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1	1	Myself	To introduce themselves.	Go out side and make a circle. Ask them to their name. eg : my name is Introduce Es pupils' book. Show them how to to open the book and write.	Book Board chalk	3
	2	Myself	Identify boy and girl.	Take a boy to the front, ask questions. Is he a boy or a girl? Students should answer in full sentences eg yes he is a boy, no she is a girl . Paste picture of a boy or a girl on the BB ask who is a girl ?play parcel passing. students say sentence I am a girl or boy	pictures	
	3	Myself	To write a sentence under a picture.	Revise the previous lesson. Paste their own picture on their exercise book. Ask them to write my name is...I am a boy or a girl. Sing a song Hassan is a boy	Their own photo	
	4	Family	Identify and say the family members..	. tell them to close their eyes .take 3 students out of the class and ask them to wear the dresses of father mother and baby. bring them to the class and ask whois this. Paste word cards on the boardread with teacher (mother,father ,baby ,myself)play bear family. ask them to bring a afamily photo for the next lesson(magazine)	pic and word cards of family members,clot hes	149 ,150
	5	My family	To draw and name their own family.	Revise the lesson read and spell the names of family members.take some of them infront of the class and paste the word card of family members and make large and small family.ask how many members are their in your family.	pic and word cards of family members,clot hes	6

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2	1	Assessment one		Family and myself	Paper	
	2	Parts of the body	Identify atleast four parts of the body.	Sing a song head and shoulder .ask questions while pointing the parts.make letter sound of each part. Children point their body parts while teacher name the parts.	Name cards	8
	3	Parts of the body	Identify the parts of the body. Match the parts and the names.	Give name card to the groups,one from each group has to stand and show the correct picture others have to that body part when the teacher call out a name. play a game I am thinking about a body part which start with the letter....egh / soundothers show the body parts.	Name cards	
	4	Parts of the body	Identify and name atleast 6 parts of the body.	Give name cards and picture cards and play hidden pairs. Draw 4 body parts on their exercise book. Play Ali says using the body parts .(eg Ali says to touch your nose.	Picture and word card	9
	5	Parts of the body	Identify and name atleast 6 parts of the body	Play pointing game(by touching a particular part they have to say this is my.....) do page 11. after finishing draw and name parts of the body on a white board. Sing head and shoulder song .	Pictures	11

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3	1	Parts of the body	Identify some parts of the body.spell some names of the body parts.	Play parcel passing game. Tell each child a white board tell them to divide it in to 4 groups . when teacher say a body part they have to draw it . using page 8 play pointing game. In pairs ask questions : show me your.....? This is my?		
	2	Looking after our body.	Identify atleast 3 things that used to look after our body. Identify 3 ways we look after our body. Demonstrate how to take care of our body.	Show them some objects(shampoo ,tooth brush,comb). Ask questions .what are these?why do we use these?why do we clean our hair?teachea show actions and say sentences ask them to repeat.eg I brush my teath.i wash my handand body.	Paper	12 13
	3	Looking after our body.	Identify ways to be healthy.	Show some objects like ball, fruits. Ask questions, why do we play? why do we rest? play good or bad game eg I eat sweet everyday/I change my clothes. I wear dirty clothes. I am very lazy. put BAD and GOOD on the opposite walls. T say sentences children go to the correct word.	Real objects	14
	4	. Looking after our body	. Identify 3 ways we look after our body. Identify ways to take care of our body.	Teacher ask what did they do yesterday to keep their selves clean. Children answer . all rpeat with action children mime the ways we clean our body . others have to guess and say sentences. Draw some ways on the white board..	WB	
	5	. Looking after our body	. Identify 3 ways we look after our body. Identify ways to take care of our body.	Put pictures on the board. Eg: brushing teeth, children say sentences and do actions. revise the ways we can take care our body. In groups ask them you list how they clean their body. Present it . disscuss about their points. Do page 15	.	15

