**P.1 LITERACY LESSON NOTES FOR TERM II 2020**

**THEME 1:- WEATHER**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  | 1hr |

**THEME :** Weather

**SUBTHEME :** Elements of weather

**METHODS :** Guided discovery

- Guided discussion

- Observation

- Question and answer

**COMPETENCES: A learner**

**-** Defines the term weather

- Reads and spells words correctly

- Identifies the elements of weather (weather, rainfall, humidity etc)

- Draws the elements of weather

**CONTENT : Weather**

Weather is the daily condition of a place recorded for a short period of time.

**Elements of weather:**

These are things which cause changes in weather

**Examples of elements of weather**

* Sunshine
* Rain
* Clouds
* Wind

**EXERCISE:**

1. Listen and write
2. ……………is the daily condition of a place recorded for a short period of time.
3. Name 4 elements of weather.

i)……………… (ii)……………… (iii)……………… (iv)………………

1. **Fill in the missing letters**

S\_nshin\_ cl\_ \_ds

R\_ \_nfall d\_ily

1. *Draw the following elements of weather*

|  |  |  |
| --- | --- | --- |
|  |  |  |
| *Sunshine* | *Rainfall* | *Clouds* |

1. Match animal sounds

Cow sss-sss-sss

Dog baa-aa

Snake bo- bo –bo

Goat moo – moo – w

Sheep mee- mee- mee

Read and draw

Dog

cow

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Types of weather

**METHODS :** Guided discovery

Observation

Discussion

Question and answer

**COMPETENCES : A** learner

* Mentions the types of weather
* Reads and spells words correctly
* Matches elements to type of weather.
* Draws the types of weather

**Content: Types of weather**

There are four types of weather and these are:-

* Rainy weather
* Cloudy weather
* Sunny weather
* Windy weather

**Types of weather and their elements**

* *The weather is rainy when we receive rainfall.*
* *The weather is sunny when the sun is shining.*
* *The weather is cloudy when we see only dull / dark clouds*
* *The weather is windy when there’s a lot of wind blowing.*

**Exercise**

1. Listen and write
2. Name 4 types of weather
3. Match types of weather to their elements.

Rainy Sunshine

Cloudy Rainfall

***Sunny*** Wind

Windy Clouds

1. Draw these types of weather

|  |  |  |  |
| --- | --- | --- | --- |
| Windy | Cloudy | Sunny | Rainy |
|  |  |  |  |

**A** \_\_\_\_\_\_\_\_ is a place where we go to learn.

The name of my school is \_\_\_\_\_\_\_\_\_\_

What is the weather now?\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Things used during different weather conditions

**METHODS :** Guided discovery

Observation

Discussion

Question and answer

**COMPETENCES :** A learner:-

- Reads and spell words correctly

- Fill in the missing letters.

- Identifies the different things we use during different seasons.

***Things used during different types of weather***

*We use different items during different types of weather*

*People use the following things during rainy weather*

* Rain coat
* Jackets
* Sweaters
* banana leaves
* coats

Gumboots Umbrella

****

**How to manage rainy weather**

* Stay indoors.
* We can carry umbrellas.
* We wear heavy clothes.
* We can sit near the fire places.

**Special things used during windy weather**

* Sweaters - Jackets

**Special things used during Sunny weather**

* Umbrella - Sunglasses - hats - vests

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Activities done during different weather conditions

**METHODS :** Guided discussion

Observation

Discussion

Question and answer

**COMPETENCES : A Learner :-**

- States activities done during different weather conditions.

- Fill in the missing letters.

- Reads, spells and pronounces words correctly.

**Activities done during windy weather**

* Fly kites
* Winnowing seeds

**Activities done during dry/ sunny weather**

* Preparing land
* Harvesting ***ready crops***
* Drying harvested crops
* Dry***ing***  clothes
* ***Washing***  clothes
* Swimming
* Watering plants

**Activities done during rainy weather**

* Playing indoor games
* Reading books
* Planting crops
* Digging in the garden

**Exercise**

1. Listen and Write.
2. Name 4 things people use during rainy weather.
3. Draw these things used during rainy weather

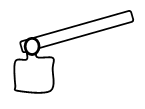
|  |  |
| --- | --- |
|  |  |
| Rain coat | Banana leaves |

1. *Circle things found in our class*

*Books water pencils house chairs tables*

1. *Draw the play objects*

*Doll rope ball kite*

1. *How is the garden tool below useful.*
2. *Which body part do you use foe seeing*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Activities done during different seasons

**METHODS :** Guided discussion

- Guided discovery

**-** Observation

- Question and answer

**COMPETENCES : A learner :-**

**-** Mentions the types of seasons.

**-** Identifies activities done in wet and dry seasons.

- Draws activities done in different seasons.

* Wet season
* Dry season

**Wet season:** This is the time when we ***get***  a lot of rain

**Dry season:** This is the time when we ***get*** a lot of sunshine

People do different activities during the different seasons.

**Examples of the activities done during rainy/wet season**

* Planting
* Weeding
* Mulching
* Water harvesting
* Making bricks.
* Digging

**Activities done during dry season**

* ***Clearing land***
* Drying crops
* Harvesting crops

**Exercise**

1. Listen and write.
2. Name two types of seasons you know.
3. Circle 3 activities done during dry season.

*Drying crops, planting, digging, harvesting crops.*

1. *How is sunshine important to a farmer?*
2. *Underline the activities we do at school*

*Reading sleeping writing crying learning*

1. *Read and draw*

*teacher doctor*

1. *Who teaches pupils at school?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Effects of weather

**METHODS :** Guided discovery

**-** Demonstration

- Question and answer

**COMPETENCES : A learner:-**

- Identifies the effects the effects of rainy and Sunny weather.

