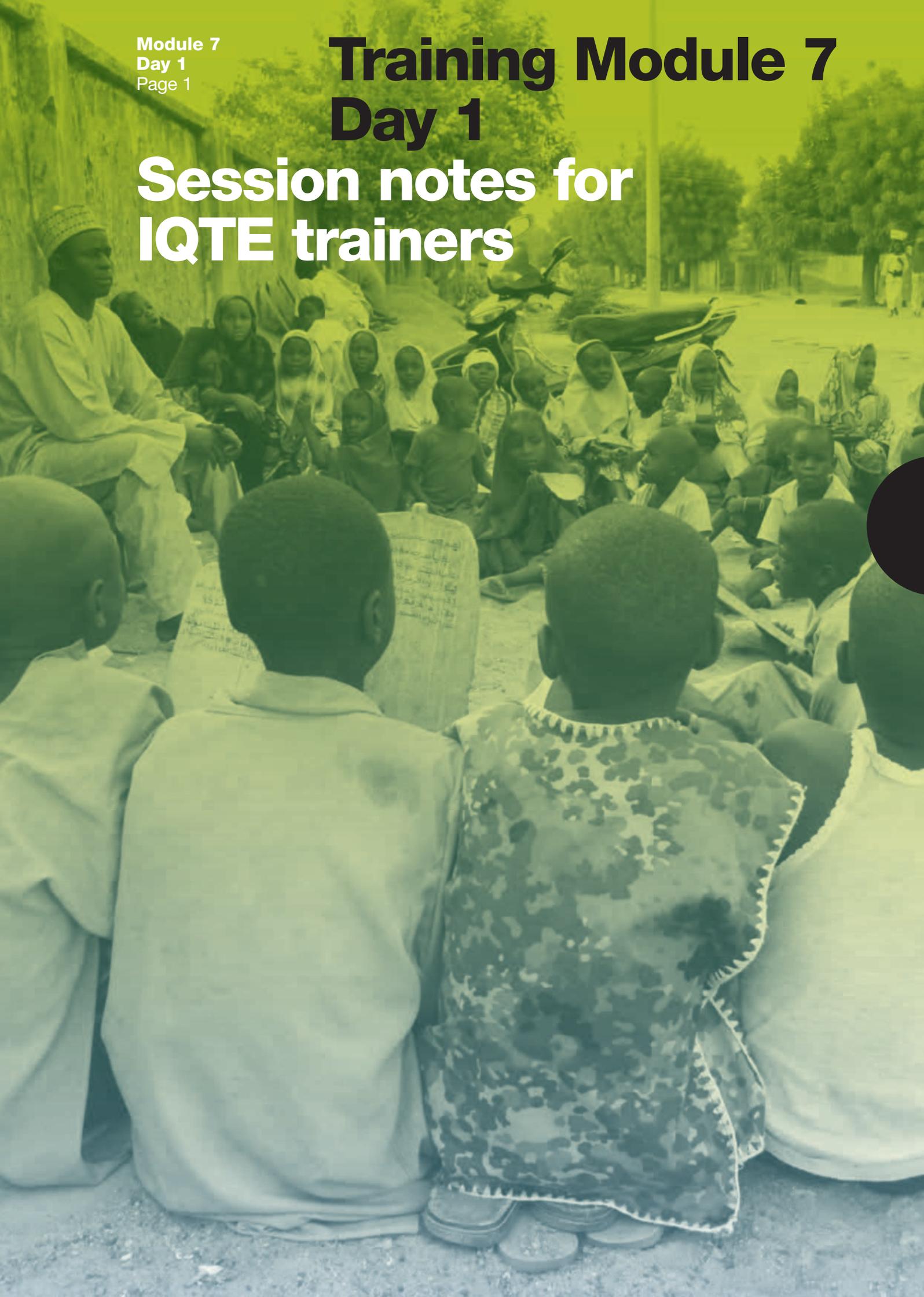


# Training Module 7 Day 1

## Session notes for IQTE trainers



# Training Module 7

## Day 1

# Session notes for IQTE trainers



### Day 1

**Session 1:**  
**9.30—10.30am**  
Reconnecting/  
Sharing experiences

**Session 2:**  
**10.30—11.30am**  
Sharing experiences

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Planning lessons

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching English

**Session 5:**  
**3—4pm**  
Teaching Maths

Wrap up  
4—4.15pm

### Day 2

**Session 1:**  
**9.30—10.30am**  
Planning lessons

**Session 2:**  
**10.30—11.30am**  
Pupil assessment

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching English

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching Maths

Wrap up  
3—3.15pm

### Day 3

**Session 1:**  
**9.30—10.30am**  
Presenting lesson  
plans

**Session 2:**  
**10.30—11.30am**  
Teaching English

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching Maths

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Making materials

Wrap up  
3—3.15pm

**To collect:**

Maths Year 2  
textbooks  
(five or six)

Small objects:  
stones, bottle tops  
or leaves  
(for each group)

<b>Session 1/2: Materials/Charts/ Handouts</b>	<b>Session 3: Materials/Charts/ Handouts</b>	<b>Session 4/5: Materials/Charts/ Handouts</b>	<b>Session 5/4: Materials/Charts/ Handouts</b>
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Timetable Module 7 Tape	Chart 2: Two road maps of teaching Handout 1: Lesson plan (one for each participant) Chart 3: Lesson plan	Handout 2: English Scheme of Work Year 1 Term 2 (one for each participant) Handout 3: Sample lesson plan	Handout 4: Maths Scheme of Work Year 1 Term 2 (one for each participant) Chart 4: Introduction to multiplication Maths Year 2 textbooks (five or six) Small objects (for each group) Card, crayons, scissors

# Training Module 7

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Planning lessons	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting lesson plans
<b>Session 2:</b> <b>10.30—11.30am</b> Sharing experiences	<b>Session 2:</b> <b>10.30—11.30am</b> Pupil assessment	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Planning lessons	<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12—1pm</b> Teaching Maths
