, telling stories, reciting poems and rhymes.  earners  could listen to short and |  |  |
|  |  |  |  |  |  |  |  | interesting |  |  |
|  |  |  |  |  |  |  |  | stories while |  |  |
|  |  |  |  |  |  |  |  | mimicking some |  |  |
|  |  |  |  |  |  |  |  | characters in the  story. |  |  |
|  |  |  |  |  |  |  |  | could be |  |  |
|  |  |  |  |  |  |  |  | encouraged to |  |  |
|  |  |  |  |  |  |  |  | sing or dance in  response to  instrumental music. |  |  |
|  |  |  |  |  |  |  |  | could be |  |  |
|  |  |  |  |  |  |  |  | encouraged to |  |  |
|  |  |  |  |  |  |  |  | enjoy the |  |  |
|  |  |  |  |  |  |  |  | listening |  |  |
|  |  |  |  |  |  |  |  | experiences by |  |  |



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|  |  |  |  |  |  |  |  | using tone variation, puppets,  pictures,  costumes, animated  stories, musical  instruments among others.  could be asked to listen to short stories from a selected  resource person, about things in the immediate  environment e.g trees, animals and people and be encouraged  to ask, answer questions or retell parts of the story |  |  |  |
| 4 | 1-  5 |  | **Active**  **Listenin**  **g** | By the end of the sub-  strand, the learner  should be able to:  a) Respond to simple instructions in and out of class.  b) Take turns during conversations in and out of school.  c) Take pleasure in  responding to simple instructions in and out of class.  d) Enjoy taking turns in  a conversation in and out of school | How do you show interest in a conversation  ?  2. When should you  speak during  a conversation  ?  3. How do you seek clarification  in a | Communication  and collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative | Love  Respect Peace Patience Responsibilit y | In pairs or small groups, learners could tell news in turns while others are listening.  could view recorded content using ICT devices and be guided to mimic/imitate.  could be given | **Realia** | **.Observat**  **ion**  **2.Oral**  **questions** |  |



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|  |  |  |  |  | conversation  ?  4. How can learners be guided to  take turns in a conversation  ?  5. What activities are fun for learners to listen to? |  |  | simple instructions and encouraged to  respond.  n pairs or small groups,  learners could  be guided to take turns in  conversations.  should be encouraged to answer simple questions during conversations.  could be guided to ask questions during conversations.  could record clips of their own conversations and be encouraged to  view them while receiving  positive  feedback.  could be asked to retell what others have said in a conversation.  could be guided to appreciate the contribution of |  |  |  |



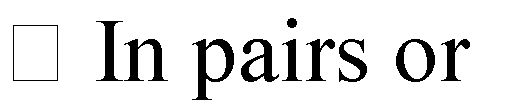
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|  |  |  |  |  |  |  |  | others during conversations |  |  |  |
| 5 | 1-  5 |  | **Passing informat ion**  **Auditory discrimi nation** | By the end of the sub- strand, the learner should be able to:  a) Convey verbal messages effectively in and out of class.  b) Listen to information  attentively for effective communication in and out of class.  c) Experience pleasure  in passing verbal messages in and out of class  d) Recognize sounds in the environment.  e) Respond  appropriately to sounds in the environment.  f) Enjoy listening to sounds in the environment | What opportunities arise for children to pass verbal information?  2. How can  children be involved in passing verbal messages?  3. What activities prepare  learners to listen attentively? | Critical thinking and problem solving  Communication and collaboration  Imaginative and creative  Digital literacy | Respect  Peace  Responsibilit y  Love | Learners  could participate in activities that  involve conveying messages to other learners or to teachers e.g. telephone  games.  small groups, learners could practise conveying messages to each other.  could be guided to pay attention when listening to other children, teachers and parents and be  appreciated for passing messages effectively.  could be engaged in dialogue with each other.  could be involved in | **Realia** |  |  |



