



## PRIMARY ONE LITERACY II SCHEME OF WORK FOR TERM I - III

WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
1	1	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> <li>- Identifying parts of the head.</li> <li>- Reading names of parts of the head.</li> <li>- Spelling names of parts of the head.</li> <li>- Drawing and naming parts of the head.</li> </ul>	<u>Parts of the head</u> <ul style="list-style-type: none"> <li>- Hair</li> <li>- Eyes</li> <li>- Ears</li> <li>- Mouth</li> <li>- Nose</li> <li>- Chin</li> <li>- Cheek</li> <li>- Neck</li> <li>- Eyebrow</li> <li>- Eye</li> <li>- lashes</li> <li>- face</li> </ul> <u>Diagram of a head and its parts</u>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying parts of the head.</li> <li>- Reading</li> <li>- Spelling</li> <li>- Drawing &amp; naming</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Self awareness</li> </ul>	A chart drawn of the head and its parts	MK Integrated Sci. Bk.1 Pg.1-4 Oxford Pri. Sci. Bk.1 Pg.5-6	

	2	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> <li>- Identifying the use of eyes on the body</li> <li>- Mention ways of caring for the eyes.</li> <li>- State some of the problems to the eyes.</li> </ul>	<u>Uses of parts of a head</u> Eyes – For seeing <u>Caring for eyes</u> - By washing them with clean water. - Wearing sunglasses on a sunny weather. - By treating sick eyes <u>Problems to the eyes</u> - Diseases e.g trachoma. Night blindness - Foreign bodies - Too much sunshine - Itching - Blindness	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Observation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the uses and ways of caring for eyes</li> </ul>	<ul style="list-style-type: none"> <li>- Accuracy</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Sunglasses</li> <li>- water</li> </ul>	MK Integrated Sci. Bk. 1 Pg.1-4	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
	3	Human Body & Health	External parts of the body	The learner: <ul style="list-style-type: none"> <li>- Identifies the use of the ears.</li> <li>- Mentions ways of caring for ears.</li> <li>- Draws the ears.</li> <li>- Reads and spells words.</li> <li>- Identifies the problem of the ears.</li> </ul>	Ears Ears – Are used for hearing <u>Caring for the ears</u> - By washing them well. - By removing dirt. - Avoid putting sharp objects in the ears. Problems of the ears - Itching - Foreign bodies e.g insects	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Observation</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the use of ears.</li> <li>- Reading and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Ear buds</li> <li>- Water</li> </ul>	Understanding Integrated Pri. Sci. Bk.1 Pg.1-2	

	4	Human Body & Health	External parts of the body	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Identifies the use of the nose.</li> <li>- Draws the nose</li> <li>- Mentions ways of caring for a nose.</li> <li>- Identifies the uses of the teeth.</li> <li>- Mentions the ways of caring and problems of the teeth.</li> <li>- Reads and spells new words.</li> </ul>	<p>Nose – Is used for smelling.</p> <p><u>How to care for the nose.</u></p> <ul style="list-style-type: none"> <li>- By blowing it.</li> <li>- By washing it with clean water.</li> </ul> <p><b>Teeth</b></p> <p>For tearing For chewing For grinding For biting</p> <p><u>Caring for the teeth</u></p> <ul style="list-style-type: none"> <li>- By brushing them every after a meal.</li> <li>- Visiting the dentist</li> <li>- Avoid eating sweet things.</li> <li>- Avoid biting hard things.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying the use of the teeth</li> <li>- Demonstration</li> <li>- Reading and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Self appreciation</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Toothbrush</li> <li>- Tooth picks</li> <li>- Toothpaste</li> <li>- Water</li> <li>- Handkerchief</li> <li>-</li> </ul>	MK Integrated Pri. Sci. Bk.1 Pg.1-2	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
	5	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> <li>- Identifies parts of the arm.</li> <li>- Draws and names the parts.</li> <li>- Reads and spells the words</li> </ul>	<p>Parts of the arm e.g shoulder, armpit, elbow, wrist, hand, fingers, thumb, fore arm, fingernails</p> <p>Diagram showing parts of the arm.</p>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Question &amp; answer</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Drawing</li> </ul>	<ul style="list-style-type: none"> <li>- Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- A chart showing parts of an arm</li> </ul>	Oxford Pri. Sci. BK.1 Pg.5-6	

2	1	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> <li>- Identifies uses of the hands and fingers.</li> <li>- Reads and spells the uses of the hand and fingers.</li> </ul>	<p>Uses of parts of the arm</p> <p>Hands</p> <p>For clapping</p> <p>For eating</p> <p>For holding/touching</p> <p>Fingers</p> <p>For protection</p> <p>For beauty</p>		- Reading and spelling	- Fluency			
	2	Human Body & Health	External parts of the body	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Identifies ways of caring for the arm.</li> <li>- Reads and spells words</li> </ul>	<p><u>Caring for the parts of the arm</u></p> <ul style="list-style-type: none"> <li>- By washing our hands with clean water.</li> <li>- By cutting fingernails short.</li> <li>- By removing dirt from fingernails.</li> </ul>	- Discussion	- Identifying ways of caring for the arm.	- Fluency - Care	- Water - Soap	Oxford Pri. Sci. Bk.1 Pg.5-6 &7	
	3	Human Body & Health	External parts of the body	<ul style="list-style-type: none"> <li>- Identifies parts of the leg.</li> <li>- Draws and names the parts of the leg.</li> <li>- Reads and spells words.</li> </ul>	<p><u>Parts of the leg</u></p> <p>e.g thighs, shin, toes, foot, ankle, heel, calf</p> <p>Diagram of the leg and its parts.</p>	- Guided discovery	<ul style="list-style-type: none"> <li>- Identifying parts of the leg</li> <li>- Drawing</li> </ul>	- Accuracy			
<b>WK</b>	<b>PD</b>	<b>THEME</b>	<b>SUB-THEME</b>	<b>COMPETENCES</b>	<b>CONTENT</b>	<b>METHODS</b>	<b>ACTIVITIES</b>	<b>L/SKILLS</b>	<b>T/L AIDS</b>	<b>REF</b>	<b>REM</b>