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Making materials
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 1/2

## 9.30—11.30am

# Reconnecting/ Sharing experiences



### Learning outcomes

By the end of this session, the participants will:

.....  
**have reviewed the ground rules**

.....  
**be able to explain the training timetable**

.....  
**have shared what is going well in their classes and what they would like to improve**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 1:  
Timetable Module 7

.....  
Tape

# Session 1/2

## 9.30—11.30am

# Reconnecting/ Sharing experiences

## activity 01

**Time**  
20 minutes

### Reconnecting

Welcome the participants back, and ask a volunteer to lead an opening prayer.

Explain that they will play a game called 'What has changed?' Follow these steps:

Ask the participants to work in pairs, if possible with someone who teaches in a different LGEA.

Tell them to observe their partner for about 20 seconds and try to memorise their appearance.

One person in each pair now turns their back while their partner makes a change to their appearance (for example, changing the position of their hands, removing a shoe, rolling up their sleeves).

The person who turned their back now turns around and tries to find the change in their partner.

The partners then change roles.

After playing the game, ask a volunteer to explain how it is played. Then ask, 'What does the game teach?' (how to observe closely and how to improve memory)

Tell the pairs to sit together at the same table with two or three other pairs. Make sure that there are equal numbers of support teachers at each table.

## activity 02

**Time**  
10 minutes

### Reviewing the ground rules

Ask, 'Which ground rules did we agree to that made our work go smoothly?' Tell the participants to think about the question for a minute.

Then ask a volunteer from each group in turn to share a ground rule. The co-facilitator writes the answers on the flip chart. If no participant in a group volunteers an answer, ask the support teachers at that table if they can add their ideas.

Ask the class to look at the list, and remove similarities and clarify vague statements before agreeing to no more than six points. Make sure that punctuality is one of the ground rules. Display the rules in the training room.

