THIRD TERM WEEKLY PLAN – KG ONE

**WEEK 1**

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| **Subject: NUMERACY****Date:**  | **Day:** MONDAY | **Strand:** All Around Us |
| **Sub Strand:** Living and Non-Living Things |
| **Class:** KG 1 | **Class Size:**  |
| **Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things. | **Indicator:** K1.6.1.1.5 identify and describe objects by color names and size  |
| **Performance Indicator:** Learners can * Identify and classify living and non-living things.
* Count and sort words according to the number of syllables (1-syllable and 2-syllable words).
* Use simple comparative language to describe groups (e.g., "more," "less," "many," "few").
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership  |
| **Keywords:** Living, Non-living, Syllable, Compare |
| **Reference** : KG Curriculum P.g. 66-69 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Show the class two objects (e.g., a toy dog and a real plant). Ask, "Which one is alive?" Encourage learners to guess and explain.Use guiding questions:* Can it move by itself?
* Does it grow?
* Does it eat or drink?

 Sing a short song: 🎵 "Living things grow, living things move. Living things eat and drink just like you!" 🎵 |  |
| CIRCLE TIME | Use flashcards or toys. Let learners help sort them into two groups:🟢 Living Things: cat, tree, bird, boy🔴 Non-living Things: chair, stone, book, carAsk:* “Which group has more things?”
* “Which group has fewer things?”

 Introduce counting and comparing using fingers or objects. | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1(OUTDOOR) | Go outside and give learners small baskets. Let them pick or point to 2 living things and 2 non-living things.After the walk, gather and count the items together:* “How many living things did we find?”
* “Are they more or fewer than non-living things?”
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| PHASE 2: **MAIN LEARNING** GROUP ACTIVITY 2(INDOOR) | Use picture or word cards:Say each word and clap out the syllables (e.g., cat = 1 clap, table = 2 claps).Let learners place each word into the correct basket:* One Syllable: book, tree, cat
* Two Syllables: bucket, baby, table

Use language like:* “This basket has more one-syllable words.”
* “This basket has fewer words.”
 | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Set up three stations:1. Sorting Station – Match pictures into "Living" or "Non-living" boxes.
2. Syllable Station – Clap and paste pictures based on 1 or 2 syllables.
3. Counting and Comparing Station – Use counters to compare groups and complete simple comparison worksheets (more/fewer).

Rotate groups every 3–4 minutes. |  |
| STORY SHARING | Story: “The Busy Garden” (or similar story about nature)Pause during the story to ask:* “Is the cat living or non-living?”
* “How many syllables in ‘garden’?”

 After the story, ask children to recall living and non-living things from the story and compare which were more. |  |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.Give learners homework to do at home. |  |

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| **Subject: CREATIVE ARTS****Date:**  | **Day:** TUESDAY | **Strand:** All Around Us |
| **Sub Strand:** Living and Non-Living Things |
| **Class:** KG 1 | **Class Size:**  |
| **Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things. | **Indicator:** K.1.6.1.1.6 Recognise, sort, classify, describe and extend nonnumerical patterns |
| **Performance Indicator:** Learners can * Identify and classify living and non-living things.
* Draw one living and one non-living thing from a story.
* Count and sort words by syllables (1-syllable and 2-syllable words).
* Use letter sounds to name some living and non-living things (e.g. /c//a//t/).
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership  |
| **Keywords:** Living, Non-living, Syllable, sound, name |
| **Reference** : KG Curriculum P.g. 66-69 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Use real objects or pictures (e.g., toy bird and rock). Ask, "Which one is living?"Let learners give simple reasons.Sing a song:🎵 "If it's living, it can grow,It eats and moves, you know!" 🎵 |  |
| CIRCLE TIME | Use flashcards or toy models. Ask learners to sort them into two hoops:🟢 Living (cat, tree, fish, bird)🔴 Non-living (book, table, car, bag)Discuss and count each group.Ask:* “Which group has more?”
* “Which group has fewer?”
 | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1(OUTDOOR) | Lay out picture cards on the ground.Learners say the word and clap or hop the syllables.E.g. book (1 clap), table (2 claps)Sort into 1- and 2-syllable baskets.Use comparative words: “This basket has more one-syllable words.” “That one has fewer.” | Picture flashcards (living & non-living) |
| PHASE 2: **MAIN LEARNING** GROUP ACTIVITY 2(INDOOR) | Give each child a sheet and crayons. Ask them to:🖍 Draw one living thing and one non-living thing they saw in the story.After drawing, let learners stand and describe their drawings. Prompt them with:* “What did you draw?”
* “Is it living or non-living?”
* “Why?”
 | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Use letter cards to build words for some items.Example: /c/ /a/ /t/, /b/ /oo/ /k/Learners say the sounds and blend them together.Have learners match picture pieces to “Living” and “Non-living” boards. |  |
| STORY SHARING | Read the story aloud, showing pictures. Pause to ask:* “Is this a living or non-living thing?”
* “How many syllables in garden?”

