**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 TICE  S | Cleanin g nose | By the end of the sub strand the learner should be able to;  tell the importance of  cleaning their nose | Why do  we clean our nose? | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners be guided to discuss the importance of cleaning the nose  using 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 ability  to wipe the nose appropriately | When do we clean our nose | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners be guided to discuss the importance of  cleaning the nose  using 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 clean  handkerchief for personal hygiene | When do we clean our nose | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners be guided to discuss the importance of cleaning the nose  using 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 to  name items used to clean their teeth | What items  are used  to clean the teeth | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to name items used to  clean their teeth | Charts  Realia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | 3-4 |  | Care for the teeth | By the end of the sub  strand the learner  should be able to  talk about items used to clean their teeth | What  items  are used to clean the teeth | Communication  and  collaboration- discussion | Respon  sibility Coopera tion | Learners listen to a resource person talk about items that are used to clean their teeth | Charts  realia | Observatio  oral  questions |  |
|  | 5 |  | Care for the teeth | By the end of the sub strand the learner should be able to  clean teeth appropriately for  personal hygiene | What items  are used  to clean the teeth | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners imitate cleaning teeth | Charts realia | Observatio oral questions |  |
| 4 | 1-2 |  | Sanitati  on/ Toiletin g | By the end of the sub strand the learner should be able to identify toilet facilities  in the school | Why should we use toilets  facilities | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners are guided to identify the toilets facilities in the  school compound | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sanitati  on/ Toiletin g | By the end of the sub  strand the learner should be able to  list toilet facilities in  the school | Why  should we use toilets facilities | Communication  and collaboration- discussion | Respon  sibility Coopera tion | Learners are  guided to name the toilets facilities in the school compound | Charts  realia | Observatio  oral questions |  |
|  | 5 |  | Sanitati  on/ Toiletin g | By the end of the sub  strand the learner should be able to appreciate the need to | Why  should we use toilets | Communication  and collaboration- discussion | Respon  sibility Coopera tion | Learners could  observe a video on appropriate use of toilet | Charts  realia | Observatio  oral  questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | use clean toilet for personal hygiene | facilities |  |  | facilities |  |  |  |
| 5 | 1-2 |  | Sanitati  on/ Toiletin g | By the end of the sub strand the learner should be able to  talk about the  importance of toilet facilities for personal hygiene, | Why should we use toilets  facilities | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners are guided to talk about the importance of  sanitary facilities in the school | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Sanitati  on/ Toiletin g | By the end of the sub strand the learner should be able to  discuss the importance of toilet facilities for personal hygiene, | Why should we use  toilets facilities | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to talk about the  importance of sanitary facilities in the school | Charts realia | Observatio oral questions |  |
|  | 5 |  | Sanitati  on/ Toiletin g | By the end of the sub  strand the learner should be able to  express the urge for  toileting | Why  should we use  toilets  facilities | Communication  and collaboration-  discussion | Respon  sibility Coopera tion | Learners use  games to practice the use of  toileting facilities | Charts  realia | Observatio  oral 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 we  clean our feeding area | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners to be guided in telling of cleaning foods  before 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 eating  clean food | why should we  clean our  feeding area | Communication and collaboration-  discussion | Respon sibility  Coopera tion | Learners to be guided in telling of cleaning foods  before eating | Charts realia | Observatio oral questions |  |
|  | 5 |  | Foods/  Feeding | By the end of the sub strand the learner  should be able to: list importance of eating  clean food | why should  we clean  our feeding area | Communication and  collaboration- discussion | Respon  sibility Coopera tion | Learners to be guided in telling  of 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 we  clean our feeding area | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Be guided to discuss the dangers of eating  food from  someone’s mouth | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Foods/  Feeding | By the end of the sub  strand the learner  should be able to: feed self-using clean hands or feeding items appropriately | why  should  we clean our feeding area | Communication  and  collaboration- discussion | Respon  sibility Coopera tion | Individually  learners practice  feeding self | Charts  realia | Observatio  oral  questions |  |
|  | 5 |  | Foods/  Feeding | By the end of the sub  strand the learner  observe proper feeding habits | why  should  we clean | Communication  and  collaboration- discussion | Respon  sibility Coopera tion | watch videos on  different feeding  habits, cleaning foods (fruits and | Charts  realia | Observatio  oral  questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | should be able to: | our feeding area |  |  | vegetables |  |  |  |