## activity 03

<b>Time</b> 10 minutes
<b>The timetable for the week</b>

Show [Chart 1: Timetable Module 7](#) and give the participants time to read through it.

Then ask them what is similar in this training and what is different from the last one. (Same: teaching Maths, making materials. Different: lesson planning, pupil assessment.)

Explain that they will divide into two groups for two sessions every day. One group will do English while the other group do Maths. Ask if they have any questions. Put the timetable on the wall for reference throughout the training.

## activity 04

<b>Time</b> 40 minutes
<b>What is going well?</b>

Ask, 'What is going well in your classes and why do you think that is?' Tell them that the positive experiences could be to do with their teaching, the pupils' behaviour in general, how one child is improving, what community members are doing, and so on. Tell the participants to take a few minutes to think about this.

Explain that they will sit with two or three other participants and share what is going well in their classes. Each group will make a chart with their findings. They will have 15 to 20 minutes for this task.

Tell them to choose a group leader, who will make sure that everyone shares their ideas and writes and/or illustrates them on the chart. Give each group [flip chart paper](#) and [markers](#).

Move around the room while they are working, helping where necessary. If a group finishes early, tell them to ask each other questions about the experiences that they shared. Then ask each group to put their chart on the wall.

Ask a volunteer to remind the class what the two tasks were in this activity. (sharing what is going well in their classes and writing and/or illustrating it creatively on flip chart paper) Ask the participants to walk around and read each other's charts.

Then bring the whole class together and ask volunteers to share what similarities they see on their charts.

# activity 05

**Time**  
40 minutes

**What needs improvement?**

Ask, 'What needs improvement in your classes and why do you think that is?' Tell the participants that the needed improvements could be to do with their teaching, with the pupils' behaviour in general or with one child, with the support from community members, and so on. Tell the participants to take a few minutes to think about this.

Explain that they will work in the same groups to share what needs improvement in their classes, and make a chart of their findings.

Tell them to make their chart in a different way this time (they can use another group's idea). They will have 15—20 minutes for this task.

Ask them to choose a new group leader, who will make sure that everyone shares their ideas and writes and/or illustrates them on the chart. Move around the room while they are working, helping where necessary. Then ask each group to put their chart on the wall.

Ask a volunteer to remind the class what the two tasks were in this activity. (sharing what needs improvement in their classes and writing and/or illustrating it creatively on flip chart paper) Ask the participants to walk around and read each other's charts.

Then bring the whole class together and ask for volunteers to share what similarities they see on their charts.

Highlight what went well with the activity. Ask the support teachers to make a note of the needed improvements that they need to address.

**Summary**

Ask the class what they learnt from making and sharing their charts.



# Training Module 7

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Planning lessons	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting lesson plans
<b>Session 2:</b> <b>10.30—11.30am</b> Sharing experiences	<b>Session 2:</b> <b>10.30—11.30am</b> Pupil assessment	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Planning lessons	<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12—1pm</b> Teaching Maths
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Making materials
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 3

## 12—1pm

# Planning lessons



### Learning outcomes

By the end of this session, the participants will be able to:

.....  
**identify the two 'road maps' of teaching**

.....  
**explain why a teacher needs to use the Scheme of Work and the daily lesson plan on a weekly and daily basis**

.....  
**list the lesson plan sections**

.....  
**explain what each section of a lesson plan should include**

.....  
**describe why a teacher must define the learning objective(s) for each lesson**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 2:  
Two road maps of teaching

.....  
Handout 1:  
Lesson plan (one for each participant)

.....  
Chart 3:  
Lesson plan

# Planning lessons

## activity 01

**Time**  
15 minutes

### Reviewing the road maps of teaching

Show [Chart 2: Two road maps of teaching](#). Ask the participants to think about the topic for one minute. Remind them that they learned about the ‘road maps’ in the second week of training.