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4	1	. Looking after our body	. Identify 3 ways we look after our body. Identify ways to take care of our body.	Go out side and play parcel passing . the one who get the parcel should say a sentence + repeat the action .go through each picture of page 17. give pictures to each group and tell them to mime . whole class repeat and say sentences.		17
	2	. Looking after our Parts of the body body	Assessment two			
	3	People who help us	Identify atleast 4 people who help us other than family members. Observe how they help us	Teacher read a riddle .eg I work in a boat .on the sea I use pole and line . who am I ?show different objects used in jobs.(teacher ,shopkeeper,nurse,doctor,)play role play to show different people who help us .paste word cards on the board . read the word with sound and spelling.		19
	4	People who help us	Identify people who help us other than family members Observe how they help us	Teacher mime the works of some people who help us. Children guess and say sentences .in group children make riddle and present. On white board in pairs draw two people who help us. Discuss with whole class .draw two people who help us on their ex book.	pictures	
	5	People who help us	Identify people who help us other	Teacher show pictures of people who help us and questions. Ask more about the other people who help us in our every day life. Show page 20 and explain the activity do it (doctors help sick people, teacher help children to learn, fisherman catch fish, shop keeper sells us food, police man keep people safe.	pictures	20

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5	1	How can I help?	Identify the people who help us. Identify ways in which children can help.	Match the name cards and picture cards of people who help us on the board. In group children draw one thing they do at home to help mother or sister. Teacher show page 21 and explains and discuss. Do the page 21. Recall the ways they can help others, Eg: I can sweep the floor. Teacher mime a person, children guess that person.	Picture cards and name cards	21
	2	How can I help?	Identify different ways they can help others, like mother, sister.	In groups list the way they can help others. Play moving answer. Show them picture of jobs. If they can do that job they can fold their arms. Mime the jobs that they can do their own. Do that activity 5.2 page 22. Play parcel passing.	Picture cards and name cards	22
	3	How can I help?	Play a roll play. Identify different ways they can help others, like mother, sister.	Teacher mime the action of a jobs, children do themselves and say the names of the job. Give the name card of a job to each group they have to Explain the activity 5.2 page 23.	Picture cards and name cards.	23
	4	People who help us. How can I help?	Play a roll play. Identify the people who help us.	Play moving answers (I brush my teeth, I can be a shop keeper, I can kook, I can drive the car.) give name cards to the groups. They do the action. Other groups guess the person. Children name cards and pictures on the board. Children have to say how each person help us. Draw two ways they can help others, in exercise book	Picture cards and name cards	
	5	Test		People who help us. How can I help?		

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6	1	I I care	Identify some people who Care for us. Identify ways they can for us.	Take about six children out side and explain a mini role play. (using parents, doctors etc) others have to guess the people who care for us. In groups ask them to list different ways that the people can care for us. Teacher say sentences, whole class repeat. Give them an activity to do in their exercise book		
	2	I care	TO discuss our feeling when nice thing are sad.	Ask who love you. write a mode sentence on the black board. Children make new sentence in their groups and say it Eg: Myloves me. Play GOOD or BAD game in the park. Teacher say sentences they have to move to the correct word, Eg: I like your eye, you are a naughty boy. In pair they have to say two nice things to each other. Ask how We feel when people say nice things to us. Discuss about the point.		
	3	Choosing good health.	Identify at least two ways to be healthy.	Go out side do starching running activities. Ask children to sit and close their eyes for a few minutes. Ask what did they do out side.(exercises and rest)is it good or bad. What else can we do to stay healthy? Eg: eat healthy food, wast , change clothes , play, sleep etc Explain he page 26 explain what the children are doing in the pictures.		
	4	Choosing good health.	Identify and name at least five fruits	Revise the previous lesson. Place many fruits in a bag. Let children feel it form out side. Ask can you tell any thing in the bag . Explain what Fruit is? And name of some fruits. Children draw four fruits in their exercise book. And name them . play circle game.	Real fruits.	
	5	Choosing good health.	Identify at least five vegetables.	Play hangs man . Ask about the letter sound Ask children to draw four vegetables on the white board. Give pictures and name cards and play hidden pairs in their group. Draw four Vegetable in their exercise book.(pumpkin, drumstick ,carrot and cabbage). Match the pictures and name cards on the board.	Picture card and name cards	

