**KG II GENERAL KNOWLEDGE SCHEME OF WORK TERM 3 – 2017**

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| **WK** | **PD** | **L/AREA** | **L/OUT COME** | **COMPETENCE** | **CONTENT** | **OBJECTIVES** | **METHODS** | **ACTIVITIES** | **T/L AIDS** | **SKILLS** | **REF** | **REM** |
| 1 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Domestic animals.**  These are animals kept at home.  **Examples of domestic animals**  Cat, dog, cow, goat, donkey. Carmel, rabbit, horse. | Within the lesson learners should be able to;  -identify animals kept at home.  -name animals kept at home.  -draw and name domestic animals. | -Discovery  -Discussion | Learners will;  -define domestic animals.  --mention examples of domestic animals.  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\Dog-3.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\COW 3.jpg-draw examples of domestic animals.  Cow  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\PUSSY CAT.pngCat  HORSE-1Horse  Dog | A chart showing domestic animals | -Listening  -Naming  -Identifying  -Drawing  -Reading  -Writing | Learning frame work page 19 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Uses of domestic animals.**  -We get meat from cows, goats,, sheep/  -We get milk from cows and goats.  We get skin from animals.  We get horns from some animals.  -Dogs guard our homes.  -Carmels, donkeys and horses are used for transport.  **Products from milk**  Butter, ghee, chees, Yoghurt | -tell the uses of domestic animals.  -mention the things got from milk | -Discovery  -Discussion | A chart showing domestic animals | -Listening  -Naming  -Identifying  -Drawing  -Reading  -Writing | Learning frame work page 19 |  |
| 2 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | Wild animals  These are animals that live in the Forest/ bush.  **Examples of wild animal**  lion, elephant, snake, leopard, crocodile, monkey, cheetah, deer, tiger, fish, tortoise, kangaroo, rhino, zebra, bear, chimpanzee | Within the lesson learners should be able to;  -define the term wild animals.  -mention examples of wild animals.  -draw wild animals’- | --Discovery  -Question and answer | Learners will define wild animals.  -Mention examples of wild animals. | A chart showing wild animals. | -Drawing  -Naming  -Colouring  -Mentioning  -Reading  -Writing | Learning frame work page 19 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Animal young ones.**  Cow - calf  Goat – kid  Sheep – lamb  Dog – puppy  Cat – kitten  Rabbit – bunny  Pig – piglet  Donkey – foal  Horse - foal | - identify and name the animals young ones. | -Discovery  -Discussion | -Identify animals young ones.  -draw animal young ones. | A chart showing wild animals. | -Drawing  -Naming  -Colouring  -Mentioning  -Reading  -Writing | Learning frame work page 19 |  |
| 3 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Animal sounds.**  Dog – barks  Cats – meaws  Cow – moos  Hen – clucks  Duck – quacks  Bird - sings | Within the lesson learners should be able to;  -demonstrate these sounds. | -Discussion  -Discovery  -Demonstration  -Play way | Learners will match movements t the animals. | A chart showing animals sounds and movements | -Listening  -Speaking  -Matching  -Reading  -Writing | Learning frame work page 19 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Animal young ones**  Lion – cub  Leopard – calf  Elephant – calf  Fish – fry  Frog – tadpole  Man - baby | -mention the young ones of the given animals |  | -mention animals and their young ones. | A chart showing animals sounds and movements | -Listening  -Speaking  -Matching  -Reading  -Writing | Learning frame work page 19 |  |
| 4 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Animal movements**  Baby – crawls  Man – walks  Frog – jumps  Snake – glides  Caterpillar – wriggles  Bird – flys  Dog - runs | -tell the movements of animals | -Demonstration  -Play way | -tell animal movements | A chart showing animals sounds and movements | -Listening  -Speaking  -Matching  -Reading  -Writing | Learning frame work page 19 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Animal homes.**  Man – house  Cat – basket  Pig – pig sty  Bird – nest  Fish – water  Duck – pond  Cow – kraal  Rabbit – hutch  Goat – shed. | Within the lesson learners should be able to;  -mention the homes of animals. | -Discovery  -Discussion | -Tell animals homes.  -Match animals to their homes.  -Colour the animal homes | -Flash cards | -Listening  -speaking  -drawing  Colouring  Reading  -writing | Learning frame work page 19 |  |
