

ENVIRONMENTAL SCHEME OF WORK GRADE 3 TERM 1

NAME	
TSC NO.	
SCHOOL	

SCHOOL	GRADE	LEARNING AREA	TERM 1	YEAR
	3	ENVIRONMENTAL ACTIVITIES	1	2021

Week	Lesson	Strand	Sub Strand	Specific Learning Outcomes	Key Inquiry Question(S)	Learning Experience	Learning Resources	Assessment Methods	Reflection
1	1	Weather	Exploring unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: Describe unfavorable weather conditions	How could weather conditions be Unfavorable?	Using relevant stimulus materials, learners to discuss the meaning of unfavorable weather conditions (floods and drought)	Our lives today Grade 3 page 2-4 Pictures Video clips Realia Charts Cut out	Asking the pupils question on weather conditions of the day.	
	2	Weather	Exploring unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: Describe unfavorable weather conditions	How could weather conditions be Unfavorable?	Using multimedia resources, learners to play relevant educative games on effects of Unfavorable weather conditions.	Our lives today Grade 3 page 3-4 Pictures Video clips Realia Charts Cut out	Asking the pupils oral question on weather condition of the day Observing the images drawn by the learners.	

	3	Weather	Exploring unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: drawing images of unfavourable weather you have encountered	How could weather conditions be Unfavorable?	Using multimedia resources, learners to play relevant educative games on effects of Unfavorable weather conditions.	Our lives today Grade 3 page 3-4 Pictures Video clips Realia Charts Cut out	Observing the images drawn by the pupils unfavourable weather	
	4	Weather	Exploring unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: observe the effects of unfavorable weather conditions for safety draw some images on harmful weather	What does harmful weather do?	Learners to listen to stories on unfavorable weather conditions and its effects from elders in the community	Our lives today Grade 3 page 6-7 Pictures Video clips Realia Charts Cut out	Asking question of the effects of unfavourable weather condition for safety.	
	5	Weather	Exploring unfavorable weather conditions	develop curiosity in identifying effects of weather conditions in the environment	What does harmful weather do?	Learners to listen to stories on unfavorable weather conditions and its Effects from elders in the community. Learners gather more information on unfavorable from internet sources, libraries. Then write a	Our lives today Grade 3 page 6-7 Pictures Video clips Realia Charts Cut out	Listen to different stories that were gathered by the students on unfavorable weather from the community.	

						paragraph on each unfavorable weather condition Learners share the information			
2	1	Weather	Exploring favorable weather conditions	By the end of the sub-strand, the learner should be able to: Describe favorable weather conditions	What are favorable weather condition	Using relevant stimulus materials, learners to discuss the meaning of favorable weather conditions i.e. calm weather, sunny day	Our lives today Grade 3 page 6-7 Pictures Video clips Realia Charts Cut out	Oral question on favorable weather Conditions Observing images drawn	
	2	Weather	Exploring favorable weather conditions	By the end of the sub-strand, the learner should be able to: Describe favorable weather conditions	What are favorable weather condition	In groups, learners share experiences on how to keep safe from favorable weather conditions	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts Cut out	Asking the pupils question on whether condition of the day Observing the images of favorable weather	

	3	Weather	Keeping safe from unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: Identify ways of keeping safe from unfavorable weather conditions	How could we keep safe from unfavorable weather conditions?	using age appropriate stimulus, learners could be guided to identify ways of keeping safe from unfavorable weather conditions (floods, drought)	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts Cut out	Asking the pupils some of question on favorable weather condition	
	4	Weather	Keeping safe from unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: keep safe from unfavorable weather conditions	How could we keep safe from unfavorable weather conditions	In groups, learners share experiences on how to keep safe from unfavorable weather conditions	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts Cut out	Asking the pupils some of question on keep safe from unfavorable weather conditions	
	5	Weather	Keeping safe from unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: demonstrate knowledge of keeping safe from unfavorable weather condition.	How could we keep safe from unfavorable weather conditions	Learners to simulate how to keep safe from unfavorable weather conditions Learners to gather information from parents or guardians on how to keep safe during unfavorable weather conditions and report back.	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts Cut out	Asking the pupils some of question on keep safe from unfavorable weather conditions	