Then ask, ‘What do you remember about these two “road maps”?’ Ask probing questions if necessary, such as:

‘What are the names of these “maps”?’ (Scheme of Work and lesson plan)

‘What are the “road maps” used for?’ (To tell us what we are teaching the pupils and how we are going to teach them. The teacher uses both ‘maps’ to plan the week’s lessons.)

‘How often do you use these “road maps”?’ (Scheme of Work weekly, lesson plan daily)

‘When do you create the “daily map”?’ (before the lesson)

The co-facilitator writes short versions of the participants’ answers on the chart.

# activity

## 02

**Time**  
15 minutes

### Filling in the gaps in the lesson plan

Explain that they will play a game of 'fill in the gaps' with the daily road map, the lesson plan.

They will work in groups to fill in the empty titles in a blank lesson plan. When a group has filled in all the gaps, they will raise their hands and a support teacher will check their work.

The first group to fill in the gaps correctly will be first place winner, the next group will be second place, and so on.

Give each participant [Handout 1: Lesson plan](#).

Ask, 'What do you see that may be different from what you remember from the second week of training?' (Scheme of Work week, Daily practice)

Ask them to choose a group leader, who will make sure that everyone participates. All group members should write the missing words in the gaps on their handout.

Play the game. Then bring the whole class together and ask for their answers. (The gaps are, in order: Objective(s), Introduction, Activity 1, Activity 2, Evaluation.)

# activity 03

**Time**  
30 minutes

## Understanding the sections of the lesson plan

Show [Chart 3: Lesson plan](#). Tell the class that they will discuss in the same groups what one section of the daily lesson plan should include.

Tell each group which one of these sections to work on: Objective(s), Introduction, Activity 1, Activity 2, Evaluation. If there are more than five groups, give two groups the same section.

Ask them to choose a group leader, who will make sure that everyone participates, and a recorder, who will tell the other groups their explanation.

Tell them that they have five minutes for this task. Move around the room, helping where necessary.

Bring the whole class together. Give each group two to three minutes to share their explanations. The co-facilitator writes their explanations on chart 3.

Highlight especially that the goal of Activity 2 is different from the goal of Activity 1 and is based on the make-up of a class and the topic.

## Summary

Ask the following questions:

‘Why is there a “daily practice” section now?’ (The pupils need a short time each day to practise important skills in each subject area. What will the pupils practise so that the skills are learned?)

‘Which section of the lesson plan tells what we are teaching the pupils that day?’ (Introduction)

‘Which section tells how we will check for the pupils’ understanding?’ (Evaluation)

‘Which sections detail the pupils’ independent practice?’ (Activity 1 and 2)

‘Why are objectives important?’ (They focus us on what we will teach and how we will teach it.)



# Training Module 7

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Planning lessons	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting lesson plans
<b>Session 2:</b> <b>10.30—11.30am</b> Sharing experiences	<b>Session 2:</b> <b>10.30—11.30am</b> Pupil assessment	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Planning lessons	<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12—1pm</b> Teaching Maths
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Making materials
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 4

## 2—3pm

# Teaching English



### **Learning outcomes**

By the end of this session, the participants will:

**have identified new topics and objectives in the English Scheme of Work Term 2**

**have practised a song that enables pupils to learn and remember verbs**

**have identified the activities during which the pupils are saying and doing**

**be able to describe the English lesson plan format**



### **Materials**

Flip chart or chalkboard, markers

Handout 2:  
English Scheme of Work Year 1 Term 2 (one for each participant)

Handout 3:  
Sample lesson plan (one for each participant)

# Session 4

2—3pm

# Teaching English

## activity 01

**Time**  
30 minutes

**The English Scheme  
of Work Term 2**

### Note to facilitators

In this session, one group will do Teaching English and the other group will do Teaching Maths. They will change over in Session 5. Divide the participants and support teachers into two equal groups and have one group move to another room. There should be one facilitator with each group.

Ask, 'How long have you been teaching in the Islamiyya schools now?' (The majority of the schools have been in session for about five months or 20 weeks.)

