

CENTRE FOR GRADE 'A' EXAMINATION

(GRADE 'A' EXAM CONSULT)

For enquire

0541583748

0202242225



KG 1

SCHEME OF LEARNING

(WORK)

FOR 1st TERM-2025/26

NOTE! Teachers must pay much attention to the content standard and indicator

IMPORTANT NOTICE !

Submission of enrolment: **20th Sept, 2025 to 20th Nov, 2025**

Collection of materials: **2th Dec to 8th Dec, 2025**

First Term Exams Schedule on: 10th Dec to 17th Dec, 2025

Registration is **not valid** unless full payment of exams is made.

Note: There can be changes to the examination date.

1ST TERM SCHEME OF LEARNING (WORK) FOR KG 1

STRAND : ALL AROUND US

WEEKS	LEARNING AREA	SUB-STRAND	CONTENT STANDARD	INDICATOR
1	NUMERACY	I am a wonderful and Unique creation	K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.7 Create sets of human parts that are similar and represent them with numbers up to 5. - Learners check on the body parts that are similar and draw them in Sets, count them and represent them with numbers one to five (1-5). - Pose story problems about what total number you will get if you put different number of learners together. What will be the total no of eyes? What will the total number of hands? Give opportunity to learners to count parts of group members and their parts
	CREATIVE ARTS	I am a wonderful and Unique creation	K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1. 6 Draw a beautiful picture of themselves and scribble freely underneath the picture paper - Learners are asked to draw themselves, colour it nicely, after which they scribble freely underneath. Let them talk about what they have written with friends sitting next to them in the classroom. Ask learners what they have drawn and write them on the board.
	OUR WORLD AND OUR PEOPLE	I am a wonderful and Unique creation	K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.1 Identify and talk in simple sentences, about the features of our body that make us unique and different from other God's creation. E.g. animals - Have them talk about themselves focusing on the uniqueness of their names, the homes they are from, their physical bodies, how tall or short, big or small.
	LANGUAGE AND LITERACY	I am a wonderful and Unique creation	K1.1.1.1 Demonstrate the understanding that all learners are wonderful and have unique body features that make them different from other people and other God's creation in the environment.	K1.1.1.1.2 Sing an action song that helps learners name the parts of the body and point to them. K1.1.1.1.3 Recognize and talk about the different parts of book, (the front/ cover page of a book and back of a book) and relate the content of the text to our body parts. K1.1.1.1.4 Use new and positive expressions/vocabulary related to the parts of the body. K1.3.1.5 Sing songs about the body parts and the letters of the alphabet and clap hands on the rhythm of the songs.
2	NUMERACY	Caring for The Parts of My Body	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailwashing, face washing, nose	K1.1.3.1.7 Use number names to count, find out how many and match body parts with other part with same number (1- 5) - Show picture of different parts put in a set e.g. two eyes, one mouth, two hands, five fingers matched with 5 toes. K1.1.3.1.8 Use number names to count, find out how many and match body parts with other part with same number (1- 5)
	CREATIVE ARTS	Caring for The Parts of My Body	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailwashing, face washing, nose	K1.1.3.1.6 Match the parts of the body to the tools we use in caring for the body and colour them with same colour. E.g. soap matched with the hand and brush with the teeth.
	OUR WORLD AND OUR PEOPLE	Caring for The Parts of My Body	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailwashing, face washing,nose	K1.1.3.1.1 Sing songs and recite rhymes about how we take care of each part of the body and demonstrate how to do it. e.g. This is the way we wash our face

