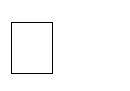
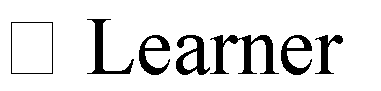
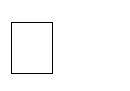
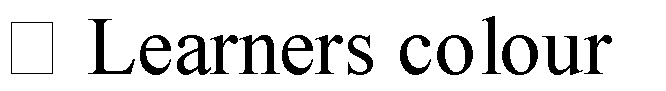
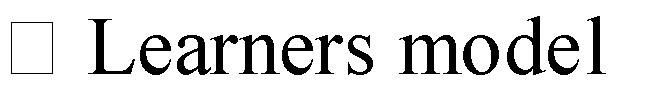
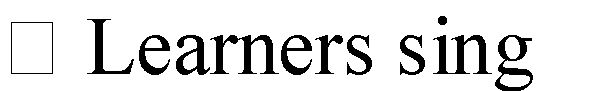
**PP1 ENVIRONMENTAL ACTIVITIES SCHEME OF WORK TERM ONE**



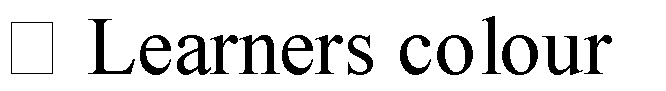
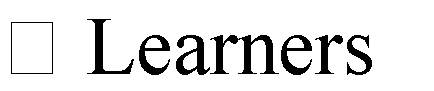
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| **W E**  **E K** | **LE SS O N** | **STRANDS** | **S-STRAND** | **SPECIFIC LEARNING OUTCOMES** | **KEY INQURY QUESTIONS** | **CORE COMPETENCE** | **VALUES** | **LEARNING EXPERIENCES** | **LEARNING RESOURCES** | **ASSESSMEN T** | **REM** |
| **1** | **1-**  **5** |  |  |  |  |  |  |  |  |  |  |
| **2** | **1-**  **5** | ENVIRON  MENT | **Myself** | By the end of the  sub- strand the learner should be able to;  a) tell their names for  identity  b) identify their sex  for self-awareness  c) 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? | Communication  and collaboration Self efficacy | Peace  Unity Love respect | Learners are guided to tell their names  songs about their names and sex  guided to group themselves according to sex  guided on picture reading categorizing boys and girls  guided to identify body parts (head hands and legs)  s are guided on picture  reading on body parts from charts  songs on body parts  learners 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 learner  should be able to;  a) Talk about people  working in the | Who are the people in school?  2. What work is  done by different | Communication and  collaboration  Critical thinking  and problem | Unity  Love  respect | 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 the  work done by people in school, | people in school?  3. What structures are found in the  school?  4. What are the  colours of the flag? | solving  Self efficacy |  | school  guided to walk round the school to identify structures  learners identify different structures on the chart  songs about structures and people in school  poems about our school |  | **questions** |  |
| 4 | 1-  5 |  | **OUR SCHOOL** | By the end of the sub strand the learner  should be able to;  a) Identify structures  found in the school for familiarization b) Identify the flag and the  flag post for patriotism | Who are the people in school?  2. What work is  done by different people in school?  3. What structures are found in the  school?  4. What are the  colours of the flag? | Communication and  collaboration Critical thinking Self efficacy Imaginative and creative | Peace  Unity  Love respect | Learners are guided to talk about work done by people in the school  guided to walk round the school to identify structures  learners identify different structures on the chart  songs about structures and people in school  poems about our school | **Realia charts** | **.Observatio n**  **2.Oral questions Written questions** |  |
| 5 | 1-  5 |  | Home | By the end of sub  strand the learner should be able to; | 1. Who are the people are found at | Communication  and collaboration | Peace  Love  Respect | Learners be guided in naming | **Realia**  **charts** | Observation  Written question |  |

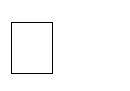
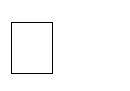
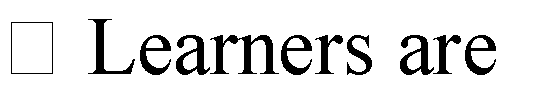


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|  |  |  |  | a) name people found at home, b) tell the  relationship between people found at home,  c) talk about work  done by people found at home for appreciation,  d) appreciate the  people at home for harmonious living | home?  2. What work is done by people at  home?  3. What is the  relationship of people found at home? | Critical thinking and problem solving  Self efficacy Imaginative and creative | Unity | people found at home  guided to talk about relationship of people found at home eg sister, brother, mother etc.  videos of people found at home  pictures of people at home  pictures of people at home  people at home songs and recite  poems about  people found at home.  news tell about family members |  |  |  |