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7	1	Choosing good health.	Identify and name at least five fruits vegetables.	Using the names of fruits and vegetables play clap game card and picture cards to the groups. Ask them to shot the fruits and Vegetables in their group. Play moving answer	Picture cards and name cards.	
	2	Choosing good health.	Identify and name at least 3 cereals.	Bring real object like noodles, rice,roshi,bread. Ask what needs to make these and ask about the names of flour and paste. Explain all these foods are in cereal group. Draw four cereals in their exercise book .(Rice, bread , roshi and noodles).	Picture cards and name cards.	
	3	Choosing good health.	Identify three foods in milk group.	Ask what you drink during interval period. In groups ask them to list them on white board in groups children draw one or two food from milk group. Feed back . teacher write on black board.(milk, yoghurt,ice cream, butter, cheese, condense milk etc.) Draw four foods from milk group from milk group.		
	4	Choosing good health.	Identify at least three meal in meat group.	Show them picture cards and them to name it and introduce fish group. Ask children what meat eat do you eat? Ask them to name the food they eat every day. Children draw 4 picture of meat and Write its name in exercise book .(fish , chicken . sausage and beef)		

	5	Choosing good health.	To short and match different food groups.	Give white boards and teacher call out a food group, they have to draw a food from that group. In each group ask one child to say what they draw. Whole class name other food in the group . make for columns on the black board. Give pictures to each group. Tell them to past the picture in to the correct column. Teacher call out the food or show them the picture of food group.		
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8	1	Choosing good health	To catogorise foods in to correct food groups. To recall food groups and make display.	Ask children to give examples of food from each group. Teacher call out food and children say which food group is it? play thumbs up and thumbs down game. Make display about the food groups. Each group list foods that we eat in our every day life .		
	2	Choosing good health	To identify foods in our daily diets. To catogorise foods in to correct food groups.	In groups children draw each meal on white board .feed back to the class .teacher draw on black board. Discuss about page 28 and 29. talk about page 30. do activity 7.1 page 31.		28 29 30 31
	3	Choosing good health	To identify foods in our daily diets. To catogorise foods in to correct food groups.	Give name cards of food groups. teacher call out a food children hold the cards do activity 7.1 page 32 with whole class .	Name cards	32
	4	Choosing good health	Discuss the importance of eating variety of foods. Recall learnt food groups.	Brief discussion on page 31 and 32, about the importance of eating foods from each food group. Do page 33. ask them to draw and write two foods from each group on the white board.	White board	33

	5	Assessment 4		Choosing good health I care		
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9	1	soil	Identify the living things that live in the soil. To observe soil in the environment.	Ask questions.eg where do we live ? keep asking questions until you get the answer house or home. In groups children think about two animals and where do they live? go out side and observe the living things live in the soil. Come back and discuss about the living things they found. In pairs draw two things that live in the soil. Mime the living things.	Magnifying glass	
	2	soil	Identify the living things that live in the soil.	Explain the word living things. Discuss about page 35. teacher draw and name 4 pictures on the board. Spell and make the letter sounds. Ask children to draw them on their exercise book.(earth worm , slug, centipede and ant) ask them to bring bottle or a jar in each group.		35
	3	soil	Experiments to find out what is soil.	Play hang man using the names of living things live in the soil.project work . bring children out side allow children to put soil and water in to a jar. Shake it discuss about what is floating on the water draw the bottle with the layers on their exercise book.	Jar ,soil ,water	36
	4	soil	Observe and record the characteristics of soil.	Go out side and put the soil in to the news paper. Observe it in groups. allow them to feel and touch. Ask what you observe about the soil. Come back and talk about the page 37. ask them to bring balloon, cotton and empty bottle.	News paper,soil	37

	5	What is air?	Experiments to see how we can use air to move things. To observe air show it move things.	Bring children out side .ask to close their eyes what can they feel ? open their eyes and ask can we see air ? ask more questions. Do activity 2.2 Ask to bring a bucket and a bottle.	Bottle, cotton	
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10	1	Looking for air.	Experiment to find out that air exist.	Ask questions. What are the things that need air for moving it? How do we use air?(breath and dry cloth). Do activity2.1 in pairs. Go out side do experiments on page 41.ask what happen. What was in the bottle? Why the water has bubbles in it? Draw it in their exercises book.	Bucket of water Bottle	
	2	Watery world	Understand that Water covered most of the earth s surface.	Ask many question . Which have answer water. Eg: What do we use for ablution? Show them a globe and explain land in green and water in blue. Ask children come and point different areas of the globe. By closing their eyes . open the eye and it is blue children call it is .Explain page 42.		
	3	Water World.	Understand that earth s surface is made up of water and land.	Water land game.(if we say water they waves move their body. If we say land stand still). Teacher draw blank board. Ask some children to come and draw the land and water on the globe. Color water With the blue and land with green chalk. Children draw that on their exercise book and label the parts land and water.	globe	
	4	Watery Maldives	Understand that earth s surface is made up of water and land.	Show a picture of and ask children to show the land and water.ask about the island near to the kulhudhuffushi . give the word “island” and explain the concept. Teacher draw an island with water around on the black board. After that write two sentences.(kulhudhuffushi is an island. there is water all around) children draw it on their exercise book.		
	5	Watery Maldives	Understand that earth s surface is made up of water and land.	Do water land mime ? ask if other island people want go to the kulhudhuffushi,how can they go? Do activity 3.1		44