Explain that, if they have been following the Scheme of Work, then they are now teaching Term 2 topics. The work in Term 2 of the English Scheme is different in some major ways.

In this session they will look at how it is different and how to use a lesson plan, charts and activities to teach the more complicated skills.

Give each participant [Handout 2 : English Scheme of Work Year 1 Term 2](#).

Tell them to work in groups of four. The members of the group will take turns reading one week's topics and content. They will then discuss how Term 2 objectives are different from Term 1 objectives and list at least three differences. They will have 15 minutes for this task.

Bring the whole class together and ask each group in turn to share one difference that they found in the Scheme of Work. The co-facilitator writes the differences on the flip chart or chalkboard. (Differences include, but are not limited to: reading and writing, sounding consonants and vowels, storytelling, plurals, prepositions, spelling, composition, dictation.)

# activity 02

## Summary

Explain that these are more difficult concepts for children to learn and for teachers to teach. The teacher is expected to be able to speak longer sentences in English and to guide the pupils to ask and answer questions. The pupils need to hear the teacher speaking in English at least 50% of the time. They need lots of practice to learn how to speak, understand, and read and write a second language.

**Time**  
10 minutes

## Using songs to teach

Ask, 'What activities allow the pupils to practise speaking and listening?' (saying verses and poems, answering questions, learning dialogues, singing)

Explain that you will teach a new song that helps pupils to practise the verbs that they know and to learn new verbs.

The song combines movement and singing. Do each movement (for example 'clap your hands') as you sing:

If you're happy and you know it,  
Clap your hands,  
If you're happy and you know it,  
Clap your hands,  
If you're happy and you know it,  
Then your life will surely show it,  
If you're happy and you know it,  
Clap your hands

Repeat, changing 'clap your hands' to 'jump up high', 'touch your head', 'turn around'. Think of more movements to add.

# activity

## 03

**Time**  
20 minutes

### Planning lessons

Ask, 'What did you include in every lesson when you were first teaching the Hausa alphabet?' (daily handwriting practice)

Explain that the teacher needs to do the same with teaching the sounds of the consonants and vowels in English, giving the pupils lots of practice writing the letters and 'reading' their sounds.

Tell them that they will look at a sample lesson plan with a partner. They will underline the parts of the lesson when the teacher is saying and/or doing and circle the parts when the pupils are saying and/or doing.

Give each participant [Handout 3: Sample lesson plan](#). Before they begin, ask a volunteer to remind everyone what the task is and ask if there are any questions.

Move around the room while they are working, helping where necessary.

Then bring the whole class together. Ask volunteers to highlight when in the lesson the teacher is saying and/or doing and when in the lesson the pupils are saying and/or doing. Check for agreement.

Ask as many different volunteers as possible to say their ideas. Then decide together how much of the lesson is for the pupils saying and doing.

### Summary

Ask, 'Why is it important to have the pupils doing more of the saying and doing?' Take their ideas.

Emphasise that every lesson needs to have time when small groups, pairs or the individual pupils have some work to do so that they can practise the concept. Emphasise that the pupils will not learn the objectives if the teacher only introduces them and allows just a few pupils to come to the front to demonstrate. This is true for every subject.



# Training Module 7

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Planning lessons	<b>Session 1:</b> <b>9.30—10.30am</b> Presenting lesson plans
<b>Session 2:</b> <b>10.30—11.30am</b> Sharing experiences	<b>Session 2:</b> <b>10.30—11.30am</b> Pupil assessment	<b>Session 2:</b> <b>10.30—11.30am</b> Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
<b>Session 3:</b> <b>12—1pm</b> Planning lessons	<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12—1pm</b> Teaching Maths
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching English	<b>Session 4:</b> <b>2—3pm</b> Teaching Maths	<b>Session 4:</b> <b>2—3pm</b> Making materials
<b>Session 5:</b> <b>3—4pm</b> Teaching Maths	Wrap up 3—3.15pm	Wrap up 3—3.15pm
Wrap up 4—4.15pm		

# Session 5

3—4pm

## Teaching Maths



### Learning outcomes

By the end of this session, the participants will have:

**identified the new topics in the Maths Scheme of Work Term 2**

**worked with others to create an introduction to multiplication as repeated addition**



### Materials

Flip chart or chalkboard, markers

Handout 4: Maths Scheme of Work Year 1 Term 2 (one for each participant)

Chart 4: Introduction to multiplication

Maths Year 2 textbooks (five or six)

Small objects (for each group)

Card, crayons, scissors

# Session 5

## 3—4pm

# Teaching Maths

## activity 01

**Time**  
20 minutes

**Maths Scheme of Work  
Term 2**

### Note to facilitators

In this session, one group will do Teaching Maths and the other group will do Teaching English. They will stay in the same groups as in Session 4.

Tell the participants to think back to the two ‘road maps’ that you talked about earlier today. Ask, ‘Which “road map” do teachers use to make their weekly lesson plans?’ (Scheme of Work)

Explain that they will work in groups of three to look through the Maths Scheme of Work Term 2 and identify at least one new topic that the pupils have yet to be introduced to. They will have five minutes for this task.

Tell the groups to choose a recorder, who will share their findings with the other groups. Ask if they have any questions.

Give each participant [Handout 4: Maths Scheme of Work Year 1 Term 2](#).

Move around the room while they are working, helping where necessary.

Bring the whole class together. Explain that each group will have one minute to share their findings. If they have the same findings as another group, they can just say that they too found the same. The co-facilitator writes the findings on the flip chart or chalkboard.

### Summary

Highlight the new topics that they have found. (Possible answers are: multiplication, whole numbers to 200, addition of three-digit numbers, standard length measures, properties of three-dimensional shapes.)

## activity 02

**Time**  
40 minutes

**Creating an introduction  
to multiplication**

Explain that they will now practise how to introduce a topic through two methods; telling a story and demonstration. The topic will be multiplication as repeated addition.

They will create a story and practise a demonstration to go with the story which introduces one of the 2—5 times tables. They will work in the same groups of three, and will present their introduction on Day 2.

# Wrap- up 4— 4.15pm



.....  
Show [Chart 4: Introduction to multiplication](#). Ask volunteers to read each instruction.

.....  
Show the [small objects](#) that they can use to demonstrate the story and the [Maths Year 2 textbooks](#) that they can use for ideas. Give out [card](#), [crayons](#) and [scissors](#). Before they begin, ask if there are any questions.

.....  
Move around the room while they are working, making sure that they understand the task and helping where necessary (for example, by telling them a story of repeated addition as a model for them).

.....  
Give them a two-minutes warning before the end of the activity. When there is one minute left, tell them that you will all count by 2s and see how long it takes for the whole class to be ready.

.....  
Remind them that they will present their introduction tomorrow.

Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you orally. Ask a volunteer to lead the class in a closing prayer.

# Training Module 7

## Day 1

### Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

# handout chart

## 01 01

# Timetable module

## 07



### Day 1

**Session 1:**  
**9.30—10.30am**  
Reconnecting/  
Sharing experiences

**Session 2:**  
**10.30—11.30am**  
Sharing experiences

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Planning lessons

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching English

**Session 5:**  
**3—4pm**  
Teaching Maths

Wrap up  
4—4.15pm



### Day 2

**Session 1:**  
**9.30—10.30am**  
Planning lessons

**Session 2:**  
**10.30—11.30am**  
Pupil assessment

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching English

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Teaching Maths

Wrap up  
3—3.15pm



### Day 3

**Session 1:**  
**9.30—10.30am**  
Presenting lesson  
plans

**Session 2:**  
**10.30—11.30am**  
Teaching English

Tea break  
11.30—12pm

**Session 3:**  
**12—1pm**  
Teaching Maths

Lunch  
1—2pm

**Session 4:**  
**2—3pm**  
Making materials

Wrap up  
3—3.15pm

# chart

## 02

**Note to facilitators**  
During the activity, fill in the chart, first inserting the names of the two 'road maps' in the boxes and then listing the participants' explanations under the boxes.