	4	Human Body & Health	External parts of the body	<ul style="list-style-type: none"><li>- Identifies uses of the leg.</li><li>- Mentions ways of caring for the leg.</li><li>- Identifies problems to the leg.</li></ul>	<u>Uses of the leg.</u> <ul style="list-style-type: none"><li>- For walking</li><li>- For kicking</li><li>- For running</li></ul> <u>Caring for the leg</u> <ul style="list-style-type: none"><li>- Washing the legs</li><li>- Scrubbing the legs</li><li>- Cutting the toe nails</li></ul> <u>Problems to the leg</u> <ul style="list-style-type: none"><li>- Cuts</li><li>- Fracture</li><li>- Diseases</li><li>- Dislocation</li></ul>	- Observation	<ul style="list-style-type: none"><li>- Naming</li><li>- Reading</li></ul>	<ul style="list-style-type: none"><li>- Self awareness</li></ul>	<ul style="list-style-type: none"><li>- A chart showing human body</li></ul>	Understanding integrated Pri. Sci. Bk.1 Pg.1-2													
	5	Human Body & Health	External parts of the body	<ul style="list-style-type: none"><li>- Identifies the parts of the human body.</li><li>- Draws the human body and names the parts.</li><li>- Reads and spells words.</li></ul>	<u>The structure of the human body</u> e.g head, hair, teeth, mouth, navel, leg, arm, buttocks, lips, cheeks e.t.c  Diagram of the human body.	<ul style="list-style-type: none"><li>- Question and answer</li></ul>	<ul style="list-style-type: none"><li>- Spelling</li><li>- Answering questions</li></ul>	<ul style="list-style-type: none"><li>- Audibility</li></ul>															
3	1	Human Body & Health	External parts of the body	The learner; <ul style="list-style-type: none"><li>- Identifies body senses and organs.</li><li>- Draws and matches correctly.</li><li>- Reads and spells</li></ul>	<u>Body organs and senses</u> <table border="1"><tr><td>Senses</td><td>Organs</td></tr><tr><td>Seeing</td><td>Eyes</td></tr><tr><td>Tasting</td><td>Tongue</td></tr><tr><td>Smelling</td><td>Nose</td></tr><tr><td>Hearing</td><td>Ears</td></tr><tr><td>Feeling</td><td>Skin</td></tr></table> Matching body organs and senses.	Senses	Organs	Seeing	Eyes	Tasting	Tongue	Smelling	Nose	Hearing	Ears	Feeling	Skin	<ul style="list-style-type: none"><li>- Discussion</li><li>- Guided discovery</li><li>- Explanation</li></ul>	<ul style="list-style-type: none"><li>- Identifying</li><li>- Drawing &amp; naming</li><li>- Reading &amp; spelling</li></ul>	<ul style="list-style-type: none"><li>- Fluency</li><li>- Accuracy</li></ul>	<ul style="list-style-type: none"><li>- Flash cards</li></ul>	MK Integrates Pri. Sci. Bk.1 Pg.205	
Senses	Organs																						
Seeing	Eyes																						
Tasting	Tongue																						
Smelling	Nose																						
Hearing	Ears																						
Feeling	Skin																						
	2	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"><li>- Defines body posture.</li><li>- Identifies kinds of posture.</li><li>- Draws kinds of posture.</li><li>- Reads and spells words.</li></ul>	<u>Body posture</u> Posture is the way we position the body. <u>Kinds of posture</u> <ul style="list-style-type: none"><li>- Good posture</li><li>- Bad posture</li></ul> Drawing showing good and bad posture.	<ul style="list-style-type: none"><li>- Observation</li><li>- Explanation</li></ul>	<ul style="list-style-type: none"><li>- Defining</li><li>- Identifying</li><li>- Drawing &amp; naming</li></ul>	<ul style="list-style-type: none"><li>- Self awareness</li></ul>	<ul style="list-style-type: none"><li>- Desks</li><li>- Chairs</li></ul>	MK Integrated Pri. Sci. Bk.1 Pg.7													
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	3	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> <li>- Identifies importance of good posture.</li> <li>- Reads and spells words.</li> </ul>	<u>Importance of good posture</u> <ul style="list-style-type: none"> <li>- It keeps the body in good shape.</li> <li>- It prevents back and chest pain.</li> <li>- It maintains the proper growth of bones.</li> </ul>	- Guided discovery	- Reading and spelling				
	4	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> <li>- Draws the diagram of bad posture.</li> <li>- Identifies dangers of bad posture.</li> <li>- Reads and spells words.</li> </ul>	<u>Bad posture</u> Diagram showing bad posture <u>Dangers of bad posture</u> <ul style="list-style-type: none"> <li>- It causes lameness.</li> <li>- It leads to chest pain.</li> <li>- It leads to back pain.</li> <li>- It leads to poor flow of blood.</li> </ul>	- Question and answer	- Drawing		<ul style="list-style-type: none"> <li>- Word cards</li> <li>- Picture showing bad posture</li> </ul>	Oxford Pri. Sci. Bk.1 Pg.8	
	5	Human Body & Health	Adequate exercise and body posture	The learner; <ul style="list-style-type: none"> <li>- Identifies examples of body exercise.</li> <li>- Reads and spells words.</li> <li>- Draws and names the body exercises.</li> </ul>	<u>Body physical exercises</u> Examples of body exercises <ul style="list-style-type: none"> <li>- Jumping</li> <li>- Running</li> <li>- Skipping</li> <li>- Boxing</li> <li>- Hopping</li> <li>- Swimming</li> <li>- Riding</li> <li>- Stretching</li> <li>- Jogging</li> </ul> Drawing diagrams.	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Confidence</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Identify</li> <li>- Drawing</li> <li>- Naming</li> <li>- Demonstration</li> </ul>	- A chart showing body exercise	Understanding integrated Sci. Bk.1 Pg.4	
4	1	Human Body & Health	Adequate exercise and body posture	<ul style="list-style-type: none"> <li>- Identifies the importance of body exercise.</li> <li>- Reads and spells words.</li> </ul>	<u>Importance of body physical exercises</u> <ul style="list-style-type: none"> <li>- To be fit</li> <li>- To be strong</li> <li>- To be healthy</li> <li>- To be flexible</li> <li>- To develop muscles</li> </ul> Revision	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Care</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Identify</li> <li>- Reading</li> <li>- Spelling</li> </ul>	- Flash cards	Oxford Pri. Sci. Bk.1 Pg.4	
<b>WK</b>	<b>PD</b>	<b>THEME</b>	<b>SUB-THEME</b>	<b>COMPETENCES</b>	<b>CONTENT</b>	<b>METHODS</b>	<b>ACTIVITIES</b>	<b>L/SKILLS</b>	<b>T/L AIDS</b>	<b>REF</b>	<b>REM</b>