- Reads and spells words correctly.

**CONTENT**  : **Effects of rainy weather**

**What are effects?**

These are good and bad results of different seasons.

**Uses of rain**

* Rain provides us with water.
* Rain providesplants with water to grow.

**Dangers of too much rain**

* Too much rain causes floods (Too much flow of water)
* Too much rain leads to washing away of top soil.
* Rain leads soil erosion (washing away top soil)
* It destroys plants and crops.
* Too much rainfall destroys houses and property.
* Too much rain kills animals.
* It makes roads slippery

**Uses of sunshine to**

* Sunshine dries our seeds
* Sunshine dries our clothes
* Sunshine warms our bodies
* Sunshine makes ***solar*** electricity.

**Dangers of too much sunshine**

* Too much sun may dry our crops
* Too much sunshine dries up water sources
* Too much sunshine causes drought.
* Too much sun shine leads to death of animals and people.

**Importance of clouds**

* Nimbus clouds help in rain formation
* Clouds keep the earth cool

**Dangers of cloudy weather**

* We may feel too cold on cloudy days.
* Causes accidents in flights

**Exercise**

1. Listen and write.

2. Underline effects of too much sunshine (sunny season)

Dries crops dries wells death of animals sitting down

3. Fill in the missing letters

an\_\_\_mals cr\_ps

w\_lls

4. \_\_\_\_\_\_ clouds give us rain.

5. Write two effects of rainy weather

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

1. Who heads a family?
2. Give one use of sand

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Weather

**SUBTHEME :** Wind

**METHODS :** Guided discovery

**-** Demonstration

**-** Question and answer

**COMPETENCES : A learner:-**

: Mentions examples of things supported by wind.

**:** Mentions games played with wind.

: Reads and spells words correctly.

**CONTENT**  : **Games we do with wind**

**Wind**

Wind is moving air

**Examples of games which are supported by wind**

* Kite game
* Balloon game
* Rocket games

**Examples of things which are supported or moved by wind**

* Balloons
* Paper
* Threads
* Boats
* Birds (some)
* Fire

**Importance of wind**

* Wind is used for winnowing
* Wind dries our clothes
* Wind makes the weather cool.
* Wind is useful to sail boats
* Wind is used to run wind mills.

**Dangers of too much wind**

* Too much wind may lead to plane crushes.
* Too much wind may destroy plants and crops
* It may destroy houses and property.

**Exercise:**

1. Listen and write.
2. Fill in the missing letters

ball\_ns k\_t\_

p\_per f\_re

2. Draw yourself playing with a kite.

3. Name these objects which can be moved by wind.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

4. Write one importance of wind.

5. Mention two dangers of too much wind.

6. *Circle the basic needs at home*

*Food, cup, water, school, shelter, clothes, books*

1. *What is wind?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* | *Class* | *L. Area* | *No. of children* | *Time* |
|  |  |  |  |  |

***THEME :*** *Weather*

***SUBTHEME :***

***METHODS :*** *Guided discovery*

***-*** *Demonstration*

***-*** *Question and answer*

***COMPETENCES : Learner’s will;-***

*- Reads and spells words correctly.*

*- Identifies ways how to manage the bad effects of weather*

***CONTENT***  *:* ***How to manage the effects of bad weather. (oral)***

*The following are some of the ways through which we can manage bad weather condition.*

* *Clothing ourselves well in different types of weather.*
* *Mulching the garden during rainy weather to avoid soil erosion.*
* *Watering our crops during dry seasons.*
* *Planting trees to act as wind* ***breaks****.*
* *Harvesting water during rainy season, this can be used to water crops during the dry season.*

**THEME TEST (Weather)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is the daily condition of a place at a given time.

(Water, wind, weather )

1. List down four elements of weather.
2. Name these types of weather.



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

sunny, windy, rainy, cloudy

1. Draw these garden tools

-Watering can -Spade

-Hoe -Slasher

1. Match garden tools to their uses

**Garden tools Uses**

Hoe carrying ready crops

Rake digging

Wheel barrow collecting rubbish

Basket carrying weeds and harvested crops.

1. Write down two effects of rainy weather
2. Write down two effects of dry season
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is moving air (water , wind)
4. Draw these things moved by wind

|  |  |  |
| --- | --- | --- |
| Kite | Paper | Thread |
|  |  |  |

1. Draw these dangerous objects

Nails \_\_\_\_\_\_\_\_ broken glasses \_\_\_\_\_ five

1. Match correctly

sunny wet

windy dry

rainy dust

**Theme words (weather)**

Weather

Change

time

daily

condition

elements

type

sunshine

wind clouds

rainy

sunny

windy

cloudy

natural

source

floods

drought

danger

spread

winnowing

windmills

nimbus

spoil

storm

different

umbrella

sun glasses

activities

sweater

thinning

weeding

storing

staking

prepare

season

transplanting

wheelbarrow

removal

trowel

heat

period

sickle

excess

particular

gumboots

light

garden

manure

receive

garden

dust

mud

cold

soil erosion

manuring

floods

effects

blowing

plarecrushes

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** Accidents at home

**METHODS :** Guided discovery

**-** Demonstration

**-** Question and answer

**COMPETENCES : A learner:-**

**-** Defines the term accident

**-** Identify the accidents at home

**-** Names the accidents at home.

**-** Draws the accidents at home.

**CONTENT : Accident**

* An accident is a sudden happening that may cause harm to the body.