WEEKS	LEARNING AREA	SUB-STRAND	CONTENT STANDARD	INDICATOR
	LANGUAGE AND LITERACY	Caring for The Parts of My Body	K1.1.3.1. Demonstrate understanding of the importance of personal hygiene and how to care for my body parts e. g. hand, feet finger nailswashing, face washing, nose	K1.1.3.1.2 Watch a short video clip and talk about how to care for the various parts of the body. - Guide learners to count the materials used to clean the body (e.g. soap, toothbrush, toothpaste, sponge, etc.) seen in the video clip and/or those listed on the board. Classify the cleaning materials according to their coloursK1.1.3. 1.3 Talk about what we use in caring for the human body in our everyday life as they listen to a read aloud text. K1.1.3.1.4 Show and explain why learners’ books are open from right to left. K1.1.3.1.4 Show and explain why learners’ books are open from right to left. K1.1.3.1.5 Stress the words that show caring for the body as learners sing songs about personal care of the body parts and clap hands on the rhythm of the songs E.g. wash, brush, cut nails.
3	NUMERACY	My Environment and My Health	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.8 Describe the attributes of 3-D objects and draw them - Have each child describe the 3-D materials he/she has brought using words like big, little, round like a box or a can. - Learners assess each other whether all the objects brought are truly 3-D materials
	CREATIVE ARTS	My Environment and My Health	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.4 Compose their stories about pictures in the book to be read to enable them to understand that important messages are hidden in books. - Have learners draw clean classroom and talk about their drawing K1.1.5.1.7 Prepare posters with pictures cut from calendar and newspapers to post in the environment cautioning people not to make the place dirty.
	OUR WORLD AND OUR PEOPLE	My Environment and My Health	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.1 Talk about how we can keep our environment clean in order to avoid getting sick. - Show them a conversational poster with people defecating around their homes and at school - Discuss the causes of sickness. - Ask learners how our environment can cause us to be sick. - Have learners contribute to how we make the environment dirty. - Ask learners to think about how to change the situation and avoid sickness
	LANGUAGE AND LITERACY	My Environment and My Health	K1.1.5.1 Demonstrate understanding of how keeping our home and school environment clean can keep us healthy and strong.	K1.1.5.1.2 Recognize that written symbols in books carry important information about the pictures. K1.1.5.1.3 Listen attentively to the read aloud text and share what they have learnt about diseases we can get from dirty environments - Stress on cleanliness words during the reading activity (e.g. neat, clean, tidy, clear, etc.). - Learners come up with rules about how to take good care of books because books contain important information. - Help learners sound out cleanliness words on word card and have them fill in the missing letters of selected ones written on the board K1.1.5.1.5 Sing alphabet songs that contain the letter of the week K1.1.5.1.6 Begin to write letters of the alphabet.
4	NUMERACY	Types and members of my Family	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members	K1.2.1.1.6. Introduce the concept “more than” to learners and solve some word puzzles with the concept. - Collect a quick data on number of people with different week-day birthday names. Represent the numbers with milk tins. Use this information to solve problems on “Which group has more members than the other(s)?

WEEKS	LEARNING AREA	SUB-STRAND	CONTENT STANDARD	INDICATOR
	CREATIVE ARTS	Types and members of my Family	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members	- Have learners identify the illustration(s) that matched well with the print (illustration that made them understand the print better). - Have them draw (replicate) their favourite illustration. K1.2.1.1.7 Role-play the responsibilities of family members
	OUR WORLD AND OUR PEOPLE	Types and members of my Family	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members	K1.2.1.1.1 Discuss different types of family they have at home, their roles and responsibilities
	LANGUAGE AND LITERACY	Types and members of my Family	K1.2.1.1 Demonstrate understanding of the importance, roles and responsibilities of family members	K1.2.1.1.2. Demonstrate that print matches with illustration in a book. - Help learners identify the key elements of a book's front matter (Title, Author/Writer, and Illustrator). K1.2.1.1.3. Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members. K1.2.1.1.4. Identify the names and words with similar beginning sounds.- Introduce the letter of the week. Have learners do a "Letter hunt" game with the letter of the week K1.2.1.1.5. Talk about the basic concepts of writing, from left to right, and top to bottom. - Introduce the learners to writing vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right in a model on the Chalkboard. - Have learners practice writing the vertical straight-line strokes. - Have learners tell you the number of words in a sentence - Have learners count all the members of the family read about. - Assist them to subtract (take away) the learners from the number and tell how many members will be left?
5	NUMERACY	Origin and History of my Family	K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	- Write the number of words in the last sentence of each page on the board. - Compare and identify which of the sentences has more words than other(s). K1.2.2.1.6 Use comparative language/phrases "more than", "less than", or "same as" to describe relationship between quantities - Use comparative language "more than", "less than", or "same as" to describe the relationship between the milk tins collected for the languages.
	CREATIVE ARTS	Origin and History of my Family	K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	K1.2.2.1.7. Draw a family tree that includes Grandpa and Grandma
	OUR WORLD AND OUR PEOPLE	Origin and History of my Family	K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	K1.2.2.1.1 Listen and tell stories about origin and history of their family members
	LANGUAGE AND LITERACY	Origin and History of my Family	K1.2.2.1 Demonstrate knowledge of the origin and history of our families.	K1.2.2.1.2. Demonstrate that print matches with illustration in a book. K1.2.2.1.3 Listen, interact actively in a read aloud session on a story about the origin and history of a child's family. K1.2.2.1.4 Identify the names and words with similar beginning sounds. K1.2.2.1.5 Talk about the basic concepts of writing: write from left to right, and top to bottom