| 5 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | Lion – den  Frog – water  Snake – burrow  Monkey – tree  Grasshopper – grass  Sheep – pen  Chicken – barn  Spider – web  Dog - kennel | -draw the homes of animals | -Discovery  -Discussion | -Tell animals homes.  -Match animals to their homes.  -Colour the animal homes | -Flash cards | -Listening  -speaking  -drawing  Colouring  Reading  -writing | Learning frame work page 19 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Birds (poultry)**  Hen –  Turkey –  Parrot –  Crested crane –  Duck –  pigeons | -identify and name different birds in the environment | -Discovery  -Discussion | -Tell animals homes.  -Match animals to their homes.  -Colour the animal homes | -Cut outs.  -A charts showing birds | -Listening  -speaking  -drawing  Colouring  Reading  -writing | Learning frame work page 19 |  |
| 6 | 1 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | Insects  -bees  -housefly  -grasshopper  Ants (red, black, white)  -wasps  **Uses of insects**  -We get homey from bees.  -some insects are eaten (ants, grasshoppers)  -some are sold and people get money. | Within the lesson learners should be able to;  -mention examples of insects  -tell the uses of insects to man. | -Discovery  -Discussion | Learners will;  -mention examples of insects.  -tell uses of insects  -catch some insects form the grass in the field (out door activity) | A chart showing insects.  -Cut outs | -listening  -Speaking  -Naming  -Identifying  -Drawing  -Reading  -Writing | Learning frame work page 20 |  |
|  | 2 | Interacting with exploring knowledge and using my environment | Exploring and knowing my immediate environment. | I can identify people, animals, plants and other things at the learning centre. | **Plants**  -yam plants  Banana plant  Maize plant  Pawpaw plant  Flowers  Grass  Cassava plant  -Orange plant  -mango plant  Apple plant  **What we get from plants**  Food  Fruits  Medicine (herbs)  Fire wood) | -identify and name different plants in the environment.  -define the term plants.  -plants of the plants (leaves, roots, stem)  - mention the things plants need to grow. | -Discovery  -Discussion | -drawing plants in the environment.  -children will prepare the various plats by planting seeds as they observe them grow.  -watering  -observing it grow  **Plant needs**  -Water  -Sunlight | School environment  -Project preparation | -Observation |  |  |
| 7 | 1 | Taking care of myself for proper growth and development. | Keeping safe and avoiding accidents. | I can respond to safety rules. | **Things we wear.**  C:\Users\user\Documents\Luganda-BK1\Shirt.jpgBlouse Skirt Shirt    Hat Trouser Shoes  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOW TIE.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\dress.pngDress Tie | Within the lesson learners should be able to;  --identify and name different clothes we wear. | -Discovery  -Discussion | Learners will draw, name and identify the things we wear. | -Real clothes. | -Drawing  -Listening  -Speaking  -Colouring  -Reading  -Writing | Learning frame work page 38 |  |
|  | 2 | Taking care of myself for proper growth and development. | Keeping safe and avoiding accidents. | I can respond to safety rules. | **Uses of clothes**  -Clothes keep us warm.  -They make us look smart.  -They show people’s culture.  **Accidents**  An accident is a sudden happening. (occurance) that causes injury/ harm to the body.  **Examples of accidents**  Burns, falls, cuts, motor accidents, drowning, stings | -tell the uses of clothes.  -define the term accidents  -mention examples of accident | -Interaction | Interact uses of clothes.  -mention examples of accidents.  -define the term accidents.  -draw what takes place in the various examples. | -Broken bottles  Glass.  Thorns  -Pictures. | -Drawing  -Listening  -Speaking  -Colouring  -Reading  -Writing | Learning frame work page 38 |  |
| 8 | 1 | Taking care of myself for proper growth and development. | Keeping safe and avoiding accidents. | I can respond to safety rules. | **Causes of accidents.**  - Bad roads  -Old cars.  -Careless  -Drunken drivers.  -High speed playing on the road.  **Places of where accidents occur.**  Homes, school, lakes, schools, air, roads, pools | Within the lesson learners should be able to;  -tell causes of accidents.  -identify and name different places of where accidents occur. | Within the lesson learners should be able to; | Learners will identify places where accidents occur.  -mention the causes of accidents. | School environment | -Reading  -Speaking  -Writing  -Listening | Learning frame work page 38 |  |