3	1	Weather	Keeping safe from unfavorable weather conditions	By the end of the sub-strand, the learner should be able to: working in groups of 3 demonstrate knowledge of keeping safe from unfavorable weather Condition.	How could we keep safe from unfavorable weather conditions	Learners to simulate how to keep safe from unfavorable weather conditions Learners to gather information from parents or guardians on how to keep safe during unfavorable weather conditions and report back.	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts Cut out	Asking the pupils some of question on keep safe from unfavorable weather conditions	
	2	Water	Making water safe for use	By the end of the sub-strand, the learner should be able to: identify ways of making water clean and safe for use in the home	How could we make water clean and safe for use in the home?	Learners to listen and respond to case story on the need to use clean and safe water.	Our lives today Grade 3 page 8-9 Pictures Video clips Realia Charts	Asking pupils question on how to make water safe for drinking at home	
	3	Water	Making water safe for use	By the end of the sub-strand, the learner should be able to: make water clean and safe using different methods	How could we make water clean and safe for use in the home	Learners to share experiences on how to make water clean and safe for use in the home	Our lives today Grade 3 page 8-9 Pictures	Asking pupils question on how to make water safe for drinking at home	

	4	Water	Making water safe for use	By the end of the sub-strand, the learner should be able to: construct a simple water filter for cleaning water at home	How could we make water clean and safe for use in the home	Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (decantation)	Our lives today Grade 3 page 8-9 Pictures	Asking pupils question on how to make water safe for drinking at home	
	5	Water	Making water safe for use	By the end of the sub-strand, the learner should be able to: construct a simple water filter for cleaning water at home	How could we make water clean and safe for use in the home	Learners to observe a sample of dirty water and discuss how the water could be made clean and safe for use (filtering, boiling)	Our lives today Grade 3 page 8-9 Pictures	Asking pupils question on how to make water safe for drinking at home	
4	1	Water	Making water safe for use	By the end of the sub-strand, the learner should be able to: Appreciate clean and safe water for use to reduce health risks.	How could we make water clean and safe for use in the home	Learners to make a simple water filter using locally available materials Learners to decant filter and boil water to make it clean and safe for use.	Our lives today Grade 3 page 8-9 Pictures	Oral questions, observe as they work in Groups, written questions, project work on making water filter. Asking pupils question on how to make water safe for	

								drinking at home	
	2	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to: differentiate soils by texture from provided soil samples	What are the different types of soils	Learners to explore the environment and collect different soil samples (sand, loam and clay)	Our lives today Grade 3 page 20 Pictures Soil sand, loam and clay)	Checking the answers given by students of types of soils Observing	
	3	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; In groups of two identify different type of soils found near the school compound.	What are the different types of soils	Learners to explore the environment and collect different soil samples (sand, loam and clay)	Our lives today Grade 3 page 20 Pictures Soils sand, loam and clay)	Observing the different types of soils given by students	

	4	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; differentiate soils by size of soil particles from provided soil samples	What the different texture of soils?	In groups, learners to feel between their fingers the different soil samples and record findings (course medium, fine)	Our lives today Grade 3 page 20 Pictures Soils sand, loam and clay)	Observing the pupils answer on soil sample Asking question on soil samples	
	5	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; differentiate soils by size of soil particles from provided soil samples	What the different texture of soils?	In groups, learners to feel between their fingers the different soil samples and record findings (course, medium, fine)	Our lives today Grade 3 page 20 Pictures Soils sand, loam and clay)	Observing the pupils answer on soil sample Asking question on soil samples	
5	1	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; In groups of two, Make a soil display differentiate types of soil near the school compound using tins and sheets of paper	How to make soil display.	Learners to share their experiences on how different samples of soils feel between their fingers Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles)	Our lives today Grade 3 page 20 Pictures Soils sand, loam and clay)	Observing how the student are identifying the soils Observing the how the pupils are using the tins and paper sheets	

	2	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; In groups of two, differentiate types of soil near the school compound using tins and sheets of paper	Identify the size of soil particles	Learners to share their experiences on how different samples of soils feel between their fingers Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles)	Our lives today Grade 3 page 21-22 Pictures Soils sand, loam and clay)	Observing how the student are identifying the soils Observing the how the pupils are using the tins and paper sheets	
	3	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; name the three types of soils based on their characteristics	Identify the soils based on the characteristics	Learners to observe the particle sizes of the three soil samples (large, medium and small sized particles.	Our lives today Grade 3 page 21-22 Pictures Soils sand, loam and clay)	Checking answers given by pupils on types of soils	
	4	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; develop interest in characteristics of soils as an environmental resource	Identify the soils based on the characteristics	Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner.	Our lives today Grade 3 page 23-25 Pictures Soils sand, loam and clay)	Oral question on characteristics of soils as an environmental resource	