WEEKS	LEARNING AREA	SUB-STRAND	CONTENT STANDARD	INDICATOR
6	NUMERACY	Family Celebrations and Festivals	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	K1.2.3.1.5 Use comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers. - Collect a quick data on the months that the learners are born. Represent the numbers with empty cans/tins or any other object. Use this information to compare learners born in different months. Compare the groupings
	CREATIVE ARTS	Family Celebrations and Festivals	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	K1.2.3.1.6 Create special birthday cards for loved ones using different writing and drawing tools.
	OUR WORLD AND OUR PEOPLE	Family Celebrations and Festivals	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	K1.2.3.1.1 Talk about some special family days and activities e.g. birthdays, naming, festivals, etc - Show a conversational poster of people celebrating a festival. - Let them talk about their family celebrations to each other. - Have them talk about how they celebrate their birthdays. - Have learners sing and dance to some of celebration songs e.g. Happy birthday to you... Bronya aba o, afe pa ato hen.... etc
	LANGUAGE AND LITERACY	Family Celebrations and Festivals	K1.2.3.1 Demonstrate the knowledge of celebrations and festivals that the individual families celebrate	K1.2.3.1.2 Demonstrate the proper way to handle a book. - Have learners observe and practise how to hold the book upright and open it cautiously as part of your pre-reading activities K1.2.3.1.3 Listen, interact actively in a read aloud session on a story about families, and use the new vocabulary learnt to describe the roles and responsibilities of their family members. K1.2.3.1.4 Talk about the basic concepts of writing: from left to right, and top to bottom - Introduce the learners to writing Vertical straight-line strokes from top to down and show them the direction of writing them on a line from left to right
7	NUMERACY	My School Rules and Regulations	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	- Have learners count and tell the number of words in a sentence and sum up words in some selected sentences. - Using the number line, have learners play “one more” to show the number of rules made guide behaviours in their classroom - Have learners identify and group animals and other objects in two sets, one containing the animal(s) and one containing the other objects. - Have learners count the number of items in each set and add them K1.2.4.1.6 Solve story problems using comparative language “more than”, ”less than”, or “same as” to show relation between quantities/numbers - Guide learners to solve problems on “Which group has less members than the other? Practice with different numbers and sets of people, money and other objects. Show the sign to learners and have them write it down at the appropriate place in an equation/ inequality on Chalkboard
	CREATIVE ARTS	My School Rules and Regulations	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	- Have learners draw a member of their school family and give a brief description of it. - Guide learners to create their own simple classroom rules for the using simple pictures and different colours to design the rules and post it on the classroom wall. - Have learners draw any object or animal mentioned in the rhyme

WEEKS	LEARNING AREA	SUB-STRAND	CONTENT STANDARD	INDICATOR
	OUR WORLD AND OUR PEOPLE	My School Rules and Regulations	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	K1.2.4.1.1 Talk about the members of the school, activities they do and create rules and regulations that should govern their classroom.
		My School Rules and Regulations	K1.2.4.1 Demonstrate understanding of the rules and regulations that governs the members of the school	K1.2.4.1.2 Demonstrate that print matches with illustration in a book. K1.2.4.1.3 Use the vocabulary acquired in the read aloud session to prepare rules and regulations to govern your school. K1.2.4.1.4 Identify and look for more rhyming words in different rhymes related to school. K1.2.4.1.5 Recognize and identify the target letter name for the week in given words related to the school
8	LANGUAGE AND LITERACY	ALPHABET WORK	Master some alphabets	Write Upper and lower case alphabets from A to L Identify beginning letters of words, eg. A for ant
	NUMERACY	NUMBER WORK	Master number	Count from 1 to 100 Write from 1 to 30 Write number names from 1 to 10
9	REVISION			
10	EXAMINATION			