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



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| **W E****E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCES** | **ASSESSMEN T** | **REM** |
| **1** | **1-****5** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-****5** | ENVIRONMENT | **Myself** | By the end of thesub- strand the learner should be able to;a) tell their names foridentityb) identify their sexfor self-awarenessc) identify body parts(head, hands and legs)d) appreciate oneself for self-esteem | 1. What is your name?2. Are you a boy or a girl?3. Which are your body parts? | Communicationand collaboration Self efficacy | PeaceUnity Love respect | Learners are guided to tell their namessongs about their names and sexguided to group themselves according to sexguided on picture reading categorizing boys and girlsguided to identify body parts (head hands and legs)s are guided on picturereading on body parts from chartssongs on body partslearners sing songs about themselves | **Realia****Charts** | **1.Observati****on****2.Oral questions Written questions** |  |
| 3 | 1-5 |  | **OUR SCHOOL** | By the end of the sub strand the learnershould be able to;a) Talk about peopleworking in the | Who are the people in school?2. What work isdone by different | Communication andcollaborationCritical thinkingand problem | UnityLoverespect | Learners are guided to talk about work done by people in the | **Realia** | **.Observatio n****2.Oral****questions****Written** |  |



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|  |  |  |  | school for identification,b) Appreciate thework done by people in school, | people in school?3. What structures are found in theschool?4. What are thecolours of the flag? | solvingSelf efficacy |  | schoolguided to walk round the school to identify structureslearners identify different structures on the chartsongs about structures and people in schoolpoems about our school |  | **questions** |  |
| 4 | 1-5 |  | **OUR SCHOOL** | By the end of the sub strand the learnershould be able to;a) Identify structuresfound in the school for familiarization b) Identify the flag and theflag post for patriotism | Who are the people in school?2. What work isdone by different people in school?3. What structures are found in theschool?4. What are thecolours of the flag? | Communication andcollaboration Critical thinking Self efficacy Imaginative and creative | PeaceUnityLove respect | Learners are guided to talk about work done by people in the schoolguided to walk round the school to identify structureslearners identify different structures on the chartsongs about structures and people in schoolpoems about our school | **Realia charts** | **.Observatio n****2.Oral questions Written questions** |  |
| 5 | 1-5 |  | Home | By the end of substrand the learner should be able to; | 1. Who are the people are found at | Communicationand collaboration | PeaceLoveRespect | Learners be guided in naming | **Realia****charts** | ObservationWritten question |  |



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|  |  |  |  | a) name people found at home, b) tell therelationship between people found at home,c) talk about workdone by people found at home for appreciation,d) appreciate thepeople at home for harmonious living | home?2. What work is done by people athome?3. What is therelationship of people found at home? | Critical thinking and problem solvingSelf efficacy Imaginative and creative | Unity | people found at homeguided to talk about relationship of people found at home eg sister, brother, mother etc.videos of people found at homepictures of people at homepictures of people at homepeople at home songs and recitepoems aboutpeople found at home.news tell about family members |  |  |  |



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| 6 | 1-5 |  | Home | By the end of sub strand the learner should be able to;a) name people found at home, b) tell therelationship betweenpeople found at home,c) talk about work done by peoplefound at home for appreciation,d) appreciate the people at home forharmonious living | 1. Who are the people are found at home?2. What work isdone by people at home?3. What is the relationship of people found at home? | Communication and collaborationCritical thinking and problem solvingSelf efficacyImaginative and creative | Peace Love RespectUnity | Learners be guided in naming people found at homeguided to talk about relationship of people found at home eg sister, brother, mother etc.videos of people found at homepictures of people at homepictures of people at homemodel people at homesongs and recite poems about people found at home.news tell about family members | **Realia charts** | **.Observatio n****2.Oral questions** |  |
| 7 | 1-5 | **1.0****SOCIAL ENVIRON MENT** | **Interpers onal Relations hip** | By the end of the substrand the learner should be able to; a) talk about courteous words used in different situationsb) use courteous words appropriately during interactions c) show etiquette intheir interactions for personal relationships | What do you tell someone who has done something good to you?2. What do you tell someone who has done something bad to you?3. What wordswould you use to show appreciation?4. How do you | Communicationand collaboration Critical thinking and problem solvingSelf efficacyImaginative and creative | PeaceRespect Unity Love | Learners areguided on situations where they can use courteous wordsguided to talk about courteous words.guided on situations where they can use courteous words | **Realia****charts** | **.Observatio****n****2.Oral questions** |  |

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|  |  |  |  |  | greet different people?5. When do you usethe courteous words |  |  | guided to use courteous words in incidental learning toreinforce etiquettelearners practice use of courteous words |  |  |  |
| 8 | 1-5 |  | **Dressing** | By the end of the sub strand the learnersshould be able to;a) identify clothesworn at different occasions,b) talk about clothes for differentoccasions. | What clothes do people wear at home?2. What clothes do you wear at school?3. What clothes do you wear atdifferent occasions | Communication andcollaborationCritical thinkingand problem solvingSelf efficacy | Responsi bility | Learners are guided to identify clothes worn at different occasionsguided in talking about clothes worn during different occasions.view videos and photographs of clothe worn in different occasions.clothes worn at different occasions | **Realia** | **.Observatio n****2.Oral questions** |  |
| 9 | 1-5 |  | **Dressing** | By the end of the substrand the learners should be able to;a) talk about the importance of dressingb) appreciate clothes worn at different occasions for | What clothes do people wear at home?2. What clothes doyou wear at school?3. What clothes doyou wear at different occasions | Communicationand collaboration Critical thinking and problem solvingSelf efficacy | Responsibility | Learners are guided to identify clothes worn at different occasionsguided in talking about clothes worn during different occasions. | **Realia****counters** | **.Observatio****n****2.Oral questions** |  |



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|  |  |  |  |  |  |  |  | view videos and photographs of clothe worn in different occasions.clothes worn at different occasions |  |  |  |
| 10 | 1-5 | **HEALTH PRACTIC ES** | **Hand washing** | By the end of the sub strand the learnershould be able to;a) wash handsappropriately for personal hygiene,b) demonstrate hand washing behaviour atcritical times,c) appreciate theneed to wash hands for personal hygiene, d) tell the importance of washing hands. | Why do we wash hands?2. How do we washhands?3. When do wewash our hands | Communication andcollaborationCritical thinkingand problem solvingSelf efficacy | Responsi bility | Learners observe the demonstration of washing handsguided to wash hands appropriately.learners practice washing handssongs and recite poems related to hand washing as they wash handsvideos on hand washing demonstrations | **Realia** | **.Observatio n****2.Oral questions** |  |
| 11 | 1-5 | **HEALTH PRACTIC ES** | **2..2****Cleaning****nose** | By the end of the sub strand the learnershould be able to;a) tell the importanceof cleaning their noseb) demonstrate the ability to wipe thenose appropriately c) maintain a cleanhandkerchief for personal hygiened) talk about the | 1. Why do we clean our nose?2. When do weclean our nose?3. What do we useto clean our nose?4. Why should weuse a clean handkerchief?5. What are the dangers of puttingobjects in the nose | Communication andcollaboration Critical thinking and problem solvingSelf efficacy | Responsi bility | Learners be guided to discuss the importance of cleaning the nose using a clean handkerchiefobserve the teacher while demonstrating nose wiping | **Realia** | **.Observatio n****2.Oral questions** |  |



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|  |  |  |  | dangers of putting objects in the nose. |  |  |  | guided on how to use a clean handkerchiefappropriately and how to take care of it.practice wiping their nose.guided to talk about dangers of putting objects in the nose.songs and recite rhymes and poems aboutcleaning the nose.videos oncleaning the nose. |  |  |  |
| 12 | 1-5 |  | Care for the teeth | By the end of the sub strand the learnershould be able to;a) name items usedto clean their teeth, b) talk about items used to clean their teethc) clean teeth appropriately forpersonal hygiene d) tell appropriate times for cleaning the teeth | What items are used to clean the teeth?2. What should we do in order to keep our teeth healthy?3. Why do we cleanour teeth?4. When do weclean our teeth | Communication andcollaborationCritical thinkingand problem solvingSelf efficacy | Responsi bility | Learners are guided to name items used to clean their teethto a resource person talk about items that areused to clean theirteethLearners imitate cleaning teethguided to talk about appropriate times for cleaning their teethvideos on cleaning of teeth | Realia | **.Observatio n****2.Oral questions****3.written questions** |  |

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|  |  |  |  |  |  |  |  | songs related to care for the teeth |  |  |  |
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