	5	Soil	Exploring soil characteristics	By the end of the sub-strand, the learner should be able to; develop interest in characteristics of soils as an environmental resource discuss with your parent what soils are found in your home area	How to make a soil display	Learners to mount (using glue) the different soil samples on a chart. Learners to display the chart in the learning corner. Learners find out from parents or guardians on the types of soils found in their locality and report back.	Our lives today Grade 3 page 23-25 Pictures Soils sand, loam and clay)	Oral question on characteristics of soils as an environmental resource listening to answers given by pupils	
6	1	Plants	Categorizing plants.	By the end of the sub-strand, the learner should be able to: Describe safe ways of handling different plants	Identify different types of plants	Learners to carry out a nature walk to observe and identify the plants	Our lives today Grade 3 page 26 Pictures Maize Tomatoes, mango plant etc.	Observing how the pupils are identifying the plants.	
	2	Plants	Categorizing plants.	By the end of the sub-strand, the learner should be able to: In groups of two and the teacher, take nature walk around the school compound and identify different types of plants,	Identify different types of plants	Learners to carry out a nature walk to observe and identify the plants	Our lives today Grade 3 page 27 Pictures Maize Tomatoes, mango plant etc. Camera	Observing how the pupils are identifying the plants	

				take photographs and list them.					
3	Plants	Categorizing plants.	By the end of the sub-strand, the learner should be able to: categorize plants in the immediate environment according to specified features i.e. edible and non-edible Define edible and non-edible.	Identify different types of plants	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (edible/non-edible	Our lives today Grade 3 page 27 Pictures avocado Orange Cabbage, Sodom apple, carrot, pea plant Tomatoes, mango plant etc. Camera	Observing how the pupils are identifying the plants. Checking the list given on edible and non-edible plants		
4	Plants	Categorizing plants.	By the end of the sub-strand, the learner should be able to: I categorize plants in the immediate environment according to specified features i.e.	Identify different types of plants	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features (poisonous/nonpoisonous)	Our lives today Grade 3 page 29 Pictures Bittersweet nightshade, Datura Sodom apple fruit Camera	Observing how the pupils are identifying the plants. Checking the list given on poisonous/non poisonous)		

				poisonous/nonpoisonous) Define poisonous/nonpoisonous).					
5	Plants	Categorizing plants.	By the end of the sub-strand, the learner should be able to: categorize plants in the immediate environment according to specified features i.e. thorny/non-thorny Define thorny/non-thorny appreciate the rich diversity in plants	Identify different types of plants	Using relevant stimulus materials, learners to be guided to categorize plants according to specified features thorny/non-thorny	Our lives today Grade 3 page 31 Pictures Rose flower plants, cactus Camera	Observing how the pupils are identifying the plants. Checking the list given on thorny/non-thorny		

7	1	Plants	Safety when handling plants	By the end of the sub-strand, the learner should be able to: describe safe ways of handling different plants use glove, hold the stem, use a y- stick	How could we handle plants safely?	Learners to watch video clips or pictures or posters on safety when handling plants	Our lives today Grade 3 page 33 Pictures Sample of plants Outdoor activities	Observing how the people are handling plants.	
	2	Plants	Safety when handling plants	By the end of the sub-strand, the learner should be able to: in group of two, collect different types of plants and describe safe ways of handling plants .	How could we handle plants safely?	Learners to watch video clips or pictures or posters on safety when handling plants	Our lives today Grade 3 page 33 Pictures Sample of plants Outdoor activities	Observing how the people are handling plants.	
	3	Plants	Safety when handling plants	By the end of the sub-strand, the learner should be able to: observe safety when handling different plants in the immediate environment.	How could we handle plants safely?	Learners to watch video clips or pictures or posters on safety when handling plants	Our lives today Grade 3 page 33 Pictures Sample of plants Outdoor activities	Observing how the people are handling plants.	

	4	Plants	Safety when handling plants	By the end of the sub-strand, the learner should be able to: appreciate the need to handle plants responsibly to reduce health risks.	How could we handle plants safely?	Learners to share information on how to handle different plants Learners to simulate safety when handling plants	Our lives today Grade 3 page 34-35 Pictures Sample of plants Outdoor activities	Observing how the people are handling plants.	
	5	Animals	Types of animals found in the environment	By the end of the sub-strand, the learner should be able to: identify types of animals near the school compound	What animals do you see?	Learners to identify type of animals found in the school compound	Our lives today Grade 3 page 34-35 Pictures Cow Goat Dog Monkey Chicken	Observing the images of animals drawn by the pupils Oral question on about the animals found in the school compound	
8	1	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: State different uses of animals to people	What are the uses of animals to people	Learners to use stimulus materials to identify the different uses of animals to people (source of food, security, companionship, manure, animal power, sports, tourist attraction)	Our lives today Grade 3 page 37 Pictures Cow Goat Dog Monkey	Oral question on the uses of animals by people at home and in school	

	2	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: identify different animals that provide food products	What food do we get from animals	Learners discuss the different food products people get from animals (meat, milk, eggs, honey)	Our lives today Grade 3 page 37-38 Pictures Honey, meat, milk, sausage, cheese Chicken	Oral question on the uses of animals by people at home and in school Observing the posters made on importance of animals	
	3	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: In groups of two categories different Foods that are provided by animals at home and near the school compound.	What food do we get from animals	Learners discuss the different food products people get from animals (meat, milk, eggs, honey)	Our lives today Grade 3 page 37-38 Pictures Honey, meat, milk, sausage, cheese Chicken	Oral question on the food that animals provide Observing the food brought by the pupils as animals products	
	4	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: Identify animals found in the wilderness	What the animals found in the wilderness	Learners to identify animals found outside the forest	Our lives today Grade 3 page 37-38 Pictures Monkey Lion Elephant Cheetah Antelopes	Oral question on the animals found in the wilderness Observing images drawn on wild animal.	

