**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 | NATURAL 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 differentanimals make | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided through a discussion to tellthe 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 soundsproduced in the immediate environment | What sounds do different animalsmake | Critical thinking Communication and collaboration | Unity Peace humility | Learners to dramatize and role play different sounds produced inthe 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 differentanimals make | Critical thinking Communication and collaboration | Unity Peace humility | Learners to dramatize and role play differentsounds produced in the environmentand 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 inthe immediate environment | What are the uses of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners be guided in identifying sources of lightfrom a chart | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Light** | By the end of the lesson, the learnershould be able to;play with shadows | What are the uses of light | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided inperforming simpleexperiments using sources of light e g forming shadows | Realia charts | Observation Oral questions |  |
|  | 5 |  | **Light** | By the end of the lesson, the learnershould be able toappreciate 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 recitepoems related tolight | 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 wastematerials and items that require disposal in the immediate | How do we keep our environment clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners identify areas that require cleaning in theschool compoundand 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 environment clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners identify areas that require cleaning in theschool 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 environment clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided to the litter disposal areas andshown |  |  |  |
| 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 environment clean? | Critical thinking Communication and collaboration | Unity Peace humility | Learners to be guided to the litter disposal areas andshown | Realia charts | Observation Oral questions |  |
|  | 3-4 |  | **Care For****The****Immediate Environm ent** | By the end of thelesson, the learnershould be able to appreciate living in a clean environment; | How do wekeep ourenvironme nt clean? | Critical thinkingCommunicationandcollaboration | UnityPeace humility | Learners to singsongs and recitepoems as theyclean working areas | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Care For****The****Immediate Environm ent** | By the end of thelesson, the learnershould be able to; appreciate living in a clean environment | How do wekeep ourenvironme nt clean? | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners to singsongs and recitepoems as theyclean working areas | Realiacharts | ObservationOral questions |  |
| 5 | 1-2 |  | **Safety In****The****Environm** | By the end of thelesson, the learnershould be able to | What arethedangerous | Critical thinkingCommunicationand | UnityPeacehumility | Learner talk aboutthe dangers ofdangerous, places, | Realiacharts | ObservationOralquestions |  |

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|  |  |  | **ent** | talk about safe places, objects and activities in theimmediate environment | places, objects, activitiesand games | collaboration |  | objects, activities and games and fire Learners to beguided on how to identify strangers |  |  |  |
|  | 3-4 |  | **Safety In****The****Environm ent** | By the end of thelesson, the learnershould be able to talk about safe places, objects and activities in the immediate environment | What arethedangerous places, objects, activities and games | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learner talk aboutthe dangers ofdangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realiacharts | ObservationOral questions |  |
|  | 5 |  | **Safety In The Environm ent** | By the end of the lesson, the learnershould be able totalk about dangerousplaces in the immediate environment | What are thedangerous places,objects, activities and games | Critical thinking Communication and collaboration | Unity Peace humility | Learner talk about the dangers ofdangerous, places, objects, activitiesand 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 thelesson, the learner should be able totalk about dangerous places in theimmediateenvironment | What arethe dangerous places, objects, activities and games | Critical thinkingCommunicationand collaboration | UnityPeacehumility | Learner talk aboutthe dangers of dangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realiacharts | ObservationOralquestions |  |
|  | 3-4 |  | **Safety In The Environm** | By the end of the lesson, the learnershould be able to | What are thedangerous | Critical thinkingCommunication | UnityPeace | Learner talk about the dangers ofdangerous, places, | Realia charts | ObservationOral |  |

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|  |  |  | **ent** | talk about dangerous objects in the immediateenvironment | places, objects, activitiesand games | and collaboration | humility | objects, activities and games and fire Learners to beguided on how to identify strangers |  | questions |  |
|  | 5 |  | **Safety In****The Environm ent** | By the end of thelesson, the learner should be able totalk about dangerousobjects in the immediateenvironment | How doyou identify strangers | Critical thinkingCommunication and collaboration | UnityPeace humility | Learner talk aboutthe dangers of dangerous, places, objects, activities and games and fire Learners to be guided on how to identify strangers | Realiacharts | ObservationOral 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 youidentifystrangers | 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 thelesson, the learnershould be able totalk about dangerousactivities in the immediate environment | How doyouidentify strangers | Critical thinkingCommunicationand collaboration By the end of the lesson, the learner should be able to | UnityPeacehumility | talk about how toidentify strangerswithin their immediate environment | Realiacharts | ObservationOralquestions |  |
|  | 5 |  | **Safety In****The****Environm** | By the end of thelesson, the learnershould be able to | How doyouidentify | Critical thinkingCommunicationand | UnityPeacehumility | Learners to movearound the schoolcompound | Realiacharts | ObservationOralquestions |  |

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|  |  |  | **ent** | talk about dangerous activities in the immediateenvironment | strangers | collaboration |  | collecting and dangerous objects with the teachersguidance |  |  |  |
| 8 | 1-2 |  | **Safety In****The****Environm ent** | By the end of thelesson, the learner should be able to recognize safe and dangerous places, objects and activities in the immediateenvironment | How doyouidentify strangers | Critical thinkingCommunicationand collaboration | UnityPeace humility | Learners to movearound the schoolcompound collecting and dangerous objects with the teachers guidance | Realiacharts | ObservationOral questions |  |
|  | 3-4 |  | **Safety In****The Environm ent** | By the end of thelesson, the learner should be able to recognize safe and dangerous places, objects and activities in the immediate environment | How doyou identify strangers | Critical thinkingCommunication and collaboration | UnityPeace humility | Learners to movearound the school compound collecting and dangerous objects with the teachers guidance | Realiacharts | ObservationOral 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 identifystrangers | Critical thinking Communication and collaboration | Unity Peace humility | Learners to move around the school compoundcollecting anddangerous objects with the teachers guidance | Realia charts | Observation Oral questions |  |
| 9&10 |  | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT | CAT |