**Examples of accidents at home are:**

These are unexpected happenings that may cause harm to the body while at home.

* burns
* cuts
* poisoning
* ***Animal bites***
* electric shock
* insect bites
* stings
* falls
* near drowning
* dog bites

**Exercise**

1. Listen and write.

2. Mention four accidents at home.

3. Name these accidents

|  |  |
| --- | --- |
|  |  |
| snake bite | drowning |

(snake bite , drowning)

3. Draw these accidents at home.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Dog bite | Falling down | Burns |

4. *List down four members of a nuclear family.*

*Draw people found at home*

*Father grandmother mother sister*

1. ***who collects school fees at school? \_\_\_\_\_\_\_\_( secretary, bursar)***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accident and safety

**SUB THEME :** Causes of accidents at home

**METHOD :** Guided discovery

**-** Guided discussion

**-** Question and answer

**COMPETENCES : A learner:-**

**-** State the causes of accidents at home.

**-** Reads, spells and pronounces words correctly.

**CONTENT : Causes of accidents at home are**

* Playing near fire
* Playing in water
* Playing with sharp instruments / objects
* Walking carelessly
* Climbing trees
* Playing with electric wires
* Walking in bushy areas.
* Keeping poison near the reach of children
* Playing dangerous games.

**Practical**

Teacher together with pupils will show practically the real cause of home accidents.

**Exercise.**

1. Listen and write.

2. write down two the causes of accidents at home.

3. Fill in the missing letters**.**

Sh\_rp instruments F\_re

Acc\_dents cl\_mbi\_g

Ob\_cts tr\_ \_

3. *Match correctly*

*Barber makes furniture*

*Shopkeeper mends shoes*

*Carpenter cuts hair*

*Cobbler preaches in church*

*Priest sells things in the shop*

1. Read and draw
2. Falling from a mango tree

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** Prevention of accidents at home

**METHODS :** Guided discovery

**-** Question and answer

- Guided discussion

**COMPETENCES : A learner:-**

**:** States the ways of preventing accidents at home.

**:** Reads and spells words correctly.

: Learns how to prevent accident at home.

**CONTENT :** **How to prevent accidents at home**

* Keep children away from fire and water
* Keep medicine away from children
* Avoid playing with sharp objects
* Avoid playing at night and in bushy areas.
* Avoid climbing trees.
* Avoid playing along the road.
* We should wear shoes to protect our feet.
* We should avoid playing with electricity and fire.
* Avoid playing with dogs.

**Exercise.**

1. Listen and write.

2. Avoid playing \_\_\_\_\_\_\_\_\_\_ fire (near, at)

keep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_things away from children (basin, sharp)

3. *Match correctly*

*Read go*

*Orange stop*

*Green get ready*

*4. Draw things used to clean our bodies*

*Soap water sponge comb*

*5. Circle ways we prevent accidents*

*By eating food*

*Avoid climbing trees*

*Sitting on chairs*

*Keep children away from fire*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**Theme :** Accident and safety

**Subtheme :** Dangerous objects at home

**Method :**

* + - * Guided discovery
      * Guided discussion
      * Illustration
      * Question and answer

**Competences: A learner:-**

* + - * Identifies the dangerous objects.
      * Draws the dangerous objects.
      * Reads and spells words correctly.

**Content : Dangerous objects at home (Things which cause accidents at home)**

|  |  |  |
| --- | --- | --- |
| * Knives * Razorblades * Hoes * Safety pins | * Broken glasses * Electric wires * Fire * Pins | * Medicine * Paraffin * Poison * Pangas |

**Exercise :**

1. Listen and write.
2. Write five things which cause accidents at home.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Draw these dangerous objects at home.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| Rozor blade | Broken glasses | Nails | Knife | Fire |

1. *Where do sick people go for treatment?*
2. *Read and draw*

*School, hospital*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** Accidents on the way

**METHODS : -** Guided discovery

**-** Guided discussion

-Question and answer

**COMPETENCES : A learner:-**

**-** Identifies the dangerous things on the way.

- States examples of accidents on the way.

- Read and spells words correctly.

**CONTENT : Dangerous things on the way to school**

* Speeding vehicles
* Speeding boda -bodas.
* Stray animals like dogs, cats, cows, snakes
* Sharp stones
* pot - holes
* Dangerous insects like bees, wasps.

**Examples of Accidents on the way to school**

* Motor accidents / car knocks
* Stepping on sharp objects
* Falls
* Snake bites
* Animal bites
* Insect bites
* cuts
* piercing

**Exercise.**

1. Listen and write.

2. Write down three examples of accidents on the way to school and other places.

3. Draw these dangerous things on the way.

|  |  |
| --- | --- |
|  |  |
| Speeding vehicle | Snake |

4. Where do school children cross a busy road from ?

5. How are nimbus clouds useful?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** Causes of accidents on the way

**METHODS :** Guided discovery

* Observation
* Question and answer

**COMPETENCES : A learner:-**

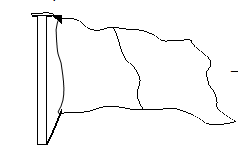
* States causes of accidents on the way to school.
* Reads and spells words correctly.

**CONTENT : Causes of accidents on the way to school**

* Careless walking
* Careless driving
* Playing with dogs
* Walking in bushy places
* Playing on the road
* Climbing trees
* Bad roads
* Driving when drunk.
* Over speeding
* Vehicles in bad mechanical condition.
* Failure to observe road signs.
* Walking bare footed

**Exercise:**

1. Listen and write.
2. Tick the causes of accidents on the way to school.
3. Bad roads
4. Eating food
5. Climbing trees
6. Why do you come to school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Write the name of your school? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Name these school symbols.