	5	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: Discuss the importance of animals found in the wild	Importance of animals found in the wild.	Learners to identify Importance of animals found in the wild	Our lives today Grade 3 page 37-38 Pictures Skin Attract visitors in the country Meat	Oral question on the importance of wild animals	
9	1	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: In groups of two categories different Wild animals and state their importance.	Importance of animals found in the wild.	Learners to identify Importance of animals found in the wild	Our lives today Grade 3 page 37-38 Pictures Skin Attract visitors in the country Meat	Oral question on the importance of wild animals	
	2	Animals	Importance of animals	By the end of the sub-strand, the learner should be able to: Appreciate the importance of animals to the people	Importance of animals found in the wild.	Learners to identify Importance of animals found in the wild	Our lives today Grade 3 page 37-38 Pictures Skin Attract visitors in the country Meat	Observe the manner in which the pupils appreciate the knowledge on animals	

	3	Energy: Heat	Sources of Heat	By the end of the sub-strand, the learner should be able to: define heat identify sources of heat in the environment	What are the sources of heat?	Using relevant stimulus materials, learners to identify sources of heat in the environment (sun, gas cooker,	Our lives today Grade 3 page 45 Pictures Sun, fire	Observe the source of heat identified by the pupil	
	4	Energy: Heat	Sources of Heat	By the end of the sub-strand, the learner should be able to: Match different sources of heat to their fuels in the environment.	What are the sources of heat	Learners to think, pair and share their experiences on sources of heat at home and community	Our lives today Grade 3 page 45 Pictures electric cooker, charcoal burner, traditional jiko stove sun gas cooker	Observe how the pupils have categories the source of heat Oral question on source of heat	
	5	Energy: Heat	Sources of Heat	By the end of the sub-strand, the learner should be able to: appreciate the different sources of heat in the community	What are the sources of heat	Learners interact with parents or guardians to appreciate the types of fuels used in the community and report back.	Our lives today Grade 3 page 45 Pictures electric cooker, charcoal burner, traditional jiko stove	Observing how the pupil shows appreciation on the lesson on sources of heat. Take away quiz on the sources of heat	

							sun gas cooker		
10	1	Energy: Heat	Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: identify uses of heat energy in the environment	How is heat energy used in daily life?	Learners to discuss uses of heat energy (warming, cooking, ironing, drying)	Our lives today Grade 3 page 50-51 Fire Electricity Gas Sun	Oral question on uses of heat energy.	
	2	Energy: Heat	Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: use heat energy responsibly to promote conservation and safety	How is heat energy used in daily life?	Learners to discuss uses of heat energy (warming, cooking, ironing, drying) Learners to use multimedia resources to find out uses on heat energy in daily life	Our lives today Grade 3 page 52-53 Fire Electricity Gas Sun	Observing how the pupils are using heat energy to promote safety and conservation	

3	Energy: Heat	Uses of heat in the environment	By the end of the sub-strand, the learner should be able to: appreciate conservation of heat energy in daily life	How do we use heat energy properly	In groups, learners to share experiences on appropriate use of energy in the environment to conserve heat energy (when warming, ironing, cooking, drying)	Our lives today Grade 3 page 52-53 Fire Electricity Gas Sun	Observing responsible behavior for conservation of heat Oral question on heat energy responsibly to promote conservation and safety	
4	Energy: Heat	Dangers of heat energy	By the end of the sub-strand, the learner should be able to: a) identify materials that can start fire in the house	What are the dangers of heat energy?	Learners to identify materials that could start a fire at home (match box, petrol, kerosene, gas, electricity)	Our lives today Grade 3 page 56 Fire Electricity Gas Sun match box petrol	Oral question what causes fire	
5	Energy: Heat	Dangers of heat energy	By the end of the sub-strand, the learner should be able to: demonstrate an understanding of safe ways of moving from the house in case of a fire outbreak	How should we safely move away in case of a fire outbreak in the house?	more information on fires and safety procedures. Learners to develop “Dos” and “Don’ts” list during fire outbreaks. The list should be shared at school and at home	Our lives today Grade 3 page 57 Electricity Gas Sun match box petrol	Observing how the pupils do the fire demo	