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|  |  |  |  |  |  |  |  | conveying messages whenever an  opportunity  arises |  |  |  |
| 6 | 1-  5 |  | **Auditory**  **Memory** | By the end of the sub- strand, the learner should be able to:  a) Recall a variety of  sounds in the environment.  b) Recall letter sounds  in class.  c) Take pleasure in listening to sounds in the environment | 1. What are the common sounds in the environment  ?  2. What are the best ways  of exposing  learners to sounds?  3. How can opportunities  be presented for children to listen to these sounds? | Communication and  collaboration  Digital literacy  Imaginative and creative | Respect Peace Patience  Responsibilit y | Learners could be exposed to a variety of sounds in the  environment and be encouraged  to recall the sounds they  heard.  could listen to letter sound, audio clips and articulate the letter sounds.  small groups, learners could be engaged in  language games  e.g. letter sounds, letter names and fishing games.  could participate in conversations by exploring their prior experience.  could be guided to say what they heard at home or on the way to | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |



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| 7 | 1-  5 |  | **Auditory**  **Memory** | By the end of the sub- strand, the learner should be able to:  a) Recall a variety of  sounds in the environment.  b) Recall letter sounds in class.  c) Take pleasure in listening to sounds in the environment | 1. What are the common sounds in the environment  ?  2. What are the best ways of exposing  learners to sounds?  3. How can opportunities  be presented for children to listen to these sounds? | Communication and  collaboration  Digital literacy  Imaginative and creative | Respect Peace Patience  Responsibilit y | Learners could be exposed to a variety of sounds in the  environment and be encouraged  to recall the sounds they  heard.  could listen to letter sound, audio clips and articulate the letter sounds.  small groups, learners could be engaged in  language games  e.g. letter sounds, letter | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |



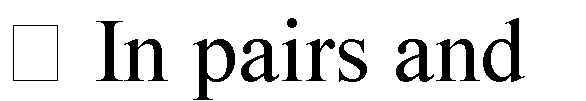
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|  |  |  |  |  |  |  |  | names and |  |  |  |
|  |  |  |  |  |  |  |  | fishing games. |  |  |  |
|  |  |  |  |  |  |  |  | could participate |  |  |  |
|  |  |  |  |  |  |  |  | in conversations |  |  |  |
|  |  |  |  |  |  |  |  | by exploring |  |  |  |
|  |  |  |  |  |  |  |  | their prior |  |  |  |
|  |  |  |  |  |  |  |  | experience. |  |  |  |
|  |  |  |  |  |  |  |  | could be guided to say what they heard at home or on the way to school |  |  |  |
| 8 | 1- |  | **Commo** | By the end of the sub-  strand, the learner should be able to:  a) Use a range of words  for general greetings in school and at home.  b) Greet people verbally  with reference to time at home and at school.  c) Bid people farewell using appropriate words at home and at school.  d) Take pleasure in  greeting and bidding farewell at home and at school. |  | Communication | Love | Learners could | **Realia** | **.Observat** |  |
| 5 |  | **n** | What | and |  | listen to a radio | **ion** |  |
|  |  | **general** | opportunities | collaboration | Respect | program on | **2.Oral** |  |
|  |  | **and** | arise for |  | Unity | general and time | **questions** |  |
|  |  | **time-** | greetings and | Self efficacy |  | related greetings |  |  |
|  |  | **related** | bidding |  |  | and farewell and |  |  |
|  |  | **greetings** | farewell at | Digital literacy |  | be guided to |  |  |
|  |  | **and** | home and at |  |  | imitate. |  |  |
|  |  | **farewell** | school? | Imaginative and |  |  |  |  |
|  |  |  |  | creative |  | small groups, |  |  |
|  |  |  | 2. Who do |  |  | learners could |  |  |
|  |  |  | you greet at |  |  | practice using |  |  |
|  |  |  | home and at |  |  | general and time |  |  |
|  |  |  | school? |  |  | related greetings  and farewell. |  |  |
|  |  |  | 3. How do |  |  |  |  |  |
|  |  |  | you greet |  |  | could observe |  |  |
|  |  |  | people at |  |  | pictures or |  |  |
|  |  |  | different |  |  | charts on |  |  |
|  |  |  | times of the |  |  | greetings and |  |  |
|  |  |  | day? |  |  | farewell and |  |  |
|  |  |  |  |  |  | practice greeting |  |  |
|  |  |  | 4. How do |  |  | and bidding |  |  |
|  |  |  | you bid |  |  | farewell. |  |  |
|  |  |  | people |  |  |  |  |  |
|  |  |  | farewell |  |  | could be |  |  |
|  |  |  |  |  |  | encouraged to |  |  |