*Two road maps of teaching*

-----	-----
-----	-----
-----	-----
-----	-----
-----	-----

# handout

## 01

<u>Lesson plan</u>	
Date	
Subject	
Scheme of work Week	
Topic	
Objective(s)	
Daily practice (Shared news mental work phonics work)	
-----	
-----	
-----	
-----	

# chart

## 03

<u>Lesson plan</u>	
Date	
Subject	
Topic	
Scheme of work week	
Objective(s)	
Daily practice	
Introduction	
Activity 1	
Activity 2	
Evaluation	

# handout

## 02

# English scheme of work year 1, term 2: 1

Week	Topic:	Content:
1	Prepositions (speaking and listening)	Using prepositions: in, on, of, at, under, over, below and behind
	Story telling (speaking and listening)	Introducing story telling
	Writing	Making strokes and curves to form letters A, B, C, D, E, F, G, H
	Identification of letter-sound relationships of consonants	Expressing and identifying sounds for consonant letters B, soft and hard C, D, F, soft and hard G, H
2	Regular plurals (speaking and listening)	Introducing regular plurals, eg: book-books, boy-boys
	Story telling (speaking and listening)	More practice with storytelling
	Identification of letter-sound relationships of consonants	Making strokes and curve to form letters I, J, K, L, M, N, O, P, Q
	Writing	Expressing and identifying sounds for consonant letters J, K, L, M, N, P, Q along with previous consonants
3	Irregular plurals (speaking and listening)	Expressing irregular plurals, eg: man-men, child-children
	Contrasting '-s' and '-es' in regular plurals	Differentiating use of '-s' and '-es' for regular plurals', eg: cat-cats, batch-batches
	Writing	Making strokes and curve to form letters R, S, T, U, V, W, X, Y, Z
	Identification of letter-sound relationships of consonants	Expressing and identifying sounds for the consonant letters R, S, T, V, W X, Y, Z along with previous consonants

# handout

## 02

# English scheme of work year 1, term 2: 2

Week	Topic:	Content:
4	Verbs (speaking and listening)	Pronouncing and identifying more verbs, eg: buy, sell, wash
	Short poems (speaking and listening)	Reciting some short poems
	Writing	Making strokes and curves to form small letters a, b, c, d, e, f, g, h
	Identification of letter- sound relationships of consonants	Expressing and identifying sounds for all the consonant letters
5	Countable nouns (speaking and listening)	Determining countable nouns using one, two, few, many and several
	Short poems (speaking and listening)	More on reciting short poems
	Writing	Making strokes and curves to form small letters i, j, k, l, m, n, o, p, q
	Identification of letter- sound relationships of consonants	Expressing and identifying sounds for all consonant letters
6	Uncountable nouns (speaking and listening)	Determining uncountable nouns using 'some' and 'plenty'
	Folktales (speaking and listening)	Making strokes and curves to form small letters r, s, t, u, v, w, x, y, z
	Writing	Introducing folktales
7	Vowels	Identifying and writing 'short' vowels i, a, o in three-letter words (CVC words), eg: pat, pit, pot
	Writing	Writing capital letters A—Z without strokes

# handout

## 02

# English scheme of work year 1, term 2: 3

Week	Topic:	Content:
8	Simple demands (speaking and listening)  Writing  Vowels	Expressing simple demands using 'can', 'would', and 'may', eg: May I use your biro?  Writing small letters without strokes and curves (a—z)  Identifying and writing 'short' vowels e and u
9	Question forms (speaking and listening)  Folktales (speaking and listening)  Word/picture match  Vowels	Expressing simple demands using 'can', 'would', and 'may', eg: May I use your biro?  Writing small letters without strokes and curves (a—z)  Identifying and writing 'short' vowels e and u
10	Description (speaking and listening)  Writing and reading words	Describing people/objects by weight and size using, eg: big, small, huge, heavy, thin, fat, giant  Combining letters to form short CVC words with short vowels
11	Writing and reading words  Jigsaw word puzzles  Reading sight words	More practice writing and reading simple words  Reading short words, eg: come, go, look, jump  Introducing jigsaw word puzzles
12	Revision	

