**PP2 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 | NATUR  AL ENVIRO NMENT | **SOUND** | By the end of the lesson, the learner should be able to;  recognize the sources of sounds produced in the immediate environment | What sounds do different  animals make | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided through a discussion to tell  the different sounds in the environment | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **SOUND** | By the end of the lesson, the learner should be able to; talk about sounds  produced in the immediate environment | What sounds do different animals  make | Critical thinking Communication and collaboration | Unity Peace humility | Learners to dramatize and role play different sounds produced in  the environment and respond appropriately | Realia charts | Observation Oral questions |  |
|  | 5 |  | **SOUND** | By the end of the lesson, the learner should be able to;  respond to different sounds in the environment appropriately | What sounds do different  animals make | Critical thinking Communication and collaboration | Unity Peace humility | Learners to dramatize and role play different  sounds produced in the environment  and respond appropriately | Realia charts | Observation Oral questions |  |

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| 2 | 1-  2 |  | **Light** | By the end of the lesson, the learner should be able to;  talk about different sources of light in  the immediate environment | What are the uses of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners be guided in identifying sources of light  from a chart | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Light** | By the end of the lesson, the learner  should be able to;  play with shadows | What are the uses of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided in  performing simple  experiments using sources of light e g forming shadows | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Light** | By the end of the lesson, the learner  should be able to  appreciate uses of light in the immediate environment  ; | What are the uses of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners to sing songs and recite  poems related to  light | Realia charts | Observation Oral questions |  |
| 3 | 1-  2 | **ENVIRO N- MENTA L**  **CARE AND SAFETY** | **Care For The Immediate Environm ent** | By the end of the lesson, the learner should be able to;  identify waste  materials and items that require disposal in the immediate | How do we keep our environme  nt clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners identify areas that require cleaning in the  school compound  and neighbourhood | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Care For The Immediate Environm** | By the end of the lesson, the learner should be able to;  identify waste | How do we keep our environme  nt clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners identify areas that require cleaning in the  school compound | Realia charts | Observation Oral questions |  |

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|  |  |  | **ent** | materials and items that require disposal in the immediate |  |  |  | and neighbourhood |  |  |  |
|  | 5 |  | **Care For The Immediate Environm ent** | By the end of the lesson, the learner should be able to;  dispose waste materials appropriately | How do we keep our environme  nt clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided to the litter disposal areas and  shown |  |  |  |
| 4 | 1-  2 |  | **Care For The Immediate Environm ent** | By the end of the lesson, the learner should be able to;  dispose waste materials appropriately | How do we keep our environme  nt clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided to the litter disposal areas and  shown | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Care For**  **The**  **Immediate Environm ent** | By the end of the  lesson, the learner  should be able to appreciate living in a clean environment  ; | How do we  keep our  environme nt clean? | Critical thinking  Communication  and  collaboration | Unity  Peace humility | Learners to sing  songs and recite  poems as they  clean working areas | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Care For**  **The**  **Immediate Environm ent** | By the end of the  lesson, the learner  should be able to; appreciate living in a clean environment | How do we  keep our  environme nt clean? | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners to sing  songs and recite  poems as they  clean working areas | Realia  charts | Observation  Oral questions |  |
| 5 | 1-  2 |  | **Safety In**  **The**  **Environm** | By the end of the  lesson, the learner  should be able to | What are  the  dangerous | Critical thinking  Communication  and | Unity  Peace  humility | Learner talk about  the dangers of  dangerous, places, | Realia  charts | Observation  Oral  questions |  |