After the story, ask learners:* “Which living thing did you see?”
* “Which non-living thing did you see?”
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| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.Give learners homework to do at home.🎵 Recap song:"Living things grow and eat,Non-living things have no beat.Clap the words, draw and say,We learned so much today!" 🎵 |  |

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| **Subject: OUR WORLD AND OUR PEOPLE****Date:**  | **Day:** WEDNESDAY | **Strand:** All Around Us |
| **Sub Strand:** Living and Non-Living Things |
| **Class:** KG 1 | **Class Size:**  |
| **Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things. | **Indicator:** K.1.6.1.1.6 Recognise, sort, classify, describe and extend nonnumerical patterns |
| **Performance Indicator:** Learners can * Talk about different things they see around them.
* Recite rhymes/poems about common things.
* Identify and classify things as living or non-living.
* Discuss and compare features of living and non-living things.
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership  |
| **Keywords:** Living, Non-living, Syllable, sound, name |
| **Reference** : KG Curriculum P.g. 66-69 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Begin by asking learners to look around the classroom and name the things they can see (e.g., table, teacher, flower, cat poster, bag).Ask: “Can it move on its own?” “Can it eat or drink?”Introduce the words living and non-living using examples from what they mentioned. |  |
| CIRCLE TIME | Show picture flashcards one at a time. Let learners say what it is, and whether it is living or non-living.Ask simple reasoning questions like: “Can it breathe?” “Does it grow?”Place the flashcard in the correct basket or on the correct mat. | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1(OUTDOOR) | Take learners outside. Give them simple tally sheets or count aloud:* How many living things do we see? (e.g., ants, trees, birds)
* How many non-living things? (e.g., rocks, swing, bench)

Return and record findings on a class chart.Discuss: “Did we see more living or non-living things?” | Picture flashcards (living & non-living) |
| PHASE 2: **MAIN LEARNING** GROUP ACTIVITY 2(INDOOR) | Learners draw one living thing and one non-living thing from the story or poem.Each child tells the class:* “I drew a \_\_\_.”
* “It is living/non-living because…”

Hang their drawings under two labels on the board: Living Things / Non-Living Things. | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Rotate through these centres:Centre 1: Sorting Table* Use picture cards or toys to sort into “Living” and “Non-Living” baskets.

Centre 2: Word Sound Station* Use letter cards and sound out names of objects (e.g., /b//i//r//d/, /c//a//r/).
* Learners match sounds to pictures.

Centre 3: Matching Game* Match living things to homes or needs (e.g., fish → water, plant → sun).
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| STORY SHARING | Read or tell a short story about a girl named Lami who sees many things in her yard (e.g., bird, bicycle, flowers, bench).After the story, ask: “Which things were living?” “Which ones were not?” Make a list of both types on a chart. |  |
| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.Give learners homework to do at home.🎵 Recap song:"Living things grow and eat,Non-living things have no beat.Clap the words, draw and say,We learned so much today!" 🎵 |  |

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| **Subject: LANGUAGE & LITERACY****Date:**  | **Day:** THURSDAY | **Strand:** All Around Us |
| **Sub Strand:** Living and Non-Living Things |
| **Class:** KG 1 | **Class Size:**  |
| **Content Standard:** K1.6.1.1 Demonstrate understanding of living and non-living things. | **Indicator:** K1.6.1.1.2 Participate actively in an Interactive Read Aloud story about living and non-living things.K1.6.1.1.3 Blend letter sounds to form words related to the theme.K1.6.1.1.4 Identify and write initial sounds of the objects. |
| **Performance Indicator:** Learners can * Participate actively in a read-aloud story on living and non-living things.
* Blend letter sounds to form theme-related words.
* Clap and count syllables of common object names.
* Classify words based on syllables and use comparative language.
* Write two words each for living and non-living things..
 | **Core Competencies:**Communication and collaboration, Critical thinking, Personal Development and Leadership  |
| **Keywords:** Living, Non-living, Syllable, sound, name |
| **Reference** : KG Curriculum P.g. 66-69 |
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| Phase/Duration | Learners Activities | Resources |
| PHASE 1: **STARTER** | Show a bag with a mix of objects or picture cards. Ask:“What do you think is inside?”Pull out items and ask: “Is this a living or non-living thing?” “What sound does it start with?” |  |
| CIRCLE TIME | Use picture cards. Say the names and guide learners to:Clap syllables (e.g., cat = 1 clap, ta-ble = 2 claps).Count syllables and group words by:* One-syllable words (e.g., book, cat)
* Two-syllable words (e.g., ta-ble, bu-cket)

Use comparative language: “Words with 2 syllables are longer than words with 1 syllable.” | Picture flashcards of living and non-living things |
| GROUP ACTIVITY 1(OUTDOOR) | Set up hopscotch squares labeled 1, 2, 3.Call out a word (e.g., rock, flower, bicycle). Learners clap and hop to the square that matches the number of syllables.Example:* rock → 1 clap → hop to 1
* flo-wer → 2 claps → hop to 2
 | Picture flashcards (living & non-living) |
| PHASE 2: **MAIN LEARNING** GROUP ACTIVITY 2(INDOOR) | Distribute mini whiteboards or papers.Ask learners to draw one living thing and one non-living thing.Guide them to write two words:* One living thing (e.g., dog)
* One non-living thing (e.g., car)

Identify and write the initial sound of each (e.g., d for dog, c for car). | Plastic animals, toy cars, blocks |
| LEARNING CENTER | Centre 1: Letter Sound Station Match letter cards to objects (e.g., /t/ for tree).Centre 2: Word and Picture Match Match picture cards with beginning sound cards.Centre 3: Syllable Sorting Table Sort picture cards by 1, 2, or 3 syllables using sorting mats.Centre 4: Writing Centre Write initial letters of picture cards and try writing the full word with support. |  |
| STORY SHARING | Use a Big Book titled “Things That Are Alive and Not”.Pre-Reading Activity:Show the cover and ask, “What do you think this book is about?”Do a picture walk through the book.During Reading:Pause to ask: “Is this a living thing?”Blend letter sounds from key words:* /c/ /a/ /t/ → cat
* /b/ /oo/ /k/ → book

Post Reading:* List items from the story under two columns: Living / Non-living.
* Clap the syllables of each word.
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| PHASE 3: **REFLECTION** | Learners share what they have learnt with their peers and class.Give learners homework to do at home.🎵 Recap song:"Living things grow and eat,Non-living things have no beat.Clap the words, draw and say,We learned so much today!" 🎵 |  |