**PP1 ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM TWO**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| WE EK | LES SO N | STRA ND | S- STRAND | SPECIFIC LEARNINIG OUTCOMES | KEY INQURY QUESTI ONS | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE S | ASSESSME N | REFLECTIO N |
| 2 | 1-2 | HEAL TH PRAC TICES | Cleanin g nose | By the end of the sub strand the learner should be able to;tell the importance ofcleaning their nose | Why dowe clean our nose? | Communication and collaboration- discussion | Responsibility Coopera tion | Learners be guided to discuss the importance of cleaning the noseusing a clean handkerchief | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Cleanin g nose | By the end of the sub strand the learner should be able to;demonstrate the abilityto wipe the nose appropriately | When do we clean our nose | Communication and collaboration-discussion | Responsibility Coopera tion | Learners be guided to discuss the importance ofcleaning the noseusing a clean handkerchief | Charts realia | Observatio oral questions |  |
|  | 5 |  | Cleanin g nose | By the end of the sub strand the learner should be able to; maintain a cleanhandkerchief for personal hygiene | When do we clean our nose | Communication and collaboration- discussion | Responsibility Coopera tion | Learners be guided to discuss the importance of cleaning the noseusing a clean handkerchief | Charts realia | Observatio oral questions |  |
| 3 | 1-2 |  | Care for the teeth | By the end of the sub strand the learner should be able toname items used to clean their teeth | What itemsare usedto clean the teeth | Communication and collaboration-discussion | Responsibility Coopera tion | Learners are guided to name items used toclean their teeth | ChartsRealia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3-4 |  | Care for the teeth | By the end of the substrand the learnershould be able totalk about items used to clean their teeth | Whatitemsare used to clean the teeth | Communicationandcollaboration- discussion | Responsibility Coopera tion | Learners listen to a resource person talk about items that are used to clean their teeth | Chartsrealia | Observatiooralquestions |  |
|  | 5 |  | Care for the teeth | By the end of the sub strand the learner should be able toclean teeth appropriately forpersonal hygiene | What itemsare usedto clean the teeth | Communication and collaboration-discussion | Responsibility Coopera tion | Learners imitate cleaning teeth | Charts realia | Observatio oral questions |  |
| 4 | 1-2 |  | Sanitation/ Toiletin g | By the end of the sub strand the learner should be able to identify toilet facilitiesin the school | Why should we use toiletsfacilities | Communication and collaboration- discussion | Responsibility Coopera tion | Learners are guided to identify the toilets facilities in theschool compound | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sanitation/ Toiletin g | By the end of the substrand the learner should be able tolist toilet facilities inthe school | Whyshould we use toilets facilities | Communicationand collaboration- discussion | Responsibility Coopera tion | Learners areguided to name the toilets facilities in the school compound | Chartsrealia | Observatiooral questions |  |
|  | 5 |  | Sanitation/ Toiletin g | By the end of the substrand the learner should be able to appreciate the need to | Whyshould we use toilets | Communicationand collaboration- discussion | Responsibility Coopera tion | Learners couldobserve a video on appropriate use of toilet | Chartsrealia | Observatiooralquestions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | use clean toilet for personal hygiene | facilities |  |  | facilities |  |  |  |
| 5 | 1-2 |  | Sanitation/ Toiletin g | By the end of the sub strand the learner should be able totalk about theimportance of toilet facilities for personal hygiene, | Why should we use toiletsfacilities | Communication and collaboration- discussion | Responsibility Coopera tion | Learners are guided to talk about the importance ofsanitary facilities in the school | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sanitation/ Toiletin g | By the end of the sub strand the learner should be able todiscuss the importance of toilet facilities for personal hygiene, | Why should we usetoilets facilities | Communication and collaboration-discussion | Responsibility Coopera tion | Learners are guided to talk about theimportance of sanitary facilities in the school | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sanitation/ Toiletin g | By the end of the substrand the learner should be able toexpress the urge fortoileting | Whyshould we usetoiletsfacilities | Communicationand collaboration-discussion | Responsibility Coopera tion | Learners usegames to practice the use oftoileting facilities | Chartsrealia | Observatiooral questions |  |
| 6 | 1-2 |  | Foods/Feeding | By the end of the sub strand the learner should be able to:talk about different food eaten at home | why should weclean our feeding area | Communication and collaboration-discussion | Responsibility Coopera tion | Learners to be guided in telling of cleaning foodsbefore eating | Charts realia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3-4 |  | Foods/ Feeding | By the end of the sub strand the learner should be able to:talk about the importance of eatingclean food | why should weclean ourfeeding area | Communication and collaboration-discussion | Respon sibilityCoopera tion | Learners to be guided in telling of cleaning foodsbefore eating | Charts realia | Observatio oral questions |  |
|  | 5 |  | Foods/Feeding | By the end of the sub strand the learnershould be able to: list importance of eatingclean food | why shouldwe cleanour feeding area | Communication andcollaboration- discussion | Responsibility Coopera tion | Learners to be guided in tellingof cleaning foods before eating | Charts realia | Observatio oral questions |  |
| 7 | 1-2 |  | Foods/Feeding | By the end of the sub strand the learner should be able to:talk about the dangers of sharing food from someone else’s mouth | why should weclean our feeding area | Communication and collaboration-discussion | Responsibility Coopera tion | Be guided to discuss the dangers of eatingfood fromsomeone’s mouth | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Foods/Feeding | By the end of the substrand the learnershould be able to: feed self-using clean hands or feeding items appropriately | whyshouldwe clean our feeding area | Communicationandcollaboration- discussion | Responsibility Coopera tion | Individuallylearners practicefeeding self | Chartsrealia | Observatiooralquestions |  |