|  | 2 | Taking care of myself for proper growth and development. | Keeping safe and avoiding accidents. | I can respond to safety rules. | **Dangerous objects**  Broken bottles / glasses  Thorns  -Needles  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Photoes\FIRE.jpg-Razorblade Fire  -Pins  C:\Users\user\Desktop\RAC\New folder (2)\PICS\pcitures\razor blade.jpg-Bees/ wasps  C:\Users\user\Desktop\RAC\New folder (2)\PICS\pcitures\nails 1.jpg-Nails -Stones  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\Luganda-BK1\Knife.jpg  -Knife | -identify and name different objects.  --draw and colour objects that are dangerous | Within the lesson learners should be able to; | -tell the objects that cause accidents.  -tell objects that are dangerous. | Broken bottles  Glasses  Pins  Thorns  Needles  Razorblade  Fire  Stones  Knife  Nails. | -Reading  -Speaking  -Writing  -Listening | Learning frame work page 38 |  |
| 9 | 1 | Taking care of myself for proper growth and development. | Keeping safe and avoiding accidents. | I can respond to safety rules. | **How to avoid accidents.**  -By not throwing stones.  By not climbing trees.  -By not playing with sharp objects.  -By not playing near hot objects or fire,  -By not playing on the road. | Within the lesson learners should be able to;  -tell way how to avoid accidents. | -Discovery  -Interactive discussion | Learners will tell ways how to avoid accidents. | A chart showing types | -Listening  -Writing  -Speaking  -Writing | Learning frame work page 28 |  |
|  | 2 | Interacting with, exploring knowing and using my environment | Experimenting and understanding the concept of movement (force) | I can compare and contrast different kinds of transport in my environment | **Transport**  Is the movement of people and goods from one place to another.  **Types of transport.**  Road transport  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.pngC:\Users\user\Desktop\RAC\New folder (2)\PPPP\CAR.pngWater transport  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOAT.jpgRailway transport  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\AEROPLANE.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\TRAIN.pngAir transport. | -define the term transport  -mention the various types of transport. | -Discovery  -Interactive discussion | -Learners will define the term transport  -mention the types of transport.  -draw the various types of transport. | A chart showing types | -Listening  -Writing  -Speaking  -Writing | Learning frame work page 28 |  |
| 10 | 1 | Interacting with, exploring knowing and using my environment | Experimenting and understanding the concept of movement (force) | I can compare and contrast different kinds of transport in my environment | **Means of transport**  Bus, bicycle, lorry, motorcycle, aeroplane, ship, boats, tri cycles. | Within the lesson learners should be able to;  -identify and means the means of transport. | Learners will name the means of transport | A chart showing the means of transport or types of transport.  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\BOAT.jpg  C:\Users\user\Desktop\RAC\New folder (2)\PPPP\TRAIN.png  C:\Users\user\Desktop\RAC\New folder (2)\PICS\MY PHOTOZ\TOPIC-2-SCI-P7\BICYCLE-P-7.jpgC:\Users\user\Desktop\RAC\New folder (2)\PPPP\AEROPLANE.jpg | A chart showing the means of transport or types of transport | -Listening  -Writing  -Speaking  -Drawing  Speaking | Learning frame work page 24 |  |
|  | 2 | Interacting with, exploring knowing and using my environment | Experimenting and understanding the concept of movement 9force) | I can compare and contrast different kinds of transport in my environment | **Uses of the road.**  (People who use the road transport)  Drivers, riders, pedestrians/ passengers (school children), cyclists  **ROAD SIGNS.**  Humps ahead.  Zebra crossing  Traffic lights. Parking    No parking Round about    Children crossing    Danger ahead (accident ahead)    Red lights mean stop.  Orange lights mean get ready.  Green lights mean go. | -tell / mention the users of the road.  -tell the meaning of each colour on the traffic lights. | Pupils will mention road users.  -identify, name and draw road signs.  -drawing and colouring the traffic lights. | A chart showing the means of transport or types of transport. |  | -drawing  -naming  -colouring | Learning frame work page 24 |  |