	2	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Defines personal hygiene.</li> <li>- Identifies the ways of cleaning the body parts.</li> <li>- Reads and spells.</li> </ul>	Personal hygiene is the keeping of the body clean. <u>Ways of keeping the body clean</u> <ul style="list-style-type: none"> <li>- By washing hands</li> <li>- By bathing</li> <li>- By brushing</li> <li>- By cutting fingernails</li> <li>- By combing the hair</li> <li>- By cleaning the ears.</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Confidence</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Reading</li> <li>- Spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Comb</li> <li>- Sponge</li> </ul>	MK Integrated Pri. Sci. Bk.1 Pg.9-11	
	3	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Identifies things we use to clean the body.</li> <li>- Draws and names the things.</li> <li>- Reads and spells.</li> </ul>	Things we use to clean the body <ul style="list-style-type: none"> <li>- Sponge</li> <li>- Towel</li> <li>- Water</li> <li>- Soap</li> <li>- Toothbrush</li> <li>- Razor blade</li> <li>- Toothpicks</li> <li>- Ear buds</li> <li>- Toilet paper</li> <li>- Comb</li> </ul> Diagrams showing things we use to clean the body.	<ul style="list-style-type: none"> <li>- Explanation</li> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Water</li> <li>- Toothbrush</li> </ul>	Understanding Integrated Pri. Sci. Bk.1	
	4	Human Body & Health	Personal hygiene	The learner; <ul style="list-style-type: none"> <li>- Describes the way we clean our eyes.</li> <li>- Identifies things we use to clean the eyes.</li> <li>- Draws and names.</li> <li>- Identifies reasons why we clean the eyes.</li> </ul>	<u>How to clean different parts of the body</u> a) Eyes By washing them. <u>Things we use to clean the eyes</u> <ul style="list-style-type: none"> <li>- Clean water</li> <li>- Handkerchief</li> <li>- Clean cloth</li> </ul> <u>Why do we clean the eyes</u> <ul style="list-style-type: none"> <li>- To prevent diseases</li> <li>- To remove dirt</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Drawing and naming</li> </ul>	<ul style="list-style-type: none"> <li>- Water</li> <li>- Handkerchief</li> </ul>	Understanding Integrated science Bk.1 Pg.9-11	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	5	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Describes the way we clean our ears.</li> <li>- Identifies things we use to clean the ears.</li> <li>- Tells reasons why we clean the ears.</li> <li>- Reads and spells words.</li> </ul>	b) Ears <u>How to clean the ears</u> By washing them. By removing dirt. <u>Things we use to clean the ears</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Clean clothes</li> <li>- Ear buds</li> </ul> <u>Why do we clean the ears?</u> <ul style="list-style-type: none"> <li>- To prevent diseases</li> <li>- To remove dirt</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussion</li> </ul>	- Confidence	- Reading and spelling	- Soap		
5	1	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Describes the way we clean the teeth.</li> <li>- Identifies things we use to clean the teeth.</li> <li>- Reads and smells words.</li> </ul>	c) Teeth <u>How to clean the teeth</u> <ul style="list-style-type: none"> <li>- By brushing</li> <li>- By removing food particles</li> </ul> <u>Things we use to clean the teeth</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Toothpaste</li> <li>- Ash</li> <li>- Stick brush</li> </ul> When to brush the teeth Why we brush	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussion</li> </ul>	- Care	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Identifying</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Toothpaste</li> <li>- Water</li> </ul>	Oxford Pri. Sci. Bk.1 Pg.10-11	
	2	Human Body & Health	Personal hygiene	The learner; <ul style="list-style-type: none"> <li>- Describes how to clean the hair.</li> <li>- Identifies things we use to clean the hair.</li> <li>- Mentions the reasons why we clean the hair.</li> <li>- Draws and names things.</li> </ul>	d) Hair <u>How to clean the hair</u> <ul style="list-style-type: none"> <li>- By washing</li> <li>- By combing</li> <li>- By shaving off</li> </ul> <u>Things we use to clean the hair</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Scissors</li> <li>- Soap</li> <li>- Razor blade</li> </ul> <u>Why to clean the hair</u> <ul style="list-style-type: none"> <li>- To prevent lice</li> <li>- To remove dirt</li> <li>- To be smart</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstration</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Identifying</li> </ul>	<ul style="list-style-type: none"> <li>- Comb</li> <li>- Soap</li> <li>- Scissors</li> </ul>	Understanding Integrated Sci. Bk.1 Pg.6-11	
<b>WK</b>	<b>PD</b>	<b>THEME</b>	<b>SUB-THEME</b>	<b>COMPETENCES</b>	<b>CONTENT</b>	<b>METHODS</b>	<b>ACTIVITIES</b>	<b>L/SKILLS</b>	<b>T/L AIDS</b>	<b>REF</b>	<b>REM</b>