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|  |  |  | **ent** | talk about safe places, objects and activities in the  immediate environment | places, objects, activities  and games | collaboration |  | objects, activities and games and fire Learners to be  guided on how to identify strangers |  |  |  |
|  | 3-  4 |  | **Safety In**  **The**  **Environm ent** | By the end of the  lesson, the learner  should be able to talk about safe places, objects and activities in the immediate environment | What are  the  dangerous places, objects, activities and games | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learner talk about  the dangers of  dangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Safety In The Environm ent** | By the end of the lesson, the learner  should be able to  talk about dangerous  places in the immediate environment | What are the  dangerous places,  objects, activities and games | Critical thinking Communication and collaboration | Unity Peace humility | Learner talk about the dangers of  dangerous, places, objects, activities  and games and fire Learners to be guided on how to identify strangers | Realia charts | Observation Oral questions |  |
| 6 | 1-  2 |  | **Safety In**  **The Environm ent** | By the end of the  lesson, the learner should be able to  talk about dangerous places in the  immediate  environment | What are  the dangerous places, objects, activities and games | Critical thinking  Communication  and collaboration | Unity  Peace  humility | Learner talk about  the dangers of dangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realia  charts | Observation  Oral  questions |  |
|  | 3-  4 |  | **Safety In The Environm** | By the end of the lesson, the learner  should be able to | What are the  dangerous | Critical thinking  Communication | Unity  Peace | Learner talk about the dangers of  dangerous, places, | Realia charts | Observation  Oral |  |

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|  |  |  | **ent** | talk about dangerous objects in the immediate  environment | places, objects, activities  and games | and collaboration | humility | objects, activities and games and fire Learners to be  guided on how to identify strangers |  | questions |  |
|  | 5 |  | **Safety In**  **The Environm ent** | By the end of the  lesson, the learner should be able to  talk about dangerous  objects in the immediate  environment | How do  you identify strangers | Critical thinking  Communication and collaboration | Unity  Peace humility | Learner talk about  the dangers of dangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realia  charts | Observation  Oral questions |  |
| 7 | 1-  2 |  | **Safety In The Environm ent** | By the end of the lesson, the learner should be able to talk about how to identify strangers within their immediate environment | How do you  identify  strangers | Critical thinking Communication and collaboration | Unity Peace humility | talk about how to identify strangers within their immediate environment | Realia charts | Observation Oral questions |  |
|  | 3-  4 |  | **Safety In**  **The**  **Environm ent** | By the end of the  lesson, the learner  should be able to  talk about dangerous  activities in the immediate environment | How do  you  identify strangers | Critical thinking  Communication  and collaboration By the end of the lesson, the learner should be able to | Unity  Peace  humility | talk about how to  identify strangers  within their immediate environment | Realia  charts | Observation  Oral  questions |  |
|  | 5 |  | **Safety In**  **The**  **Environm** | By the end of the  lesson, the learner  should be able to | How do  you  identify | Critical thinking  Communication  and | Unity  Peace  humility | Learners to move  around the school  compound | Realia  charts | Observation  Oral  questions |  |

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|  |  |  | **ent** | talk about dangerous activities in the immediate  environment | strangers | collaboration |  | collecting and dangerous objects with the teachers  guidance |  |  |  |
| 8 | 1-  2 |  | **Safety In**  **The**  **Environm ent** | By the end of the  lesson, the learner should be able to recognize safe and dangerous places, objects and activities in the immediate  environment | How do  you  identify strangers | Critical thinking  Communication  and collaboration | Unity  Peace humility | Learners to move  around the school  compound collecting and dangerous objects with the teachers guidance | Realia  charts | Observation  Oral questions |  |
|  | 3-  4 |  | **Safety In**  **The Environm ent** | By the end of the  lesson, the learner should be able to recognize safe and dangerous places, objects and activities in the immediate environment | How do  you identify strangers | Critical thinking  Communication and collaboration | Unity  Peace humility | Learners to move  around the school compound collecting and dangerous objects with the teachers guidance | Realia  charts | Observation  Oral questions |  |
|  | 5 |  | **Safety In The Environm ent** | By the end of the lesson, the learner should be able to take safety precautions in the school compound | How do you identify  strangers | Critical thinking Communication and collaboration | Unity Peace humility | Learners to move around the school compound  collecting and  dangerous objects with the teachers guidance | Realia charts | Observation Oral questions |  |
| 9  &  10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |