**PP1 ENVIRONMENTAL SCHEME OF WORK TERM THREE**

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| W EE K | LE SS O N | STRAND | SUB STRAND | SPECIFIC LEARNING OUTCOMES | KEY INQURY QUESTION | CORE COMPETENCE | VALUES | LEARNING EXPERIENCES | LEARNING RESOURCE | ASSESSEMEN T | REFLECTION |
| 1 | 1-2 | **NATURA L ENVIRO NMENT** | **Water** | By the end of the lesson the learners should be able to;identify sources of water at home and school | Where do we get water inthe school and at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to take a walk to identify sources ofwater within the school environment | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Water** | By the end of thelesson the learnersshould be able to; identify sources of water at home and school | Where dowe getwater in the school and at home | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners are guidedto take a walk toidentify sources of water within the school environment | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Water** | By the end of thelesson the learnersshould be able to; talk about uses of water in their home and school | Where dowe getwater in the school and at home | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learners are guidedto talk aboutsources of water at home and school | Realiacharts | ObservationOralquestions |  |

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| 2 | 1-2 |  | **Water** | By the end of the lesson the learners should be able to;talk about uses of water in their homeand school | Where do we get water inthe school and athome | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk aboutsources of water at home and school | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Water** | By the end of the lesson the learnersshould be able to;conserve water athome and school | Where do we getwater in the schooland at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to draw items usedto conserve water at home and atschool | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Water** | By the end of the lesson the learners should be able to;conserve water athome and school | Where do we get water inthe schooland at home | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to draw items used to conserve waterat home and atschool | Realia charts | Observation Oral questions |  |
| 3 | 1-2 |  | **Soil** | By the end of the lesson the learners should be able to;talk about the safety measures when playing with soil, | What do you needto do whenplaying with soil | Critical thinking Communication and collaboration | Unity Peace humility | Learners be guided to talk about safety measures whileplaying with | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Soil** | By the end of the lesson the learners should be able to;take safety measures when playing with soil | What do you needto do whenplaying with soil | Critical thinking Communication and collaboration | Unity Peace humility | Learners take safety measures while playing withsoil | Realia charts | Observation Oral questions |  |

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|  | 5 |  | **Soil** | By the end of thelesson the learnersshould be able to; play with soil for enjoyment | What doyou needto do when playing with soil | Critical thinkingCommunicationand collaboration | UnityPeacehumility | learners are guidedto play with soil |  |  |  |
| 4 | 1-2 |  | **Sound** | By the end of thelesson the learners should be able toidentify different sounds within their immediate environment | Whatsounds do you hear | Critical thinkingCommunicationandcollaboration | UnityPeacehumility | learners are guidedto take a walk to listen to differentsounds within their environments | Realiacharts | ObservationOralquestions |  |
|  | 3-4 |  | **Sound** | By the end of thelesson the learners should be able to identify different sounds within their immediate environment | Whatsounds do you hear | Critical thinkingCommunicationand collaboration | UnityPeace humility | learners are guidedto take a walk to listen to different sounds within their environments | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Sound** | By the end of the lesson the learners should be able to talk about different sounds in their immediate environment | What sounds do you hear | Critical thinking Communication and collaboration | Unity Peace humility | In groups learners discuss different sounds in theirimmediateenvironment | Realia charts | Observation Oral questions |  |
| 5 | 1-2 |  | **Smell** | By the end of the lesson the learners should be able to talk about good and | Which part of the body is used for | Critical thinking Communication and collaboration | Unity Peace humility | Learners to take a guided tour of the school compoundand identify | Realia charts | Observation Oral questions |  |

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|  |  |  |  | bad smell in their immediate environment | smellin |  |  | different smells and the ir sources. |  |  |  |
|  | 3-4 |  | **Smell** | By the end of the lesson the learners should be able to identify the sources of smell in the immediate environment | Which part of the body is used for smellin | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to identify different sources of smell in the environment | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Smell** | By the end of the lesson the learners should be able to differentiate between good and bad smell in the immediate environment | Which part of the body is used for smellin | Critical thinking Communication and collaboration | Unity Peace humility | In groups learners sort and group substances that smell good andbadl | Realia charts | Observation Oral questions |  |
| 6 | 1-2 |  | **Light** | By the end of the lesson the learners should be able to talk about the sources of light in the immediate environment | What are the sources of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk aboutsources of light in their environment | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Light** | By the end of the lesson the learners should be able to talk about uses of light in the | What are the sources of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners talk about objects thatproduce light | Realia charts | Observation Oral questions |  |

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|  |  |  |  | environment |  |  |  |  |  |  |  |
|  | 5 |  | **Light** | By the end of thelesson the learners should be able to differentiate day and night | What are the sources of light | Critical thinkingCommunication and collaboration | UnityPeace humility | learners performsimple experiments using sources of light like putting lights off and on and emphasize conservation of energy | Realiacharts | ObservationOral questions |  |
| 7 | 1-2 |  | **Care** | By the end of the lesson the learners should be able to talk about materials and items used in cleaning their classroom and immediate environment | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | Learners are guided to talk about materials and itemsused in keeping their classroom and home clean | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Care** | By the end of thelesson the learners should be able to talk about materials and items used in cleaning their classroom and immediate environment | How do we clean our home and classroom | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners are guidedto talk about materials and items used in keeping their classroom and home clean | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Care** | By the end of thelesson the learnersshould be able to | How do we clean our | Critical thinkingCommunicationand | UnityPeacehumility | Learners to beguided in talkingabout how to take | Realiacharts | ObservationOralquestions |  |

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|  |  |  |  | talk about materials and items used in cleaning their homeand the immediate environment, cleantheir classroom | home and classroom | collaboration |  | care of different items and materials used in cleaningtheir home and classroom |  |  |  |
| 8 | 1-2 |  | **Care** | By the end of the lesson the learners should be able to clean their home compound | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | The learners could be used toimprovise cleaning materials usinglocally improvised materials | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Care** | By the end of the lesson the learners should be able to clean their home compound | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | The learners could be used to improvise cleaningmaterials usinglocally improvised materials | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Care** | By the end of the lesson the learners should be able to appreciate the need to maintain a clean environment | How do we clean our home and classroom | Critical thinking Communication and collaboration | Unity Peace humility | Learners sing songs and recite poems related to care forschool and home environment | Realia charts | Observation Oral questions |  |
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