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1	assessment 5		Soil Water		
2	water	Identify atleast 3 properties of water.	Activity 3.2. pour water in to different containers. Allow them to smell, taste, feel and look at the water. Allow them to pour water to the different shaped containers. Children observe water.	Containers Water	
3	water	Compare water with other. Identify properties of water	Allow children to play and observe with different materials (rocks, sand, milk, water, ball,) groups fill in the questionnaire (table) about observation, comparisons to water. Class discussion.	Sand Rock Milk Water	
4	water	Identify and list 3 uses of water in school environment.	Go out side ,walk around school . observe different uses of water in school. Record on white board in groups. Class discussion . draw and write the uses in exercise book. Cover one plant with plastic bag.	Plant and plastic bag	
5	water	Identify uses of water.	Brain storm in groups. Feed back. teacher write key words on black board. Do activity 4.2. Observe plant.		

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12	1	Water.	identify uses of water	Mime in groups, other groups guess, repeat sentences with group and individuals.eg watering plants, washing clothes, do activity 4.3. draw and write it on the book. Observe the plant in class room		
	2	Sharing water	Identify the importance of water. List different ways we use water.	Observe plant, what has happened? What will happen all living things if we do not have water? Explain page 50 and 51 in group's children list where we get water. Draw and name.		
	3	Sharing water	Identify ways to save water	Show pictures of saving or wasting water ask is it wrong or right, why? Class discussion. In groups think about how can we save water?		52 53
	4	Sharing water	Identify ways to save water	Mime acts of wasting/ saving water. whole class repeat the action and sentences. Write sentences and draw pictures on the book.		
	5	water	Identify ways of using water without wasting	Brain storm, mime actions and repeat sentences orally. do activity 6.2 draw pictures.		

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13	1	Living and non living things	Identify living and non living things	Teacher mime a living things .children guess. Teacher calls out a word child do aqction? Stay till. Discuss if you are a rock what can you do ?explain living and non living things.		
	2	Living and non living things	Identify at least four living things. Identify what living things can do.	Play line game if the teacher show to living thing children go right, non living things left .explain them the living things can grow, breath, move and eat. Draw living things. <i>Ask them to bring a toy.</i>	Picture cards	56
	3	Living and non living things	Observe living and non living things in school environment.	Go field trip to school. Ask them to remember the things they can see. Point and name the things they find. Ask them is it living or non living. come back and do activity1.1		
	4	Living and non living things	Differentiate pictures of living and non living things.	Give pictures to each group (mix of living and non living things make 2 columns on the black board . children go and past it on the correct column . if wrong correct them do activity 1.2 do as whole class first .	pictures	
	5	Living and non living things		Play dice game. Children roll a dice and say a sentence to the corresponding pictures. E.g. cat. It is a living thing. It can grow. Explain page 59.	Pictures and dice	

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14	1	What can they do	Identify the things that are necessary to stay alive. a	Ask to children about the things that are necessary to stay alive. Explain (food, air, water, shelter, clothes) write sentences. e.g.: I am a boy. inead food to grow. Do activity 2.1		
	2	living and non living thins , water		Make display	A4 paper	
	3	Assessment6		Water, living things and non living things		
	4	trees	Observe trees in the environment. Understand that trees are living thing	Bring children out side to observe trees. Children ask about the shape, colour, etc look at different types of trees. Ask which is most common. Teachers explain that the trees can make their own food using sunlight and water from the ground.	trees	61
	5	trees	Name most common trees in Maldives. List the reason we can say trees are living things.	Do activity3.1 (coconut palm, bread fruit, banana, dhigga) mime growing trees. Start as small seed in ground. Get bigger gradually until a big tree. We are living things. . What can we do? What can tree do?]trees	62