| 8 | 1-2 | NAT URA L  ENVIR ONME NT | Plants | By the end of sub strand the learner should be able to  identify the types of plants found in the home and school | Which plants are  found at home and school environ ment | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to take a walk in the  school compound to name plants within their  school  environment | Charts realia | Observatio oral questions |  |
|  | 3-4 |  | Plants | By the end of sub strand the learner  should be able to  list the types of plants  found in the home and school evironment | Which plants  are found at  home and school environ ment | Communication and  collaboration- discussion | Respon  sibility Coopera tion | Learners are guided to take a  walk in the  school compound  to name plants within their school environment | **Charts realia** | Observatio oral questions |  |
|  | 5 |  | Plants | By the end of sub strand the learner should be able to  talk about safe plants  found in the home environment | Which plants are  found at  home and school environ ment | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to identify the safe plants in  the home and  school environment | Charts realia | Observatio oral questions |  |
| 9 | 1-2 |  | Plants | By the end of sub  strand the learner | Which  plants | Communication  and | Respon  sibility | Learners are | Charts  realia | Observatio  oral |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | should be able to talk about harmful plants found in the  home environment | are found at home  and school  environ ment | collaboration- discussion | Coopera tion | guided to identify the harmful  plants in the home and school environment |  | questions |  |
|  | 3-4 |  | Plants | By the end of sub strand the learner  should be able to  talk about safe and harmful plants found in the school environment | Which plants  are  found at home and school environ ment | Communication and  collaboration-  discussion | Respon  sibility Coopera tion | In groups learners group  pictures of safe  and harmful plants | Charts realia | Observatio oral questions |  |
|  | 5 |  | Plants | By the end of sub strand the learner should be able to appreciate the  importance plants found in the home and school environment | Which plants are found at  home and school environ ment | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners recite poems, and rhymes about plants found at  home 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 found  school environment | Which animals are found at  home and school? | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners are guided to walk around and name the animals found  within 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 are  found at home  and school? | Communication and collaboration-  discussion | Respon sibility  Coopera tion | Learners are guided to walk around and name  the animals found within school  compound | Charts realia | Observatio oral questions |  |
|  | 5 |  | Animals | By the end of the sub strand the learner  should be able to;  identify animals found at home environment | Which animals  are  found at home and school? | Communication and  collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to identify  animals found at  home and school environment by taking a school tour | Charts realia | Observatio oral questions |  |
| 11 | 1-2 |  | Animals | By the end of the sub  strand the learner  should be able to;  list animals found at home environment | Which  animals  are found at home and school? | Communication  and  collaboration- discussion | Respon  sibility Coopera tion |  | Charts  realia | Observatio  oral questions |  |
|  | 3-4 |  | Animals | By the end of the sub strand the learner should be able to;  identify the dangerous  animals found at home and school environment | Which animals are  found at  home and school? | Communication and collaboration-  discussion | Respon  sibility Coopera tion | Learners are guided to identify the dangerous  animals found at  home and school environment | Charts realia | Observatio oral questions |  |
|  | 5 |  | Animals | By the end of the sub strand the learner  should be able | Which animals  are | Communication and  collaboration- | Respon  sibility  Coopera | In groups, learners discuss  the dangerous | Charts realia | Observatio oral questions |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | to;appreciate the animals found at home and school  environment | found at home and  school? | discussion | tion | animals found at home and school |  |  |  |
| 12 | 1-2 |  | Weather | By the end of the sub  strand the learner should be able to; observe weather conditions in the immediate environment | What is  the weather conditio n of the day? | Communication  and collaboration- discussion | Respon  sibility Coopera tion | Learners are  guided to observe the weather conditions of the day | Charts  realia | Observatio  oral  questions |  |
|  | 3-4 |  | Weather | By the end of the sub strand the learner should be able to; identify different  weather conditions in the immediate environment | What is the weather conditio  n of the day? | Communication and collaboration- discussion | Respon  sibility Coopera tion | Learners are guided to talk about weather conditions they  have observed | Charts realia | Observatio oral questions |  |
|  | 5 |  | Weather | By the end of the sub  strand the learner should be able to;  respond to weather conditions appropriately in the  immediate environment | What is  the weather  conditio n of the day? | Communication  and collaboration-  discussion | Respon  sibility Coopera tion | Learners could be  guided to respond to different  activities as per weather conditions of the  day eg playing with kites | Charts  realia | Observatio  oral  questions |  |
| 13 | CA |  |  | CAT | CAT | CAT | CAT | CAT |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| &1  4 | T |  |  |  |  |  |  |  |  |  |  |