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|  |  |  |  |  |  |  |  | respond to greetings and farewell using  verbal and non-  verbal language at relevant  times.  could be guided to greet and bid farewell to visitors who come to class.  could be asked to greet and bid farewell to visitors and family  members at home using appropriate words.  could be encouraged to listen to and imitate general and time related greetings and farewell presented on video clips.  could practise general and time related greetings and farewell through role playing communication |  |  |  |



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|  |  |  |  |  |  |  |  | with locally made phones |  |  |  |
| 9 | 1-  5 | **SPEAKI NG** | **Self- expressi on** | By the end of the sub- strand, the learner should be able to:  a) Express own needs at  home and at school. b) Express emotions and feelings appropriately at home and at school.  c) Use appropriate vocabulary to express feelings and emotions in school and at home. d) Use appropriate vocabulary to express own needs in school and at home.  e) Enjoy expressing themselves verbally at home and in school | 1. How do we implore children to express themselves?  2. What is the appropriate way of expressing feelings and emotions | Communication and  collaboration  Critical thinking and problem solving  Self efficacy | Respect  Peace  Patience Responsibilit y | Learners could be involved in activities for recognizing emotions.  could name various emotions after observing a demonstration of variety of emotions.  could be encouraged to talk about how they feel and be appreciated for expressing their feelings and emotions appropriately.  could be guided to sing and act out different emotions.  could be asked to look at pictures depicting different feelings and emotions and identify them. | **Realia** | **.Observat**  **ion**  **2.Oral**  **questions** |  |



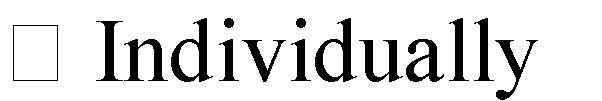
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|  |  |  |  |  |  |  |  | could sing songs and recite  poems and rhymes on  feelings and  emotions  small groups, learners could practice expressing needs, feelings and emotions and respond to each other.  could observe or listen to the teacher expressing himself or herself.  could be encouraged to express themselves in school and at home.  could view video clips depicting various emotions and  feelings and talk about them. |  |  |  |
| 1  0 | 1-  5 |  | Polite languag e | By the end of the sub-  strand, the learner  should be able to:  a) Use appropriate | What do we say when requesting | Communication  and collaboration  Critical thinking | Respect  Peace Patience Responsibilit y | Learners could imitate making verbal requests | **Realia** | **.Observat**  **ion**  **2.Oral**  **questions** |  |



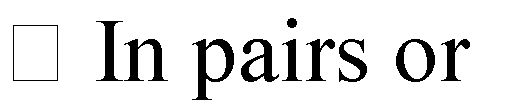
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|  |  |  |  | vocabulary when making requests at home and at school.  b) Use appropriate  vocabulary when appreciating others at  home and at school.  c) Experience pleasure in making requests at  home and at school. d) Take pleasure in appreciating others when need arises | for something?  2. What do we say when  we receive  something from somebody?  3. What  situations arise in and out of class to make requests and appreciate others | and problem solving  Self efficacy |  | *(e.g. please, thank you) after* watching a  demonstration.  small groups, learners could practice making requests and appreciating others.  could listen to stories that incorporate making requests and appreciating others.  learners could role play  making requests and appreciating others.  could be guided to deliberately model the habit of making requests and appreciating others as need arises.  could be encouraged to make requests and appreciate others during relevant situations in school and at |  |  |  |