1. *Draw a school*
2. *Draw children playing on the road*
3. *I have \_\_\_\_ fingers*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** How to prevent accidents on the way to

**METHODS :** Guided discovery

Observation

Question and answer

**COMPETENCES : A Learner:-**

**-** Identifies ways of preventing accidents.

- Fill in the missing letters correctly.

- Reads and spells words correctly.

**CONTENT : How to *control* accidents on the way.**

* Drivers should drive carefully.
* Children should not walk bare footed
* Children should not walk in bushy areas
* Children should not play on the roads.
* Driver should follow the road signs.
* Children should avoid climbing trees on the way.
* Cross the road at zebra crossing
* Walk on the foot path or road side.
* Drivers should not over speed ***vehicles.***
* Let grownups help ***children*** to cross the road.

**Exercise:**

1. Listen and Write.
2. Write down four ways we can prevent accidents on the way.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_carefully

1. Don’t \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_bare footed
2. Don’t play on the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Drive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Draw yourself walking on a Zebra crossing.
5. *I come to school to \_\_\_\_\_\_\_(sing, sleep, learn)*
6. *I have \_\_\_\_\_ eyes (three, two)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** Accidents at school

**METHODS :** Guided discovery

* Observation
* Question and answer

**COMPETENCES : -** Identifies the common accidents at school and in class.

**-** Mentions the causes of accidents at school.

- Identifies the dangerous things at school.

* Fills is the missing letter.

**CONTENTS:**

**Common Accidents at school and in class.**

These are unexpected happenings that may cause harm to the body while at school.

* Falls e.g falling while running, falling in open pit.
* Scalds
* Electric shocks
* Knocks
* Fracture
* Cuts e.g when one steps on sharp objects.
* Burns.

**Causes of accidents at school**

* Playing rough games
* Careless handling of hot food.
* Playing with sharp objects.
* Running

**Dangerous things at school**

* hot food
* hot tea
* hot porridge
* sharpening blades
* razor blades
* ***pair of*** compass
* swings

**Exercise:**

**1. Fill in the missing letters**

sn\_keb\_te c\_ts fall\_ng down

b\_rns electr\_c shock

2. Draw a girl stepping on a sharp object.

3. Name these accidents below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. *Fill in the missing letters*

*T \_\_ \_\_cher dr \_\_ver c \_\_ \_\_k*

1. *How is a razorblade dangerous*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** How to prevent accidents at school

**METHODS :** Guided discovery

Question and answer

**COMPETENCES :** Identifies ways of controlling accidents at school.

- States the effects of accidents.

- Reads and spells words correctly.

**CONTENT: How to *control* accidents at school Effects of accidents**

* Avoid playing bad games - death
* Avoid playing with sharp object s - Laziness
* Avoid climbing trees - Loss of blood
* Playing in safe places. - Pan from wounds
* Avoid playing with fire and other hot things. - Loss of body parts
* Cover pits and pit latrines.
* Avoid playing in un safe places.
* Follow school rules and regulations

**Exercise.**

1. Listen and write

*\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_*

1. Fill in the missing words.
2. Accidents cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (life, death)
3. Accidents lead to \_\_\_\_\_\_\_\_\_\_\_\_\_of blood. ( gain , loss
4. Accidents leads to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ( sickness, happiness)
5. *List down any 3 examples of accidents at school and in class.*
6. *A \_\_\_\_\_\_\_\_\_ is a group of people living and working together*
7. Draw these effects of accidents

Lameness death \_\_\_\_\_\_\_\_\_

1. How do you come to school?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accident and safety

**SUBTHEME :** First aid

**METHODS :** Guided discovery

* + Observation
  + Demonstration

**COMPETENCES : A learner:-**

* + Defines first aid.
  + Identifies first aids given to different accidents.
  + Demonstrates how to give first aid for accidents.
  + Reads and spells words correctly.

**CONTENT : First Aid**

First aid is the first treatment / help given to someone who has got an accident before ***taking him/ her*** to hospital.

A person who gives first aid is a first aider.

**Accident First aid given**

Cut Wash the wound with clean water *and plaster it*

Fracture (broken bones) Tie the broken part or use a splint

Burns Pour cold water on the injured part.

***Nose bleeding pinch the soft part of the nose, pour cold water on the head***

***Electric shock give milk***

***Poisoning /paraffin give milk***

***Near drowning press/ push the navel and the chest cavity when the person is lying at the back.***

***Snake bite 1. tie between the bitten part and the heart***

***2. make small cuts around the bitten part***

***3. put a black stone or suck the venom (poison of a snake)***

**Exercise**

1. Listen and write.

2. Fill in the words

An accident is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_happening that may cause \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or injury to the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(body, harm, sudden)

3. Match accident to the first aid given

Accident First aid given

Cuts Pour cold water

Getting g broken Cleaning with clean water

Getting burnt Use a splint

4. *Read and draw these important places*

*Church*

*School*

*Mosque*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Accidents and safety

**SUBTHEME :** First aid (why we give first aid)

**METHODS :** Demonstration

* Observation
* Question and answer

**COMPETENCES : A Learner:-**

**-** States the qualities of a good first aider and reasons why we give first aids.

**-** Defines a casualty.

**CONTENT :**

* ***A casualty is a person who has got an accident***

**Why we give first aid (*importance****)*

* To reduce pain.
* To save life
* To promote recovery
* To stop bleeding

THEME : Accidents and Safety

SUB THEME : First aid Box

METHODS : Observation, Guided discussion and Brain storming

COMPETENCES : **A learner: -**

**-** Defines a first aid box.

- Identifies things found in the first aid box.

