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, car  Ask:   * “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?” | | | | | |  |
| 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?” | | | | | |  |
| 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). | | | | |  |
| 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 | | | | | | | |
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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. | | | | | |  |
| 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!" 🎵 | | | | | |  |