

PP1 Language Activities Schemes of Work Term 1

W K	L S N	STRAND	S- STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTIONS	LEARNING EXPERIENCES	LEARNING RESOURCE S	ASSESSM ENT	REF L
1	1	LISTENING	Common 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) 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?	<ul style="list-style-type: none"> • Learners could observe and imitate greetings and farewell. • In pairs learners could be asked to practise greeting and bidding farewell. • Learners could listen to songs, poems and rhymes on general and time related greetings and farewell. 	Pictures, realia, charts, ICT devices	Oral questions, observations , portfolio	
	2		Common Greetings and farewell	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to time related greetings at home and at school. b) 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?	<ul style="list-style-type: none"> • Learners could be encouraged to respond to greetings every morning and respond to farewell whenever need arises. • Learners could be encouraged to respond to each other's greetings and farewell and respond to visitors' 'greetings and farewell whenever an opportunity arises'. 	Pictures, realia, charts, ICT devices	Oral questions, observations , portfolio	
	3		Common Greetings and farewell	By the end of the sub-strand, the learner should be able to: a) Respond appropriately to farewell at home and at school b) 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?	<ul style="list-style-type: none"> • Learners could be encouraged to pay attention to other greeting and farewell opportunities that arise at home and at school. 	Pictures, realia, charts, ICT devices	Oral questions, observations , portfolio	
	4		Common Greetings	By the end of the sub-strand, the	1. Who do you meet every day?	<ul style="list-style-type: none"> • Learners could listen to and watch clips of 	Pictures, realia, charts, ICT	Oral questions,	

			and farewell	<p>learner should be able to:</p> <p>a) Respond appropriately to farewell with reference to time at home and at school.</p> <p>b) Enjoy responding appropriately to greetings and farewell at home and at school</p>	<p>2. What time is it likely to happen?</p> <p>3. How do you greet them at that time?</p>	<p>people greeting and bidding farewell recorded in devices and practise responding to greetings and bidding farewell.</p> <ul style="list-style-type: none"> • Learners could be encouraged to pay attention to other greeting and farewell opportunities that arise at home and at school. 	devices	observations , portfolio	
	5		Listening for Enjoyment	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to a variety of listening experiences in and out of class.</p> <p>b) Demonstrate enjoyment in a variety of listening experiences.</p>	<p>1. What do children enjoy listening to?</p> <p>2. What makes listening interesting/enjoyable?</p>	<ul style="list-style-type: none"> • Learners could be involved in listening to recorded songs, poems and rhymes and be guided to imitate. • Learners could be asked to record clips of their own activities and view them in class. The activities may include learners singing, telling stories, reciting poems and rhymes. 	ICT devices, costumes, pictures, musical instruments, puppets, animated stories, realia, resource person, radio Programmes	Oral questions, observations , portfolio	
2	1		Listening for Enjoyment	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to a variety of listening experiences in and out of class.</p> <p>b) Demonstrate enjoyment in a variety of listening experiences.</p>	<p>1. What do children enjoy listening to?</p> <p>2. What makes listening interesting/enjoyable?</p>	<ul style="list-style-type: none"> • Learners could listen to short and interesting stories while mimicking some characters in the story. • Learners could be encouraged to sing or dance in response to instrumental music. 	ICT devices, costumes, pictures, musical instruments, puppets, animated stories, realia, resource person, radio Programmes	Oral questions, observations , portfolio	
	2		Listening for Enjoyment	<p>By the end of the sub-strand, the learner should be able to:</p> <p>a) Respond appropriately to a</p>	<p>1. What do children enjoy listening to?</p>	<ul style="list-style-type: none"> • Learners could be encouraged to enjoy the listening experiences by 	ICT devices, costumes, pictures, musical instruments,	Oral questions, observations ,	