	3	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Describes the way we clean the nose.</li> <li>- Identifies things we use to clean the hands.</li> <li>- Reads and spells</li> </ul>	e) Nose <u>How to clean the nose</u> <ul style="list-style-type: none"> <li>- By washing it</li> <li>- By blowing it</li> </ul> f) Hands <u>How to clean the hands</u> <ul style="list-style-type: none"> <li>- By washing them</li> <li>- By cutting the fingernails short</li> </ul> <u>Things we use to clean the hands</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Handkerchief</li> <li>- Soap</li> <li>- Nail cutter</li> <li>- Razorblade</li> </ul>	- Question and answer	- Responsibility	- Reading - Spelling	-		
	4	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Describes when and why to clean the hands.</li> <li>- Reads and spells words.</li> </ul>	<u>When to clean the hands</u> <ul style="list-style-type: none"> <li>- After visiting the toilet.</li> <li>- After and before eating food.</li> <li>- Before serving food.</li> </ul> <u>Why do we clean the hands</u> <ul style="list-style-type: none"> <li>- To remove the dirt</li> <li>- To prevent bad smell</li> </ul>		- Confidence		- Sponge - Water		
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	5	Human Body & Health	Personal hygiene	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Describes how to clean the skin.</li> <li>- Identifies things we use to clean the skin.</li> <li>- Draws and names the things.</li> </ul>	<p>g) Skin</p> <p>How to clean the skin</p> <ul style="list-style-type: none"> <li>- Bathing</li> <li>- Scrubbing</li> <li>- Drying the skin</li> </ul> <p>Things we use to clean the skin</p> <ul style="list-style-type: none"> <li>- Soap</li> <li>- Sponge</li> <li>- Toilet paper</li> <li>- Brush</li> </ul> <p>Diagrams showing things we use to clean the skin</p>	- Guided discovery	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Describing</li> <li>- Identifying</li> </ul>	<ul style="list-style-type: none"> <li>- Soap</li> <li>- Sponge</li> <li>- Towel</li> <li>- Water</li> </ul>	Fountain integrated Sci. Bk.6 Pg.220-221	
6	1	Human Body & Health	Personal hygiene	<ul style="list-style-type: none"> <li>- Identifies skin disease</li> <li>- Reads and spells words.</li> <li>- Answers the questions</li> </ul>	<p><u>Why do we clean the skin</u></p> <ul style="list-style-type: none"> <li>- To prevent skin diseases</li> <li>- To prevent dirt</li> </ul> <p><u>Skin diseases</u></p> <ul style="list-style-type: none"> <li>- Scabies</li> <li>- Leprosy</li> <li>- Ringworms</li> <li>- Chicken pox</li> </ul> <p><u>How to prevent skin diseases</u></p> <ul style="list-style-type: none"> <li>- Avoid sharing clothes</li> <li>- By bathing regularly</li> </ul>	- Question and answer	<ul style="list-style-type: none"> <li>- Care</li> <li>- Confidence</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and naming</li> </ul>	- Flash cards		
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	2	Human Body & Health	Sanitation	<ul style="list-style-type: none"> <li>- Defines sanitation</li> <li>- Identifies areas that need to be kept clean.</li> <li>- Identifies things we use to keep the environment clean.</li> <li>- Draws and names diagrams.</li> </ul>	<p>Sanitation is the general cleanliness of the environment.</p> <p><u>Areas we keep clean</u></p> <ul style="list-style-type: none"> <li>- Bathroom</li> <li>- Toilet</li> <li>- Kitchen</li> <li>- Pit latrine</li> <li>- Compound</li> </ul> <p><u>Things we use to keep the environment clean</u></p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Broom</li> <li>- Rake e.t.c</li> </ul> <p>Diagram showing things.</p>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Explanation</li> </ul>	- Responsibility	- Reading and spelling	<ul style="list-style-type: none"> <li>- Water</li> <li>- Broom</li> <li>- Rake</li> <li>- Slasher</li> </ul>	Curriculum Bk.1 Pg.26	
	3	Human Body & Health	Sanitation	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Identifies things we use to clean a pit latrine.</li> <li>- Describes how to keep the latrine clean.</li> <li>- Draws and names things we use to clean a pit latrine.</li> </ul>	<p>Areas to keep clean</p> <p>a) Pit latrine</p> <p>Things we use to clean a pit latrine</p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Soap</li> <li>- Jik</li> <li>- Scrubbing brush</li> </ul> <p>How to keep the latrine clean</p> <ul style="list-style-type: none"> <li>- By sweeping</li> <li>- By mopping</li> <li>- By scrubbing</li> <li>- By smoking</li> </ul>	<ul style="list-style-type: none"> <li>- Observation</li> <li>- Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>- Co-operation</li> <li>- Love</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Descry</li> </ul>	<ul style="list-style-type: none"> <li>- Soap</li> <li>- Jik</li> </ul>	Curriculum Bk.1 Pg.26	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	4	Human Body & Health	Sanitation	<ul style="list-style-type: none"> <li>- Identifies things we use to clean ourselves in the latrine.</li> <li>- Reads and spells words correctly.</li> </ul>	<u>Why we keep the latrine clean</u> <ul style="list-style-type: none"> <li>- To prevent vectors</li> <li>- To prevent diseases</li> </ul> <u>Things we use to clean ourselves in the latrine</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Soap</li> <li>- Toilet paper</li> <li>- Leaves</li> <li>- Soft paper</li> </ul>	- Discussion	- Effective communication	- Spelling	- Vim - Toilet paper	Fountain integrated Pri. Sci. Bk.1 Pg.237-238	
	5	Human Body & Health	Sanitation	<ul style="list-style-type: none"> <li>- Identifies things we use to clean the toilet.</li> <li>- Describes how to clean the toilet.</li> <li>- Reads and spells words.</li> <li>- Draws and names things we use to clean the toilet.</li> </ul>	b) Toilet  <u>Things we use to clean the toilet</u> <ul style="list-style-type: none"> <li>- Water</li> <li>- Vim</li> <li>- Rag</li> <li>- Broom</li> <li>- Scrubbing brush</li> <li>- Soap</li> </ul> <u>How to keep the toilets clean</u> <ul style="list-style-type: none"> <li>- By mopping</li> <li>- By sweeping</li> <li>- By scrubbing</li> <li>- By flashing</li> </ul> <u>Why we keep the toilets clean</u> <ul style="list-style-type: none"> <li>- To prevent bad smell</li> <li>- To prevent diseases</li> </ul>	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- Problem solving</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing</li> <li>- Answering questions</li> </ul>	- Water		
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