- Draws things found in a first aid box.

- Reads, spells and pronounces words correctly.

**The first aid box**

This is a container where first aid things are kept.

***A first aid kit is a group of first aid elements***

**Things found in a first aid box (*first aid kit)***

* ***Medicine***
* Panadol
* Bandage
* Cotton wool
* A pair of scissors
* Spirit
* Gloves
* Razor blade
* Iodine
* Soap
* Plaster
* Liniment
* Syringe and gauze
* Safety pin

***QUALITIES OF A GOOD FIRST AIDER***

* ***A good first aider should be kind.***
* ***A good first aider should be observant.***
* ***A good first aider should be sympathetic***
* ***A good first aider should be knowledgeable***
* ***A good first aider should be quick in giving first aid.***

**Exercise**

1. Listen and write.
2. Why do we give first aid

* We give first aid to
* To save \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* To reduce \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* To promote\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (recovery, life and pain)

1. *Draw a first aid box*
2. Name these things used to give first aid.

Bandage \_\_\_\_\_\_\_\_\_\_\_\_\_\_ razor blade \_\_\_\_\_\_\_\_\_\_\_\_ pair of scissors \_\_\_\_\_\_\_\_

gloves \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. *Match people to their work*

*Father cooks food*

*Mother pays school fees*

*Sister sweeps the compound*

**Theme words: accidents and safety**

accident

over speeding

throw

sudden

happening

danger

harm

pain

cause

common

knocks

broken bottles

sting

fracture

drown

injury

dangerous

pieced

electric shock

barbed wire

medicine

needle

termites

scissors

crocodile

first aid

treatment

person

bandage

guaze

spirit

plaster

cotton wool

thorns

infection

bleeding

traffic lights

round about

safety

pedestrian

traffic officer

effects

worry

poverty

carefully

poverty illness

road users

deafness

sickness

death

property

poverty

pot holes

over loading

causes

effects

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME : Test Accident and safety**

**SUBHTHEME :**

1. An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a sudden happening that may cause injury to the body.

2. List down three types of accidents at home.

3. Name this accident below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Write down two causes of accidents at home

5. Give two effects of accidents

6. Write down two accidents on their way to school.

7. Draw an accident of a snake bite

8. Give two ways of preventing home accidents.

9. First aid is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_help given to a person who has been injured.

10. Draw to show a first aid box

11. Why do we give first aids?

12. Write down two things found in a first aid box.

13. *Why is it dangerous to play on the road?*

*14. Why should medicine be kept away from children.*

*To avoid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Types of families

**METHODS :** Guided discovery

* Guided discussion
* Question and answer

**COMPETENCES: A learner:-**

* Define a family
* Identifies the types of families.
* Mentions members found in each type of family.
* Draws members found in each type of family.

**CONTENT : What is a family?**

A family is a group of people related by blood or marriage.

**People who start a family**

* Husband
* Wife

**Types of families**

* Nuclear family
* Extended family

**Nuclear family** is a family where we find mother, father and their own children.

**Members of a nuclear family**

* Father
* Mother
* Brother
* Sister

**Exercise.**

1. A………………..is a group of people related by blood or marriage

A family is a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_of people living together related by\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name 2 types of a family.
2. Draw these members of a nuclear family.

Father Sister Mother Brother

1. Which two people start a family

**Extended Family:**

This is a family where we find father, mother , children and their relatives.

**Members of an extended family.**

* Father - Sister - Nephew
* Mother - Aunt - Cousin
* Brother - Niece - Grandmother - Grand ***father***

**Exercise.**

1. An \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_family is a family where we find father, mother, children and other relatives.

2. Name four people in an extended family.

3. Underline other relatives in an extended family.

Cousin baby father nephew

Sister grandmother

4. Draw these people we find in an extended family.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Father | Mother | Grand mother | Grand father |

1. *Write the name of your school*
2. *How children related to their parents?*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME : *Roles***  of different family members

**METHODS :** Question and answer

* Guided discussion
* ***Demonstration***
* ***Role play***

**COMPETENCES : A Learner**

* ***Reads and spells words correctly.***
* ***Identifies the roles of different family members.***

***REFERNCE :***

***INTRODUCTION : Mentioning different family members.***

**CONTENT : *Roles of different family members***

***Mother***

* Cook food
* Cares for the baby / Children
* Washes utensils like cups, plates etc

***Father***

* Father heads a family
* Father buys clothes
* Father pays school fees.

***Children***

* Children fetch water.
* Children clean the compound
* Mop the house

***Exercise***

1. Listen and write.
2. Draw your mother cooking food
3. Match people to their roles.

Father cooks food

Mother washes utensils

Sister pays school fees

Brother fetches water

1. Name these class room objects.

a b c

***\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_***

1. ***Write one role of each family member***

***Sister \_\_\_\_\_\_\_\_\_ father \_\_\_\_\_\_\_\_\_\_ children \_\_\_\_\_\_\_\_\_\_\_\_***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Types of families

**METHODS :** Guided discovery

* Guided discussion
* Question and answer

**COMPETENCES :** Learner’s will;-

* Identifies single parents family
* Draw members on a single parent family

**CONTENT : Single parent family (Oral)**

A single parent family is a family we find only one parent and the children.

*This happens when one parent dies and separates from the other.*

**Members in a single parent family are**

* Mother or father
* Brother
* Sister

**Exercise**

1. Listen and write.

2. A single parent family is a family where we find

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and the children.

