**GENERAL KNOWLEDGE SCHEME OF WORK FOR KG III TERM THREE 2018**

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| WK | PD | L/Area | L/out come | Competence | Content | Objectives | Method | Activity | L/aid | Skills | REF |
| 1 | 1 | Interacting with, exploring, knowing 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.**   * cow, cat, dog, sheep * horse, rabbit, donkey * camel | * Within the lesson a learner * Identifies animals kept at home * draw and name domestic animals | Discovery  Discussion  Demonstration  Play way | Drawing and naming domestic animals | Chart  Chalkboard illustration | Drawing  Naming | Page 18 |
|  | 2 |  | **Use of domestic animals**   * We get meat from a cow, goat * We get milk from cows and goats * We get skins form animals We get horns form some animals * Animals are sued for transport e.g. horse, donkey, camel   Products from milk   * cheese * butter * ghee * yoghurt | * tell the uses of domestic animals * Mentions things got from milk | Discovery  Discussion | Drawing products of animals | Horns  Milk  Skin  Pictures of animals | Naming  Drawing | LFW page 18 - 19 |
| 2 | 1 | I can identify people, animals plants and other things at the learning centre | **Wild animals**  These are animals that live in the bush, forest, water or zoo  Examples of wild animals   * lion, tiger, snake, kangaroo, crocodile, fish, leopard, monkey, chimpanzee, tortoise | * Within the lesson, learners should be able to:- * identify and name the animals that live in the bus | Discovery  Discussion | Drawing and naming wild animals | Charts  Cut outs | Drawing  Naming  Colouring | LFW page 18 - 19 |
|  | 2 |  | **Animals young ones**  Cow – calf  Goat – kid  Sheep – lamb  Dog – puppy  Cat – kitten  Pig – piglet  Donkey – foal  horse - foal | * Identify and name the animal young one | Discovery  Discussion | Drawing and colouring animal young ones | Charts  Cut outs | Drawing  Naming  Colouring | LFW page 18 - 19 |
| 3 | 1 | Interacting with, exploring, knowing 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 – cub  Elephant – calf  Fish – fry  Frog – tadpole  Man – baby | * Within the lesson learners should be able to * Identify and name animal young ones | Discovery  Discussion | Mentioning animal sounds | Charts  Cut outs | Drawing  Colouring | LFW page 18 - 19 |
|  | 2 | **Animal sounds**  Cow – lows  Goat – bleats  Baby – cries  Hen – clucks  Duck – quacks  Cat – purrs | * Identify and name animal sounds | Discovery  Discussion  Play way  Brian storming | Telling the animal sounds  Imitating  Animal sounds | Charts  Cut outs | Drawing  Colouring | LFW page 18 - 19 |
| 4 | 1 | Pig – grunts  sheep - bleats  Dog – barks  Horse – neighs  Bird – sings  Monkey – chatters  Frog – croaks  Bee – buzzes  Owl - hoots | Demonstration | LFW page 18 - 19 |
|  | 2 | Animal movements  Baby – crawls  Man – walks  Frog – jumps  Snake – slithers/glides  Caterpillar – wriggles  Bird – fly  Fish – swims  Dog – runs | * Within the lesson learners should be able to tell the movements of animals | Discovery  Discussion  Demonstration Play way | Matching animals to their movements | Learners themselves | Reading  Matching | LFW page 18 - 19 |
| 5 | 1  &  2 | Animal homes  Man – house  Cat – basket  Sheep – fold  Pig – pig sty  Bid – nest  Fish – water  Cow – kraal/byre  Goat – shed  Lion – den  Snake – hole  Monkey – tree/jungle  Rabbit – hutch/burrow  Grasshopper – grass  Chicken / barn/coop/pen  Spider – web | * within the lesson learners should be able to mention the homes of animals | Discovery  Discussion  Brain storming | Telling animal homes  Matching animals to their homes  Spelling words | Nest  Water  House  Flash cards | Reading  Speaking  Matching | LFW page 18 - 19 |
| 6 | 1 | Taking care of myself for proper growth and development | Keeping healthy and practising good health habits | I can identify people, animals, plants and other things at the learning centre | Birds  Hen , duck, turkey, pigeons, parrots, dove, crested crane, peacock, shoe bill, crow, owl, eagle, kite | * Within the lesson learners should be able to identify and name different birds in the environment | Discovery  Discussion  Brain storming | Naming birds in the environment | Cut outs | Reading  Naming  Drawing  Colouring | LFW page 18 - 19 |
|  | 2 | Insects  Bees, tsetse fly, housefly, white ants, grasshoppers, red ants, black ants, wasps  Uses of insects   * We get hone from bees * Some insects are eaten like white ants, grasshoppers * Some are sold and people get money | * Learns should be able to mention insects | Brain storming  Discovery  Discussion  Observation | Naming insects in the environment | Insects  Grasshopper, cockroach, spider, ants, bees  Cut outs | Drawing  Colouring  Naming | LFW page 18 - 19 |
| 7 | 1 | I can care and value my environment  I can care and value my body | Plants  Yams, plants, banana plant, maize plant, flowers, grass, cassava plant, orange plant, apple plant  **What we get from plants**  Food, fruits, medicine (herbs), firewood | * Within the lesson learners should be able to identify and name different plants in the environment | Discovery  Discussion  Brain storming  Field trip  observation | Drawing plants in the environment  Naming plants  Mentioning uses of plants | Plants in the environment | Drawing  Colouring | LFW page 31 |