7	1	Human Body & Health	Sanitation	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Identifies things we use to clean a classroom.</li> <li>- Draws and names.</li> <li>- Describes how to keep the classroom clean.</li> </ul>	<p>c) Classroom</p> <p><u>Things we use to clean the classroom</u></p> <ul style="list-style-type: none"> <li>- Water</li> <li>- Soap</li> <li>- Scrubbing brush</li> <li>- Broom</li> <li>- Rag</li> </ul> <p><u>How to keep the classroom clean</u></p> <ul style="list-style-type: none"> <li>- By sweeping</li> <li>- By scrubbing</li> <li>- By mopping</li> <li>- By removing cobwebs</li> </ul> <p><u>Why we keep the classroom clean</u></p> <ul style="list-style-type: none"> <li>- To prevent diseases</li> <li>- To prevent vectors</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Drawing and naming</li> </ul>	<ul style="list-style-type: none"> <li>- Water</li> <li>- Broom</li> </ul>	Curriculum Bk.1 Pg.26	
	2	Human Body & Health	Sanitation	<ul style="list-style-type: none"> <li>- Identifies things used to clean the bathroom.</li> <li>- Reads and spells words.</li> <li>- Draws and names things used to keep the compound clean.</li> <li>- Describes how to keep the compound clean.</li> </ul>	<p>d) Bathroom</p> <p><u>Things we use to clean the bathroom</u></p> <ul style="list-style-type: none"> <li>- Soap</li> <li>- Water</li> <li>- Rag</li> <li>- Scrubbing brush</li> <li>- Broom</li> </ul> <p><u>How to keep the bathroom clean</u></p> <ul style="list-style-type: none"> <li>- By mopping</li> <li>- By scrubbing</li> </ul> <p>e) Compound</p> <p><u>Things we use to clean the compound</u></p> <ul style="list-style-type: none"> <li>- Rake</li> <li>- Scrubbing brush</li> <li>- Hoe</li> <li>- Panga</li> <li>- Slasher</li> <li>- Water</li> <li>- Soap</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- Reading and spelling</li> </ul>	<ul style="list-style-type: none"> <li>- Panga</li> <li>- Slasher</li> </ul>		
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	3	Human Body & Health	Sanitation	<ul style="list-style-type: none"> <li>- Describes the reasons and dangers of a dirty compound.</li> <li>- Reads and spells words.</li> </ul>	<u>How to clean the compound</u> <ul style="list-style-type: none"> <li>- By sweeping</li> <li>- By scrubbing</li> <li>- By slashing</li> </ul> <u>Why to clean the compound?</u> <ul style="list-style-type: none"> <li>- To prevent vectors</li> <li>- To prevent diseases</li> </ul> <u>Dangers of a dirty environment</u> <ul style="list-style-type: none"> <li>- Diseases</li> <li>- Bad smell</li> <li>- Vectors</li> </ul>	- Question and answer	- Audibility	- Describing	- Rake - Scrubbing brush		
	4	Human Body & Health	Common diseases	The learner; <ul style="list-style-type: none"> <li>- Identify examples of common diseases.</li> <li>- Read and spells the words.</li> </ul>	Common diseases <u>Examples of common diseases</u> <ul style="list-style-type: none"> <li>- Cough</li> <li>- Diarrhoea</li> <li>- Flu</li> <li>- AIDS</li> <li>- Diabetes</li> <li>- Chicken pox</li> <li>- Malaria</li> <li>- Typhoid</li> <li>- Ringworms</li> <li>- Dysentery</li> </ul>	- Discussion - Question and answer	- Self awareness - Fluency	- Identify - Reading	- Flash cards	Curriculum Bk.1 Pg.27	
	5	Human Body & Health	Common diseases	<ul style="list-style-type: none"> <li>- Describes vectors</li> <li>- Identify examples of vectors.</li> <li>- Draw and name examples of vectors</li> <li>- Read and spell words correctly.</li> </ul>	Vectors  A vector is a living thing which spreads germs that cause diseases. <u>Examples of vectors</u> <ul style="list-style-type: none"> <li>- Ticks</li> <li>- Flea</li> <li>- Tsetsefly</li> <li>- Snail</li> <li>- Housefly</li> <li>- Mosquito</li> <li>- Cockroach</li> <li>- Lice</li> </ul>	- Guided discovery		- Spelling - Drawing	- A chart with example of vectors	MK Integrated Sci. Bk.1 Pg.49	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