3. Draw a single parent with his/ her ***children***.

4. Identify these things found in class.

 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_



\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. What do we call a building where people sleep?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Family needs

**METHODS :** Guided discovery

* + Observation
  + Question and answer

**COMPETENCES : A learner:-**

**-** defines basic needs.

- Gives examples of basic needs and other needs.

- Draws and names the basic needs.

- Reads and spells words correctly.

**CONTENT : Needs of the family**

**Basic needs:**

* These are things that man cannot live without.

**Example:**

* Food, water, shelter, clothes, medical care.

Other needs:

* These are needs man can live without e.g. education, love, security, television, cars and computer etc.

Needs are the things a family requires in their day today activities /life.

**Needs**

A need is something people ***should have*** to live a healthy life.

**There are two types of needs**

* Basic needs
* Non – basic needs

**Exercise:**

1. Listen and write.

2. Draw these family needs

Food Shelter Clothes

3. Name these needs

Food candle

4. Fill in the missing letters.

cl\_\_thes sh\_\_lter f\_\_ \_\_d w\_\_ter

5. Match people to their work

Teacher cook food

head teacher teaches pupils

cooks drives the van

drivers heads a school

1. Who makes things out of wood?
2. (doctor, carpenter)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Ways of living together in a school.

**METHODS :** Guided discovery

-Demonstration

-Look and say

**COMPETENCES : A learner:-**

* Mentions the school activities.
* Reads, spells and pronounces words correctly.
* Draws activities done at school.

**CONTENT : School activities**

These are things we do at school.

Examples:

* Learning
* Reading
* Writing
* Singing
* Sweeping the classroom
* Washing
* Playing
* Praying
* Swimming
* Debating
* Cleaning

**Exercise:**

1. Listen and write.
2. Identify any two activities done at school
3. Read and draw

|  |  |
| --- | --- |
| The children are playing together | Sarah is sweeping the classroom. |
|  |  |

1. of what use is the object below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Ways of living together in a school.

**METHODS :** Guided discovery

-Demonstration

-Look and say

**COMPETENCES : A Learner:-**

* States the ways of living together in a school.
* Reads, spells and pronounces words correctly.

**CONTENT : We can live together by:-**

* Caring for others.
* Helping at school.
* Sharing with others.
* Learning at school.

**Caring for others at school (Oral)**

How do we care for others?

* We help sick friends.
* we say sorry to friends in pain
* we pick and return lost pencils and colours
* We take care of small children.

**Sharing at school (Written)**

At school we share:-

* Eats
* Drunks
* Pencils
* Rubbers
* Rulers
* Tables
* Benches
* books

**Helping at school**

How do we help others at school? (Oral)

* We help teachers in collecting books/pencils.
* We help teachers to clean the chalk board.
* We clean teacher’s table.

**Learning at school (Written)**

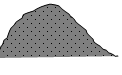
At school we learn different things

* We learn how to read
* We learn how to draw.
* We learn how to sing
* We learn how to count
* We learn how to write
* We learn how to pray

**Exercise**

1. Listen and write.
2. What do we learn at school?
3. Give one reason why we go to school.
4. Read and draw

|  |  |
| --- | --- |
| Sarah is reading a book | Maria is praying. |
|  |  |

1. Draw and name four plants grown at home.
2. What do we use to write?
3. Name these building materials

\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** School routine

**COMPETENCES : A learner:-**

* Identifies the school routine
* States the school rules and regulations.
* States the class rules.
* Reads and spells words correctly.

**CONTENT : School routine (These are daily activities done at**

**School at a particular time)**

**School routine**

These are things usually done at school.

***They include:-***

1. Attending assemblies
2. Singing anthems (school, national, Buganda)
3. Reciting prayers
4. Having meals
5. Cleaning the school
6. Attending lessons.

***Other things practiced at school.***

* Obeying school rules and regulations
* Learning the school motto.

*Our school motto is “Discover the Hidden Treasure”*

**Class rules** (These are rules that govern our classes)

**Examples of class rules**

* Respect your teacher
* Keep the classroom clean
* Avoid noise making in class.
* Stealing is not allowed.
* Fighting is not allowed
* Always finish your work

**Examples of school rules**

* Always put on the uniform
* Always speak English
* Always keep time
* Always do your weekend work
* Always do your home work

**Reciting the school motto**

* School motto is a school slogan
* Our school motto is “Discover the Hidden the Treasure”.
* I have a hidden treasure in me.
* The school has a hidden treasure for me.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** School routine

**METHODS :** Recitation

- Group work

- Demonstration

**COMPETENCES : A learner:-**

* Sing the school’s anthem.
* Pronounces the words in the school’s anthem correctly.

**CONTENT : Sing the school anthem**

**Our school anthem**

Cornerstone Junior School your future is bright

Arise and ride your glory

With excellence and wisdom

You will lead us all

To discover the hidden treasure

We entrust our life in you

We entrust our future in you.

God be your strength and our guide

To discover the hidden treasure.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** School routine

**METHODS :** Recitation

- Singing

**COMPETENCES : A learner:-**

* Sing the national anthem.
* Recites the words in the anthem.
* Pronounces words correctly.

**CONTENT : The National anthem (Oral)**

**The National Anthem**

|  |  |  |
| --- | --- | --- |
| Oh Uganda! May God uphold thee  We lay our future in thy hands.  United free  For liberty  Together we’ll always stand | Oh Uganda!The land of freedom. our love and labour we give  And the neighbours all at our country’s call  In peace and friendship we’ll live. | Oh Uganda! the land that feeds us  By sun and fertile soil grown  For our own dear land  We’ll always stand  The pearl of Africa’s crown |

**The National School Anthem**

We young women and men of Uganda.

are marching along the path of Education

Singing and dancing with joy together

Uniting for a better Uganda

We are the pillars of tomorrow’s Uganda

Let’s rise now embrace true knowledge

Yielding discipline resourcefulness

To rebuild the great, great pearl.