|  | 5 |  | Foods/Feeding | By the end of the substrand the learnerobserve proper feeding habits | whyshouldwe clean | Communicationandcollaboration- discussion | Responsibility Coopera tion | watch videos ondifferent feedinghabits, cleaning foods (fruits and | Chartsrealia | Observatiooralquestions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | should be able to: | our feeding area |  |  | vegetables |  |  |  |
| 8 | 1-2 | NAT URA LENVIR ONME NT | Plants | By the end of sub strand the learner should be able toidentify the types of plants found in the home and school | Which plants arefound at home and school environ ment | Communication and collaboration-discussion | Responsibility Coopera tion | Learners are guided to take a walk in theschool compound to name plants within theirschoolenvironment | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Plants | By the end of sub strand the learnershould be able tolist the types of plantsfound in the home and school evironment | Which plantsare found athome and school environ ment | Communication andcollaboration- discussion | Responsibility Coopera tion | Learners are guided to take awalk in theschool compoundto name plants within their school environment | **Charts realia** | Observatio oral questions |  |
|  | 5 |  | Plants | By the end of sub strand the learner should be able totalk about safe plantsfound in the home environment | Which plants arefound athome and school environ ment | Communication and collaboration-discussion | Responsibility Coopera tion | Learners are guided to identify the safe plants inthe home andschool environment | Charts realia | Observatio oral questions |  |
| 9 | 1-2 |  | Plants | By the end of substrand the learner | Whichplants | Communicationand | Responsibility | Learners are | Chartsrealia | Observatiooral |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | should be able to talk about harmful plants found in thehome environment | are found at homeand schoolenviron ment | collaboration- discussion | Coopera tion | guided to identify the harmfulplants in the home and school environment |  | questions |  |
|  | 3-4 |  | Plants | By the end of sub strand the learnershould be able totalk about safe and harmful plants found in the school environment | Which plantsarefound at home and school environ ment | Communication andcollaboration-discussion | Responsibility Coopera tion | In groups learners grouppictures of safeand harmful plants | Charts realia | Observatio oral questions |  |
|  | 5 |  | Plants | By the end of sub strand the learner should be able to appreciate theimportance plants found in the home and school environment | Which plants are found athome and school environ ment | Communication and collaboration- discussion | Responsibility Coopera tion | Learners recite poems, and rhymes about plants found athome and school environment | Charts realia | Observatio oral questions |  |
| 10 | 1-2 |  | Animals | By the end of the sub strand the learner should be able to; identify animals foundschool environment | Which animals are found athome and school? | Communication and collaboration- discussion | Responsibility Coopera tion | Learners are guided to walk around and name the animals foundwithin school compound | Charts realia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 3-4 |  | Animals | By the end of the sub strand the learner should be able to;list animals found school environment | Which animals arefound at homeand school? | Communication and collaboration-discussion | Respon sibilityCoopera tion | Learners are guided to walk around and namethe animals found within schoolcompound | Charts realia | Observatio oral questions |  |
|  | 5 |  | Animals | By the end of the sub strand the learnershould be able to;identify animals found at home environment | Which animalsarefound at home and school? | Communication andcollaboration-discussion | Responsibility Coopera tion | Learners are guided to identifyanimals found athome and school environment by taking a school tour | Charts realia | Observatio oral questions |  |
| 11 | 1-2 |  | Animals | By the end of the substrand the learnershould be able to;list animals found at home environment | Whichanimalsare found at home and school? | Communicationandcollaboration- discussion | Responsibility Coopera tion |  | Chartsrealia | Observatiooral questions |  |
|  | 3-4 |  | Animals | By the end of the sub strand the learner should be able to;identify the dangerousanimals found at home and school environment | Which animals arefound athome and school? | Communication and collaboration-discussion | Responsibility Coopera tion | Learners are guided to identify the dangerousanimals found athome and school environment | Charts realia | Observatio oral questions |  |
|  | 5 |  | Animals | By the end of the sub strand the learnershould be able | Which animalsare | Communication andcollaboration- | ResponsibilityCoopera | In groups, learners discussthe dangerous | Charts realia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | to;appreciate the animals found at home and schoolenvironment | found at home andschool? | discussion | tion | animals found at home and school |  |  |  |
| 12 | 1-2 |  | Weather | By the end of the substrand the learner should be able to; observe weather conditions in the immediate environment | What isthe weather conditio n of the day? | Communicationand collaboration- discussion | Responsibility Coopera tion | Learners areguided to observe the weather conditions of the day | Chartsrealia | Observatiooralquestions |  |
|  | 3-4 |  | Weather | By the end of the sub strand the learner should be able to; identify differentweather conditions in the immediate environment | What is the weather condition of the day? | Communication and collaboration- discussion | Responsibility Coopera tion | Learners are guided to talk about weather conditions theyhave observed | Charts realia | Observatio oral questions |  |
|  | 5 |  | Weather | By the end of the substrand the learner should be able to;respond to weather conditions appropriately in theimmediate environment | What isthe weatherconditio n of the day? | Communicationand collaboration-discussion | Responsibility Coopera tion | Learners could beguided to respond to differentactivities as per weather conditions of theday eg playing with kites | Chartsrealia | Observatiooralquestions |  |
| 13 | CA |  |  | CAT | CAT | CAT | CAT | CAT |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| &14 | T |  |  |  |  |  |  |  |  |  |  |