### Sample lesson plan

Date	
Subject	
Scheme of work Week	
Topic	
Objective(s)	Identify and say the plurals of six regular Singular nouns (book, duster, mat, biro, slate boy). Draw pictures of the singular and plural nouns on cards.
Daily practice Alphabet chart 5 minutes	Show each letter A-D on the chart one at a time. Say each letter name, then the sound of the letter. Pupils repeat after. Point to the letter. Volunteer says the name. Another says the sound. Others repeat. Say the sound of each letter out of order. Pupils write each on slates.
Introduction of new objective 15 minutes	Materials: one of six objects (book, duster, mat biro, slate, boy). Point to one of the objects and say, "This is a ____." Pupils say the sentence when I point to another object. Volunteer chooses one of the six objects / says a sentence. Pupils repeat. Do with all six objects. Show two of the same object and say, "These are ____s." Pupils repeat. Continue with all the objects. Write singular and plural nouns on the blackboard.
Activity 1 10 minutes	Form small groups with a leader in each. Each leader shows the plurals of objects to his/her group. The leader chooses a volunteer to say a sentence - "These are ____s" - for each one. Others correct the pupil if needed.
Activity 2 15 minutes	Materials: cardboard, crayons, scissors Small groups make matching cards of singular and plural of objects to play a game the next day. Advanced pupils write singular and plural words on separate cards.
Evaluation 5 minutes	Listen to pupils in Activity 1 while going from group to group. Show completed cards at the end of Activity 2 to the whole group. Ask, "What is this?" or "What are these?"

# handout

## 04

# Maths scheme of work year 1, term 2: 1

Week	Topic:	Content:
1	Whole numbers from 1—200	Counting, identifying, ordering, reading and writing numbers from 1—200 Place value with hundreds included
2	Fractions	Fractions $\frac{1}{2}$ and $\frac{1}{4}$ of a given collection $\frac{3}{4}$ of a given object
3	Addition and subtraction	Addition of 3-digit numbers without exchanging Subtraction of 3-digit numbers without exchanging
4	Multiplication	Multiplication as repeated addition and use of the symbol 'X' using objects to demonstrate Basic multiplication $\times 1$ , $\times 2$ , $\times 3$ , $\times 4$ , $\times 5$
5	Two-dimensional shapes	Identification of shapes: square, rectangle, circle and triangle Square corners in shapes
6	Capacity	Identifying, naming, ordering and comparison of objects by their capacities
7	Weight	Comparison and ordering of objects by weight
8	Time	Reading clocks to the hour and half hour Naming and arranging days of the week
9	Money	Uses of money Nigerian bank notes Changing units of money

# handout

## 04

# Maths scheme of work year 1, term 2: 2

<b>Week</b>	<b>Topic:</b>	<b>Content:</b>
10	Length	Comparing natural units, eg: arm length, foot length, height of pupils Measurements in metres and centimetres
11	Area	Areas of different objects: rectangles, squares, triangles and other shapes Idea of smaller than, larger than, largest, smallest
12	Three-dimensional shapes	Properties of cubes and cuboids Faces, corners and edges Properties of cylinder and sphere

## Introduction to multiplication

- ① Work in groups of three.
- ② Topic: Introduction to multiplication as repeated addition using one of the 2-5 times tables as an example.
- ③ Take 30 minutes to create and practise telling a story using objects to demonstrate.
- ④ Plan your introduction so that pupils will use the objects along with you.
- ⑤ Your group will present your introduction on Day 2.
- ⑥ The other participants will act as pupils.
- ⑦ There will be a feedback session afterwards.

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