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|  |  |  |  |  |  |  |  | home.  could view video clips on request and appreciation and be guided to imitate making requests and appreciation |  |  |  |
| 1  1 | 1-  5 |  | **Audienc e Awarene ss** | By the end of the sub-  strand, the learner should be able to: a) Demonstrate  awareness of own voice  in and out of class.  **b)** Speak clearly when talking to others in and  out of class.  c) Speak loudly enough for the audience to hear in school and at home  d) Experience pleasure  in varying own voice when  communicating with others. | How should I speak to someone  who is near?  2. What should I do to my voice when the person I am speaking to moves away from me?  **3.** What should I do to my voice for him/her to hear if he/she | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Respect  Peace Patience Responsibilit y | Learners could record pieces of their own voices and be asked to listen and identify own voice, be guided to project and vary their voices appropriately.  could be encouraged to listen to recorded pieces of other children’s voices and comment on how they vary  their voice when singing songs,  telling stories  and reciting poems or  rhymes.  could be encouraged to project their | **Realia** | **.Observat**  **ion**  **2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | voice when |  |  |  |
|  |  |  |  |  |  |  |  | reporting an |  |  |  |
|  |  |  |  |  |  |  |  | offence e.g. |  |  |  |
|  |  |  |  |  |  |  |  | when reporting |  |  |  |
|  |  |  |  |  |  |  |  | an offence to the  teacher |  |  |  |
|  |  |  |  |  |  |  |  | In pairs, learners could practise speech activities whereby the distance  between the speaker and the  listener is varied. The speaker is encouraged to vary his or her own voice accordingly to meet the needs of the listener. |  |  |  |
|  |  |  |  |  |  |  |  | could listen to a radio or other recorded audio clips. The volume could be deliberately raised or  lowered and the learners  encouraged to  say how this affects their hearing. |  |  |  |
|  |  |  |  |  |  |  |  | and in groups, learners could be involved in presenting |  |  |  |



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|  |  |  |  |  |  |  |  | songs, poems and rhymes in class and during  parade. |  |  |  |
| 1  2 | 1-  5 |  | Naming | By the end of the sub-  strand, the learner should be able to:  a) Convey verbal  messages effectively to the teacher and to other learners.  b) Use relevant vocabulary to pass verbal information to the teacher and other learners.  c) Enjoy passing verbal messages to the teacher  and other learners  d) Name objects, people, animals and colours in the immediate environment.  e) Take pleasure in naming objects, people, animals and colours in  the immediate environment | What do learners talk about in class or in school?  2. What do learners like to tell the  teacher about?  3. What opportunities  arise for learners to talk to each other?  4. What do learners  enjoy talking about?  5. What do learners like to talk to each other about  Which people are we likely to  find at home, in school, at the market or in a hospital?  *2.* What objects are we likely to  find at home, | Communication  and collaboration  Critical thinking and problem solving  Self efficacy | Respect  Peace Patience Responsibilit y | Learners could be encouraged to talk to each other or to the teacher about themselves.  could deliver verbal messages to other learners or to teachers in the school and be appreciated when they convey the messages effectively.  small groups, learners could tell and retell news and short stories.  could engage in dialogue with each other and among themselves.  hould be involved in passing verbal information whenever opportunities | Realia | **.Observat**  **ion**  **2.Oral questions**  **3.written questions** |  |



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|  |  |  |  |  | in school, at the market or in a hospital |  |  | arise.  could engage short discussions and be encouraged to answer questions.  could talk about what they are doing during activities and be guided to ask and respond to questions.  could view a video clip and then talk about it in pairs or in small groups.  could be encouraged to talk about what they saw in a field trip or nature walk.  Learners could be involved in naming objects, animals and people in class and within the school compound..  could recite poems and rhymes about |  |  |  |



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|  |  |  |  |  |  |  |  | objects, people and colours.  could name colours with reference to objects in the environment.  could be engaged in identifying colours in the immediate environment.  could be taken for a nature walk and encouraged to  identify colours.  could be engaged in vocabulary games and encouraged to use new words by integrating them their child play and daily experiences, and naturally weaving them in and out of |  |  |  |
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| 1  3 |  |  |  |  |  |  |  |  |  |  |  |