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15	1	Parts of a tree	Identify and name parts of a tree.	Go to park and show them a big tree. point the parts of the tree ask about the names in dhivehi..Teacher explains English names also. Give chance for all to touch and see.1	trees	63
	2	Parts of a tree	Draw and name different parts of tree.	Paste a picture of a tree on the black board. Give name cards to the children and ask them to go and match it with the parts of that tree. Read and spell the parts with whole class. Do activity 4.1	Picture of a tree	64
	3	Parts of a tree	Observe different types of leaves.	Teacher brings different types of leaves to the class. Ask to children what type of leaf is this? Discuss about the shape, colour and size of the leaves. do activity 4.2.	leaves	65
	4	Parts of a tree	Identify and draw different types of leaves. Write a sentence about leaves.	Ask children to come and draw different types of leaves on black board. Draw leaves on their exercise book and write sentences. Ask them to bring leaves for the next lesson		
	5	Parts of a tree	Identify trees by looking at leaves.	Observe leaves in groups. Compare shape, size colour and smell. Rub the leaves.	leaves	

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16	1	Different creatures	Identify and name at least 5 sea and land animals.	In groups mime an animal. Others guess the animal. Ask them to name as many animals as they can .teacher list on the BB. Diferenciate it in to sea and land animal with whole class.		
	2	creatures	Differenciate sea and land animals.	Teacher show different pictures of sea and land animals. If it is land animal they have to say L, sea they have to say S.	Pictures	66
	3	creatures	Differenciate sea and land animals	Give each one a name card of an animal. Draw two columns on the black board. Each should stand and read the card loudly. And paste it into the correct column. Draw and name sea and land animal on their exercise book.	Name cards	
	4	mammals	Identify at least two characteristics of mammal. Name at least 3 mammals.	Paste two animals on the BB. Mammal and non mammal. Ask them to say the differences of those two. and explain that mammals have fur, hair and do not lay egg.	pictures	67
	5	mammals	Identify mammals and dierenciate from other animals.	Ask groups to name mammals. Paste pictures of animals in the park. Ask all groups to go and bring mammal. Name the mammals and read the spelling.	pictures	68

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17	1	mammals	Identify and draw and name at least four mammals	Give name cards to group (land, sea, mammal). Teacher shows pictures and children hold the pictures and say the groups of animal. Ask them to draw and name four mammals. E.g.:(dolphin,rabbit,bat, cat)	Pictures , Name cards	
	2	birds	Identify and describe birds. Observe a bird and list some characteristics.	Teacher brings a real bird in to the class. (Do not allow children to touch too much.)Talk about its food, habit, and characteristics of that bird. (Feathers, beak, wings, legs,) list some characteristics of a bird.	A real bird	69
	3	birds	list some characteristics of birds. Discuss a bird home and hobbit.	Ask children to describe a bird they observed in the last lesson. talk about some birds and its habit, food,) explain and do activity 6.1		70
	4	birds	Identify some local birds.	In groups children list some birds they have seen in Maldives. Teacher show pictures of some local birds talk about page 71. Dew 4 local birds on their as book.		71
	5	birds	Identify some sea birds and saving birds.	Show them video of different birds List some birds	Video	

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18	1	Small animals	Identify and name some small animal in the school environment.	Go out side with magnifying glass and observe some small animal. Ask them to look at its colour, wings, body parts, legs habitat etc. follow an ant. Where is it going? What is it doing?	Magnifying glass	73
	2	Small animals	Identify and name some small animals.	Recall names and describe some small animal. do activity 8.1		74
	3	Small animals	Identify and name some small animals.	Teachers give set of pictures to groups. Teacher call out names of small animals. Children take turns to show pictures match picture cards to name cards to name cards. Draw and name 4 small animals on the exercise book. Ask children to bring small animal in to a jar.	Pictures Name cards	
	4	Caring for small animal	Discuss how can we take care about small animal.	In groups observe ants in jar. Teacher draws ants on black board. Do activity 8.2. Discuss, why are ants? Other small creatures and importance.	Small animal with a jar	75
	5	Caring for small animal	Discuss how can we take care about small animal.	In groups discuss how can we take care about small animals. Class discussion. List on the exercise book.eg ; small animals are important. We must not harm them		