Parents and Teachers and Youth of this Nation

Rise us support our endevours

Led by God who is the source of life.

To uplift our mother land.

We know the way to the land of enlightenment

has thorns , creeper, valley and mountains

Come what may we shall overcome,

for the glorious we shall overcome,

for the glorious time to come.

**The School prayer (Oral)**

Look at me oh God

As my heart silent all

To you all I turn

For these sins I have committed

I pray to be forgiven

In all that I have been good

I pray to be encouraged.

For under your guidance oh God

Where all is peace

I will be led

Not to sob but to rejoice

As my hand in yours lies

**Amen**

**Exercise**

1. Sing the Cornerstone Junior School Anthem

Cornerstone Junior School

2. Sing the National School Anthem

We young women

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Ways of living together

**COMPETENCES : A learner:-**

* + Identifies different ways of living together in the community.
  + Reads and spells words correctly.

**CONTENT : Living and working together in the community**

**Things people do together in the community**

1. Cleaning wells
2. Praying together
3. Sharing food with neighbours
4. Visiting the sick
5. Helping needy people
6. Attending burial ceremonies
7. Attending parties
8. Digging together

**Exercise**

1. Listen and write.

2. Mention five ways of living and working together.

3. Draw people praying

4. Draw the P.1 children at their friends graduation party.

5. Identifying for people in an extended family

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Living together

**SUBTHEME :** Ceremonies

**COMPETENCES : A Learner:-**

* Identifies the ceremonies in our community.
* Mentions things we do at ceremonies.
* Reads the words correctly.

**CONTENT : Ceremonies.**

People attend different ceremonies in the community.

A ceremony is when many people gather together for a reason

**Things we do at ceremonies (comes last)**

* We eat
* We sing
* We dance
* We enjoy

**Examples of ceremonies**

**Wedding ceremony**

* This is when people get married.

**Baptism ceremony**

* This is when a child is baptized.
* The child is given a Christian name
* We share baptism cakes.

**Naming ceremony**

* This is when new born babies are given clan names.

**Birth day parties**

* On the birth day we remember our date of birth.
* We eat birthday cakes
* My birthday is on …………………

**Exercise.**

1. Name these ceremonies.

|  |  |
| --- | --- |
|  |  |
|  |  |

1. When is your birth day?
2. Draw Peter at his birth day party.
3. What do teachers use to write on the chalk board?
4. What do people use to underline?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME : Living together**

**SUBTHEME : Theme Test**

1. Mention two types of families.

2. Mention four members in an extended family.

3. Draw these people

Mother, Father Sister brother

4. Identify three activities done at school.

5. Draw people cleaning the well

6. Mention any two ceremonies in our community.

7. Draw people praying

8. Write three school routine.

9. Who heads an extended family

10. Who keeps law and order in a community

**Living together (theme words)**

family

care

a bide

people

own

visiting

marriage

related

extended

group

nephew

adoption

blood

relationship

respecting

regulations

daughter

niece

relatives

avoid

another

grand parents

relatives

niece

community

ceremony

activity

respect

society

elders

wedding

society

elders

funeral rites

market

neighbours

introduction

birth day

attend

obeying

un – necessary

obeying

party

circumcision

initiation

school rules

regulations

assembly

learning

discipline

roles

pays

buys

school fees

gather

meeting

wells

dumping rubbish

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* | *Class* | *L. Area* | *No. of children* | *Time* |
|  |  |  |  |  |

***THEME :*** *Living together in the community*

***SUBTHEME :*** *Ways of living together in our community*

***COMPETENCES : Learner’s will***

* *Define word community*
* *Identify the different ways people can work together in the community*
* *State the people found in our community.*

***CONTENT :***

*A community is group of people living and working together.*

***Examples of people in the community***

*Children, old people, teachers, doctors, drivers, farmers, builders, church leaders*

***Ways through which we can work together in our community***

* *Through clearing roads*
* *Through cleaning wells*
* *Through sharing with others*
* *Through caring for the environment. Etc*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Date* | *Class* | *L. Area* | *No. of children* | *Time* |
|  |  |  |  |  |

**THEME *:*** Foods and Nutrition

**SUBTHEME :** Names and sources of food

**COMPETENCES *:* A learner:**

*-* Defines the term food.

- Mentions the examples of food.

- states different sources of food.

- Reads, spells and pronounces words correctly.

**CONTENT : What is food?**

*Food is anything good to eat*

***Examples of food we eat***

*Meat, Irish potatoes, millet, ground nuts, matooke, cassava, sweet potatoes etc*

*Sources of food we eat. (This is where we get food from)*

* *Rivers/lakes and wells*
* *Garden*
* *Animals*
* *Plants*

*The garden is the main source of food.*

**Food from birds:**

* Eggs, chicken and turkey.

**Food from Animals:**

* Meat, mutton, beef and pork

**Food from Insect:**

* Honey, grasshoppers, white ants

**Food from lakes and rivers:**

* Fish, salt, and water

**Exercise**

1. Listen and write
2. \_\_\_\_\_\_\_\_\_\_ is something good to eat.
3. List down four common foods.
4. Draw these common foods

***Meat fish eggs beans g. nuts***

***Bananas cassava yams potatoes***

***Milk sugar cane mango rice***

1. Match correctly.

Animals fish

Birds meat

Insect bananas

Lakes eggs

Garden honey

1. Name these foods we get from birds

|  |  |
| --- | --- |
|  |  |
|  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Foods and Nutrition

**SUBTHEME :**

**COMPETENCES : A learner:-**

- Defines body building foods.

