ANNUAL AND TERMLY ENGLISH SCHEME OF LEARNING FOR BASIC 1, 2 & 3

This document is prepared by fayol Inc

For more information on the new curriculum contact 0549566881

Stay tuned for Annual, termly & weekly scheme of learning;

English for Basic 4, 5 & 6
Mathematics 1-6
Science 1-6
Computing 1-6

Strictly not for sale: Property of Fayol Inc sirhoa1@gmail.com
(0549566881)
<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
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| 6 | Rhymes | Conversation talking about oneself, family, people, place, customs, events, cultural values etc. | Giving and following commands, instructions, directions and making and responding to requests |
|   | Phonics | Vocabulary | Fluency |
|   | Writing and copying letters: small and capital letters | Writing simple words and sentence | Guided composition |
|   | Using punctuation | Using adjectives | Writing simple and complex sentence |
|   | Building the love and culture of reading | Building the love and culture of reading |

| 7 | Rhymes | Conversation talking about oneself, family, people, place, customs, events, cultural values etc. | Giving and following commands, instructions, directions and making and responding to requests |
|   | Word families, rhyming endings and common digraphs | Comprehension | Descriptive writing |
|   | Writing and copying letters: small and capital letters | Controlled writing | Spelling |
|   | Using punctuation | Using simple prepositions | Building the love and culture of reading |
|   | Building the love and culture of reading | Building the love and culture of reading |

<p>| 8 | Word families, rhyming endings and common | Conversation talking about oneself, family, people, place | Giving and following commands, instructions, |</p>
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| 9    | Story telling                                | Listening comprehension           | Presentation                                      |
|      | Word families, rhyming endings and common digraphs | Comprehension                     | Descriptive writing                               |
|      | Labelling items                              | Controlled writing                | Spelling                                          |
|      | Using action words                           | Using simple prepositions         | Building the love and culture of reading          |
|      | Building the love and culture of reading     |                                   |                                                  |

| 10   | Story telling                                | Listening comprehension           | Presentation                                      |
|      | Word families, rhyming endings and common digraphs | Comprehension                     | Descriptive writing                               |
|      | Labelling items                              | Controlled writing                | Spelling                                          |
|      | Using action words                           | Using simple prepositions         | Building the love and culture of reading          |
|      | Building the love and culture of reading     |                                   |                                                  |

| 11   | Story telling                                | Listening comprehension           | Presentation                                      |
|      | Word families, rhyming endings and common digraphs | Comprehension                     | Descriptive writing                               |
|      | Labelling items                              | Controlled writing                | Spelling                                          |
|      | Using action words                           | Using simple prepositions         | Building the love and culture of reading          |
|      | Building the love and culture of reading     |                                   |                                                  |

| 12   | Story telling                                | Listening comprehension           | Presentation                                      |
|      | Word families, rhyming endings and common digraphs | Comprehension                     | Descriptive writing                               |
|      |                                               | Controlled writing                | Spelling                                          |
|      |                                               |                                   | Building the love and culture of reading          |
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| 8 | Word families, rhyming endings and common digraphs | Conversation talking about oneself, family, people, place, customs, events, cultural values etc. | Giving and following commands and responding to requests |
| 8 | Labelling items | Vocabulary | Fluency |
| 8 | Using punctuation | Writing as a process | Persuasive and argumentative writing |
| 8 | Building the love and culture of reading | Using qualifying words: adverbs | Spelling |
| 8 | Building the love and culture of reading |

| 9 | Story telling | Listening comprehension | Presentation |
| 9 | Diphthongs | Vocabulary | Fluency |
| 9 | Labelling items | Narrative writing | Informative and academic writing |
| 9 | Using action words | Using simple prepositions | Spelling |
| 9 | Building the love and culture of reading |

<p>| 10 | Story telling | Listening comprehension | Presentation |
| 10 | Diphthongs | Vocabulary | Fluency |</p>
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| Oral language | Reading | Writing | Using writing conventions | Extensive reading | Rhymes | Pre reading activities | Penmanship | Using capitalisation | Building the love and culture of reading | B1.1.2.1 | B1.1.2.1.2 | Sample rhymes songs, word cards, sentence cards, letter cards focusing on capitals and a class library |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |

<p>| Oral language | Reading | Writing | Using writing conventions | Extensive reading | Rhymes | Phonics | Penmanship | Using naming words | Building the love and culture of reading | B1.1.2.1 | B1.1.2.1.3 | Sample rhymes songs, word cards, sentence cards, my first copy book, class library |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |</p>
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