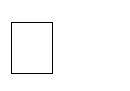
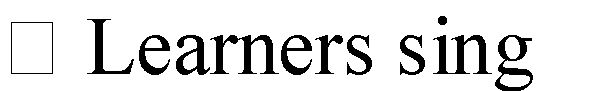


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| 6 | 1-  5 |  | Home | By the end of sub strand the learner should be able to;  a) name people found at home, b) tell the  relationship between  people found at home,  c) talk about work done by people  found at home for appreciation,  d) appreciate the people at home for  harmonious living | 1. Who are the people are found at home?  2. What work is  done by people at home?  3. What is the relationship of people found at home? | Communication and collaboration  Critical thinking and problem solving  Self efficacy  Imaginative and creative | Peace Love Respect  Unity | Learners be guided in naming people found at home  guided to talk about relationship of people found at home eg sister, brother, mother etc.  videos of people found at home  pictures of people at home  pictures of people at home  model people at home  songs 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 sub  strand the learner should be able to; a) talk about courteous words used in different situations  b) use courteous words appropriately during interactions c) show etiquette in  their 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 words  would you use to show appreciation?  4. How do you | Communication  and collaboration Critical thinking and problem solving  Self efficacy  Imaginative and creative | Peace  Respect Unity Love | Learners are  guided on situations where they can use courteous words  guided 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 use  the courteous words |  |  | guided to use courteous words in incidental learning to  reinforce etiquette  learners practice use of courteous words |  |  |  |
| 8 | 1-  5 |  | **Dressing** | By the end of the sub strand the learners  should be able to;  a) identify clothes  worn at different occasions,  b) talk about clothes for different  occasions. | What clothes do people wear at home?  2. What clothes do you wear at school?  3. What clothes do you wear at  different occasions | Communication and  collaboration  Critical thinking  and problem solving  Self efficacy | Responsi bility | Learners are guided to identify clothes worn at different occasions  guided 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 sub  strand the learners should be able to;  a) talk about the importance of dressing  b) appreciate clothes worn at different occasions for | What clothes do people wear at home?  2. What clothes do  you wear at school?  3. What clothes do  you wear at different occasions | Communication  and collaboration Critical thinking and problem solving  Self efficacy | Responsi  bility | Learners are guided to identify clothes worn at different occasions  guided 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 |  |  |  |
| 1  0 | 1-  5 | **HEALTH PRACTIC ES** | **Hand washing** | By the end of the sub strand the learner  should be able to;  a) wash hands  appropriately for personal hygiene,  b) demonstrate hand washing behaviour at  critical times,  c) appreciate the  need to wash hands for personal hygiene, d) tell the importance of washing hands. | Why do we wash hands?  2. How do we wash  hands?  3. When do we  wash our hands | Communication and  collaboration  Critical thinking  and problem solving  Self efficacy | Responsi bility | Learners observe the demonstration of washing hands  guided to wash hands appropriately.  learners practice washing hands  songs and recite poems related to hand washing as they wash hands  videos on hand washing demonstrations | **Realia** | **.Observatio n**  **2.Oral questions** |  |
| 1  1 | 1-  5 | **HEALTH PRACTIC ES** | **2..2**  **Cleaning**  **nose** | By the end of the sub strand the learner  should be able to;  a) tell the importance  of cleaning their nose  b) demonstrate the ability to wipe the  nose appropriately c) maintain a clean  handkerchief for personal hygiene  d) talk about the | 1. Why do we clean our nose?  2. When do we  clean our nose?  3. What do we use  to clean our nose?  4. Why should we  use a clean handkerchief?  5. What are the dangers of putting  objects in the nose | Communication and  collaboration Critical thinking and problem solving  Self efficacy | Responsi bility | Learners be guided to discuss the importance of cleaning the nose using a clean handkerchief  observe 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 handkerchief  appropriately 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 about  cleaning the nose.  videos on  cleaning the nose. |  |  |  |
| 1  2 | 1-  5 |  | Care for the teeth | By the end of the sub strand the learner  should be able to;  a) name items used  to clean their teeth, b) talk about items used to clean their teeth  c) clean teeth appropriately for  personal 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 clean  our teeth?  4. When do we  clean our teeth | Communication and  collaboration  Critical thinking  and problem solving  Self efficacy | Responsi bility | Learners are guided to name items used to clean their teeth  to a resource person talk about items that are  used to clean their  teeth  Learners imitate cleaning teeth  guided to talk about appropriate times for cleaning their teeth  videos on cleaning of teeth | Realia | **.Observatio n**  **2.Oral questions**  **3.written questions** |  |

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|  |  |  |  |  |  |  |  | songs related to care for the teeth |  |  |  |
| 1  3  $  1  4 |  |  |  | CA | CAT |  |  | CAT |  |  |  |