8	1	Human Body & Health	Common diseases	<ul style="list-style-type: none"><li>- Identify vectors and diseases they spread.</li><li>- Read and spell new words.</li></ul>	<div>Vectors and the diseases they spread.<table><tr><th>Vector</th><th>Disease</th></tr><tr><td>Housefly</td><td><ul style="list-style-type: none"><li>- Trachoma</li><li>- Diarrhoea</li><li>- Cholera</li><li>- Typhoid</li><li>- Dysentery</li></ul></td></tr><tr><td>Tsetsefly</td><td><ul style="list-style-type: none"><li>- Sleeping sickness</li></ul></td></tr><tr><td>Cockroaches</td><td><ul style="list-style-type: none"><li>- Diarrhoea</li><li>- Polio</li><li>- Leprosy</li></ul></td></tr><tr><td>Mosquitoes</td><td><ul style="list-style-type: none"><li>- Malaria</li><li>- Yellow fever</li><li>- Elephantiasis</li></ul></td></tr><tr><td>Ticks</td><td><ul style="list-style-type: none"><li>- Typhus fever</li></ul></td></tr></table></div>	Vector	Disease	Housefly	<ul style="list-style-type: none"><li>- Trachoma</li><li>- Diarrhoea</li><li>- Cholera</li><li>- Typhoid</li><li>- Dysentery</li></ul>	Tsetsefly	<ul style="list-style-type: none"><li>- Sleeping sickness</li></ul>	Cockroaches	<ul style="list-style-type: none"><li>- Diarrhoea</li><li>- Polio</li><li>- Leprosy</li></ul>	Mosquitoes	<ul style="list-style-type: none"><li>- Malaria</li><li>- Yellow fever</li><li>- Elephantiasis</li></ul>	Ticks	<ul style="list-style-type: none"><li>- Typhus fever</li></ul>	- Explanation		<ul style="list-style-type: none"><li>- Describing</li><li>- Matching</li></ul>	-		Fountain Integrated Sci. Bk.6 Pg.36	
Vector	Disease																							
Housefly	<ul style="list-style-type: none"><li>- Trachoma</li><li>- Diarrhoea</li><li>- Cholera</li><li>- Typhoid</li><li>- Dysentery</li></ul>																							
Tsetsefly	<ul style="list-style-type: none"><li>- Sleeping sickness</li></ul>																							
Cockroaches	<ul style="list-style-type: none"><li>- Diarrhoea</li><li>- Polio</li><li>- Leprosy</li></ul>																							
Mosquitoes	<ul style="list-style-type: none"><li>- Malaria</li><li>- Yellow fever</li><li>- Elephantiasis</li></ul>																							
Ticks	<ul style="list-style-type: none"><li>- Typhus fever</li></ul>																							
	2	Human Body & Health	Common diseases	<ul style="list-style-type: none"><li>- Describe ways of preventing common diseases.</li><li>- Read and spell words correctly.</li></ul>	<u>How to prevent/control common diseases</u> <ul style="list-style-type: none"><li>- Sleeping under mosquito net</li><li>- Not sharing sharp objects</li><li>- Washing hands before eating food</li><li>- Spraying using insecticides.</li></ul>																			
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM													

	3	Human Body & Health	Immunisable diseases	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Identifies places where we go for treatment.</li> <li>- Identifies people who provide healthy services.</li> <li>- Read and spell words correctly.</li> </ul>	<p><u>Places where we go for treatment</u></p> <ul style="list-style-type: none"> <li>- Hospital</li> <li>- Dispensaries</li> <li>- Pharmacy</li> <li>- Clinic</li> <li>- Sickbay</li> <li>- Drug shops</li> </ul> <p><u>People who provide healthy services</u></p> <ul style="list-style-type: none"> <li>- Doctors</li> <li>- Nurses</li> <li>- Midwives</li> <li>- Dentist</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Critical thinking</li> <li>- Care</li> </ul>	<ul style="list-style-type: none"> <li>- Identifying</li> <li>- Reading</li> </ul>	<ul style="list-style-type: none"> <li>- Flash cards</li> </ul>	Understanding Integrated Pri. Sci. Bk.1 Pg.30-37	
	4	Human Body & Health	Common diseases	<ul style="list-style-type: none"> <li>- Defines immunization</li> <li>- Identifies examples of immunisable diseases</li> <li>- Reads and spells correctly</li> <li>- Draws and names</li> </ul>	<p><u>Immunisation</u></p> <ul style="list-style-type: none"> <li>- Definition of immunization</li> <li>- Definition of vaccine</li> </ul> <p><u>Examples of immunisable diseases</u></p> <ul style="list-style-type: none"> <li>- Polio</li> <li>- Measles</li> <li>- Whooping cough</li> <li>- Hepatitis B</li> <li>- Tuberculosis</li> <li>- Tetanus</li> <li>- Diphtheria</li> </ul> <p>Diagrams of some immunisable diseases</p>	<ul style="list-style-type: none"> <li>- Explanation</li> </ul>	<ul style="list-style-type: none"> <li>- Self awareness</li> <li>- Accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- Spelling</li> <li>- Discussing</li> <li>- drawing</li> </ul>	<ul style="list-style-type: none"> <li>- A chart drawn on immunisable diseases</li> </ul>	MK Integrated Pri. Sci. Bk.1 Pg.48-50	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM



	5	Human Body & Health	Common diseases	<ul style="list-style-type: none"> <li>- Identify signs of each immunisable disease</li> <li>- Reads the words.</li> <li>- Spells the words correctly.</li> <li>- Draws and names.</li> </ul>	<u>Signs and symptoms of some immunisable diseases</u> Measles <ul style="list-style-type: none"> <li>- Red eyes</li> <li>- Runny nose \skin rash all over the body</li> </ul> Whooping cough <ul style="list-style-type: none"> <li>- Fever</li> <li>- Coughing until vomiting</li> <li>- Not breathing well</li> </ul> Polio <ul style="list-style-type: none"> <li>- Weak bones</li> <li>- Fever</li> <li>- Lameness</li> </ul>	- Guided discovery	<ul style="list-style-type: none"> <li>- Relationship</li> <li>- Effective communication</li> </ul>	- Answering questions			
9	1	Human Body & Health	Immunisable diseases	Learners; <ul style="list-style-type: none"> <li>- Identify signs and symptoms of each immunisable disease.</li> <li>- Reads and spells words correctly.</li> <li>- Answer questions correctly.</li> </ul>	Tuberculosis <ul style="list-style-type: none"> <li>- Loss of body weight</li> <li>- Coughing blood</li> <li>- Prolonged cough</li> </ul> Diphtheria <ul style="list-style-type: none"> <li>- Swollen neck</li> <li>- Sores in the throat</li> </ul> Tetanus <ul style="list-style-type: none"> <li>- Stiff muscles</li> <li>- Child stops breastfeeding</li> <li>- Muscles tighten when touched.</li> </ul> <u>Importance of immunisation</u> <ul style="list-style-type: none"> <li>- It reduces disability of children.</li> <li>- It reduces death rate.</li> <li>- For better growth</li> </ul>	- Discussion - Explanation	- Fluency - Self awareness	- Identifying - Reading - Spelling	- A chart drawn showing immunisable diseases	MK Integrated Pri. Sci. Pg.48-50 Understanding Integrated Pri. Sci. Bk.1 Pg.37	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	2	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Define accident.</li> <li>- Identify common accidents at school and at home.</li> <li>- Read and spell words.</li> <li>- Draw and name common accidents.</li> </ul>	<ul style="list-style-type: none"> <li>- Define an accident.</li> </ul> Common accidents at home and at school <ul style="list-style-type: none"> <li>- Cuts</li> <li>- Burns</li> <li>- Scalds</li> <li>- Electric shock</li> <li>- Fracture</li> <li>- Nose bleeding</li> <li>- Poisoning</li> <li>- Bites</li> <li>- Falls</li> <li>- Bruises</li> <li>- Stings</li> </ul>	- Brain storming	<ul style="list-style-type: none"> <li>- Guided discovery</li> <li>- Observation</li> </ul>	<ul style="list-style-type: none"> <li>- Defining</li> <li>- Drawing and naming</li> </ul>	- Flash cards	Curriculum Bk.1 Pg.32	
	3	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Identify causes of accidents at school.</li> <li>- Read and spell words correctly.</li> <li>- Answer</li> </ul>	Causes of accidents at home and at school <ul style="list-style-type: none"> <li>- Running</li> <li>- Climbing trees</li> <li>- Playing with stones</li> <li>- Playing bad games</li> <li>- Playing near fire</li> <li>- Walking bare footed</li> </ul>	- Care	- Question and answer	- Answering questions			
	4	Accidents & safety	Common accidents	The learner; <ul style="list-style-type: none"> <li>- Describes how to prevent accidents at home and school.</li> <li>- Reads and spells words correctly.</li> </ul>	How to prevent accidents at home and at school <ul style="list-style-type: none"> <li>- Avoid climbing trees.</li> <li>- Avoid playing bad games.</li> <li>- Avoid over running.</li> <li>- Don't walk bare footed.</li> <li>- Avoid playing near water bodies.</li> </ul>	- Discussion	- Fluency	- Describing	- Flash cards	MK Integrated Sci. P.5 Pg.176 & 256	
WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM

	5	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Identifies things which cause accident.</li> <li>- Reads and spells words correctly.</li> <li>- Draws and names things which cause accidents.</li> </ul>	Things that cause accidents at home and at school <ul style="list-style-type: none"> <li>- Stones</li> <li>- Pins</li> <li>- Knife</li> <li>- Fire</li> <li>- Nails</li> <li>- Poison</li> <li>- Broken bottles</li> <li>- Hot liquids</li> <li>- Thorns</li> <li>- Medicine</li> <li>- Panga</li> <li>- Razorblade</li> </ul>	- Guided discovery	- Critical thinking	- Reading and spelling			
10	1	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Identifies accidents on the way/road</li> <li>- Read and spells words.</li> <li>- Answer questions correctly.</li> </ul>	Accidents on the way/road <ul style="list-style-type: none"> <li>- Falls</li> <li>- Drowning</li> <li>- Cut</li> <li>- Fracture</li> <li>- Car knock</li> <li>- Insect bite</li> <li>- Animal bite</li> <li>- Motorcycle knock</li> </ul>	- Question and answer	- Effective communication	- Identifying	- A chart showing common accidents	Understanding Integrated Sci. Bk.1 Pg.1	
	2	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Identifies causes of road accidents.</li> <li>- Reads and answer questions</li> </ul>	Causes of road accidents <ul style="list-style-type: none"> <li>- Playing on the road</li> <li>- Over speeding vehicles</li> <li>- Walking bare footed</li> <li>- Failure to follow traffic rules</li> <li>- Driving carelessly</li> <li>- Walking in the rain</li> </ul>	- Explanation		- Answering questions			
	3	Accidents & safety	Common accidents	<ul style="list-style-type: none"> <li>- Describes ways of preventing accidents</li> <li>- Reading and spelling</li> </ul>	How to prevent accidents on the road <ul style="list-style-type: none"> <li>- Avoid playing on the road.</li> <li>- Follow the road signs.</li> <li>- Cross the road carefully.</li> </ul>						
<b>WK</b>	<b>PD</b>	<b>THEME</b>	<b>SUB-THEME</b>	<b>COMPETENCES</b>	<b>CONTENT</b>	<b>METHODS</b>	<b>ACTIVITIES</b>	<b>L/SKILLS</b>	<b>T/L AIDS</b>	<b>REF</b>	<b>REM</b>

	4	Accident s & safety	First Aid	The learner; - Identifies effects of accidents. - Reads and spells words correctly.	<u>Effects of accidents</u> - Death - Lameness - Poverty - Blindness - Family suffering - Poverty	- Discussio n	- Identifying	- Fluenc y	- Flash cards	MK Integrated pri. Sci. Bk.3 Pg.135 – 144	
	5	Accident s & safety	First Aid	- Defines first aid, first aider and casualty. - Describes why they give first aid. - Read sentences. - Spells words correctly.	<u>First Aid</u> First Aid is the first help given to a casualty before being taken to the hospital.  First aider is a person who gives first aid.  Casualty is a person who has got an accident.  <u>Why we give first aid</u> - To save life - To reduce pain - To promote quick recovery	- Question and answer - Guided discovery	- Spelling - Answering questions	- Care		Understanding Integrated Pri. Sci. Bk.1 Pg.51	
11	1	Accident s & safety	First Aid	- Identify qualities of a good first aider. - Reads and spells words correctly.	Qualities of a good first aider - He/she should have common sense. - He/she should be observant. - He/she should be kind.	- Explanati on	- Writing	- Kind			
<b>WK</b>	<b>PD</b>	<b>THEME</b>	<b>SUB- THEME</b>	<b>COMPETENCES</b>	<b>CONTENT</b>	<b>METHODS</b>	<b>ACTIVITIES</b>	<b>L/SKILLS</b>	<b>T/L AIDS</b>	<b>REF</b>	<b>REM</b>

	2	Accident s & safety	First Aid	<p>The learner;</p> <ul style="list-style-type: none"> <li>- Defines first aid box.</li> <li>- Draws a first aid box.</li> <li>- Identifies things found in a first aid box.</li> <li>- Draws and names things found in a first aid box.</li> </ul>	<p>First aid box</p> <p>Definition of a first aid box.</p> <p><u>Diagram of a first aid box</u></p> <p><u>Things in a first aid box</u></p> <ul style="list-style-type: none"> <li>- Bandage</li> <li>- Safety pin</li> <li>- Cotton wool</li> <li>- Spirit</li> <li>- Splints</li> <li>- Razorblade</li> <li>- Surgical blade</li> <li>- Plaster</li> <li>- Painkiller</li> <li>- A pair of scissors</li> <li>- Arm sling</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Guided discovery</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Defining</li> <li>- Drawing</li> <li>- Naming</li> <li>- Answering questions</li> <li>- Identifying</li> </ul>	<ul style="list-style-type: none"> <li>- Fluency</li> <li>- Accuracy</li> <li>- Self awareness</li> </ul>	<ul style="list-style-type: none"> <li>- First aid box</li> <li>- Cotton wool</li> <li>- Spirit</li> <li>- Safety pin</li> <li>- Bandage</li> </ul>	MK Integrated Pri. Sci. Bk 3 Pg.135-144	
	3	Accident s & safety	First Aid	<ul style="list-style-type: none"> <li>- Identifies places where we find first aid box.</li> <li>- Reads and spells words correctly.</li> <li>- Answers questions</li> </ul>	<p>Places where we find a first aid box</p> <ul style="list-style-type: none"> <li>- School</li> <li>- Home</li> <li>- Vehicles</li> <li>- Hospital</li> <li>- Banks</li> <li>- Hotels</li> <li>- Market</li> </ul>						

**END**

**TERM TWO**

WK	PD	THEME	SUB-THEME	COMPETENCES	CONTENT	METHODS	ACTIVITIES	L/SKILLS	T/L AIDS	REF	REM
1	1	Food & nutrition	Food	The learner; - Defines food - Identifies examples of food. - Reads and draws examples of food. - Draws and names examples of food.	Food Food is anything good to eat or drink. Examples - Beans - Cassava - Irish potatoes - Maize - Rice - Fish - Carrots - Bread - Bananas e.t.c Diagrams	- Discussion - Guided discovery	- Fluency - Accuracy	- Defining - Drawing and naming	Beans Cassava Rice Matooke e.t.c	Supplementary Sci. Bk.7 Pg.112	
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