|  | 2 | Things we wear  Blouse, dress, skirt, shoes, shirt, tie, hat, ring, trousers, shorts | * Identify and name different clothes we wear | Discovery  Discussion  Brain storming | Drawing  Colouring  Cutting and pasting | Clothes  Shoes  Tie  Trousers  skirts | Drawing  Colouring  Cutting  Pasting | Page 34 |
| 8 | 1 | Taking care of myself for proper growth and development | Keeping healthy and practising good health habits | I can keep myself clean | **Uses of clothes**   * clothes keep us warm * They make us look smart * They show people’s culture | * Within the lesson learners should be able to tell the uses of clothes | Discovery  Discussion  Demonstration | Reading  drawing | Reading  Speaking  Writing | LFW page 37 |
|  | 2 | Taking care of myself for proper growth and development  And  Interacting with ,exploring ,knowing and using my environment | Keeping safe and avoiding accidents | I can respond to safety rules | Accidents  An accident is a sudden happening that causes harm to the body  Examples of accidents  Burns, scalds, cuts, stings, falls, bleeding, motor accidents/knocks, drowning | * Within the lesson learners should be able to define what an accident is * mention examples of accidents | Discovery  Discussion  Demonstration | Defining an accident  Mentioning examples of accidents | Broken glasses  Thorns  Pictures  Pins  Nails  razorblade | Reading  Speaking  Writing | LFwpage  24 |
| 9 | 1 | **Causes of accidents**   * bad roads * old cars * careless * drunken drivers * high speed * playing on the road | * tell causes of accidents | Discussion  Discovery |
|  | 2 | **Places where accidents occur**  Homes, schools, roads, lakes, air | * within the lesson learners should be able to identify and name different places of where accidents occur | Discussion  Discovery  observation | Identifying places where accident s occur | School environment | Reading  Speaking  Writing  Listening | Lfw page 24 |
|  |  | **Dangerous objects**  Broken bottles, thorns, pangas, needles, knife, axe, hoes, stones, razorblades, fire, pins, nails, bees, wasps | * Learners should be able to identify and name different dangerous objects * draw and colour objects that are dangerous |
| 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 | How to avoid accidents   * by not throwing stones * by not climbing trees * by not playing with sharp objects * by not playing near hot objects * by not playing on the road | * Learners should be able to identify and name different dangerous objects * draw and colour objects that are dangerous | Discussion  Discovery | Identifying places where accident s occur | School environment | Reading  Speaking  Writing  Listening | Lfw page 24 |
| 10 | 2 | Interacting with, exploring knowing and using my environment | Interacting with, exploring knowing and using my environment | Experimenting and understanding the concept of movement (force) | **Transport**  Is the movement of people and goods from one place to another.  **Types of transport**   * road transport * water transport * railway transport   **Types of transport**   * road transport * air transport * water transport * railway transport   **road transport**  **examples of roads**   * tarmac * murram * path   **means of transport**   * bus, bicycle, lorry, motorcycle, aeroplane, ship, boats, tricycles   **People who use the road/transport**   * drivers, rides, pedestrians, passengers, cyclists | * Within the lesson learners should be able to define transport * Mention types of transport   Identify and name different means of transport | Discussion  Discovery  Look and say  Discussion  Discovery | Drawing  colouring | Road pictures | Reading  Speaking  Writing  Listening | Lfw page 24 |
| 11 | 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 | **Road signs**  Zebra crossing  Parking  **P**  No parking    Children crossing  [http://t3.gstatic.com/images?q=tbn:ANd9GcQDDkElTs8uaKSfbdF5qSdJd1BDCWms2yEagy1xE4jv-3_gX9qKbZ5GrA](http://www.google.com/imgres?imgurl=http://www.proshieldsafetysigns.co.uk/signs/7557_signs.jpg&imgrefurl=http://www.proshieldsafetysigns.co.uk/signs/7557_Road_traffic_signs_Children_crossing.html&usg=__JgN4AERuoHUX0DF832mgDDTnvG8=&h=400&w=400&sz=41&hl=en&start=35&zoom=1&tbnid=ZqjTQLMJBAID4M:&tbnh=124&tbnw=124&ei=IkQ0UfTLDZOThgfIxoHwBg&prev=/search?q=pictures+of+children+crossing+the+road&start=20&um=1&hl=en&sa=N&gbv=2&tbm=isch&um=1&itbs=1&sa=X&ved=0CEYQrQMwDjgU)  Humps ahead  **http://ts1.mm.bing.net/th?&id=HN.608011127093006250&w=300&h=300&c=0&pid=1.9&rs=0&p=0** | * Within the lesson learners should be able to name road signs * Identify different signs * Identify uses of road sign | Discussion  Discovery  Look and say  observation | Identifying road signs  Naming road signs  drawing | Flash cards  pictures | Naming  Recognition  Critical thinking  reading | Lfw page 24 |
| 11 | 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 | Danger ahead/accident  http://ts1.mm.bing.net/th?&id=HN.608017157224337111&w=300&h=300&c=0&pid=1.9&rs=0&p=0  Round about  [http://ts4.mm.bing.net/th?id=HN.608024042052650418&w=140&h=140&c=7&rs=1&pid=1.7](http://www.bing.com/images/search?q=Road+Signs&qs=n&form=QBIR&pq=road+signs&sc=0-0&sp=-1&sk=#view=detail&id=38098782FFFB0D40A5BCF458118C03BC6F794F58&selectedIndex=28)  Traffic lights    **Red means stop**  **Orange means get ready**  **Green means go** | * tell the meaning of each colour on the traffic lights | Discovery  Discussion  observation | Drawing and colouring the traffic lights | Flashcards  pictures | Recognition  Critical thinking | LFW page 24 |