- States examples of body building foods.

- Draws examples of body building food.

- States examples of energy giving foods.

- Reads and spells words correctly.

**CONTENT :**

**Classes of food**

There are three major classes of food:-

1. Energy giving foods **(carbohydrates)**
2. Healthy giving foods (**vitamins)**
3. Body building foods (**proteins)**

**Body building foods**

These are foods which help our bodies to grow. They are also called **Protein**

**Examples:**

Fish , Chicken , Milk, Simsim, Meat, Eggs, beans, g***round*** nuts, peas,

**Energy giving food**

These are foods that give us energy. They are also called **carbohydrates**

**Examples include:-**

Posho, Rice, Millet, Sweet potatoes porridge

Cassava, Yam, Potatoes Irish potatoes

**Exercise:**

1. Listen and write
2. Mention 4 body building food.
3. Draw and shade these body building food..

|  |  |  |
| --- | --- | --- |
|  |  |  |
| milk | fish | beans |

1. List down four energy giving food ( carbohydrates)
2. Name these energy giving foods.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Banana | Yam | Irish potatoes |

1. What is food?

Food is …………………………………….

1. What are domestic animals

These are …………………………………

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Food and nutrition

**SUBTHEME :** Types of food

**COMPETENCES : A learner:-**

* Defines health giving food
* States examples of healthy giving foods.
* Draws healthy giving foods.

**CONTENT : Reads and spells words correctly.**

**Health giving foods**

**Health giving foods** are foods which protect our bodies against diseases**.**

* They are also called vitamins.
* They include fruits and vegetables.

**Examples of fruits**

* Passion fruits
* oranges
* pineapple
* grapes
* apples
* guavas
* jack fruit
* paw paws
* mangoes

**Examples of vegetables**

* Cabbage
* *doodo*
* *ntula*
* tomatoes

**Exercise**

1. Listen and write.
2. Fill in the missing letters

Tomat\_es or\_ng\_

M\_ng\_ pass\_ \_nfr\_ \_ts

A\_ \_les

1. Name these fruits

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

1. Identify four sources of food.
2. From birds we get \_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_
3. Name these foods we get from animals.

|  |  |  |
| --- | --- | --- |
|  |  | ***butter*** |
|  |  |  |

1. Which class of food is milk and eggs ( carbohydrates, proteins)
2. Draw these foods we get from water

Fish Water Salt

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Food and Nutrition

**SUBTHEME :** Places where we get food

**COMPETENCES : A learner:-**

* Identifies the places where we get food.
* Fill in the missing letters correctly.
* States the importance of eating food.

**CONTENT : places where we get food**

* ***Garden***
* ***Market***
* ***Farm***
* ***Shops***

**Why we eat food/Importance of food**

* We eat food to get energy
* We eat food to grow
* We eat food to have life
* We eat food to prevent diseases.

**Exercise:**

1. Fill in the missing letters

G \_\_\_rden m \_\_rket pl \_\_nts b \_\_ans

Fish sh\_\_p

1. Circle places where we get food

Garden school market farm hospital shop church

1. Listen and write

* Food
* Sugar cane
* Diseases
* Birds
* Animals
* Markets
* Fruits
* Fish
* Mango

1. Why do we eat food?
2. Give one example of furniture

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Food and Nutrition

**SUBTHEME :** Keeping food safe (preservation)

**COMPETENCES : A** learner

* Defines safe food
* States different ways of keeping our food safe

- Gives reasons for the following:-

* Covering food.
* washing hands before eating food
* washing hands before preparing food
* eating food from clean containers
* Washing fruits before eating them.

**CONTENT**

**SAFE FOOD**

**What is safe food?**

* Safe food is food which is free from germs.
* Safe food is not harmful to us.
* Germs in food cause diseases.

**How do we keep food safe? (*Ways of keeping food safe)***

* Cover all food with clean containers.
* Wash hands before or after eating food
* Wash hands before preparing food
* Eat food from clean containers.
* Wash food before cooking it.
* Wash all fruits and vegetables.

**Why do we cover food?**

* To protect it from flies and dust. (  ***protect food from getting contaminated)***

**Why do we wash hands before eating food?**

* To remove germs from our hands

**Why do we eat food from clean containers?**

* To keep away germs from the food

**Why do wash fruits before eating them?**

* To remove germs from them.

**Exercise**

1. Listen and write

2. Tick ways of keeping our food safe.

* - covering it
* Sweeping it
* Freezing it

3. Why do we cover food? To protect it from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Why do we wash our hands before and after eating food.

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_in food causes disease.

6. We cover food to protect it from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Draw a fly sitting on your plate of food.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

**THEME :** Food and Nutrition

**SUBTHEME :** Keeping food safe (preservation)

**COMPETENCES :** A learner

* Explains the meaning of preserving food
* States ways of preserving food .
* Mentions the good eating habits
* Reads, spells and pronounces the words correctly

**CONTENT : Preserving food**

These are ways of keeping food for a longtime without it going bad.

**Ways of preserving food**

* By salting e.g. meat, fish and chicken.
* By ***freezing***  - ***smoking***
* By sun drying
* By boiling

**Why do we preserve food?**

* So that the food does not go bad. (***get contaminated)***

**What makes food go bad?**

* Germs make food go bad

**Good eating habits**

* Chew food
* Wash hands before and after eating
* Pray before you eat
* Avoid talking while eating

**Activity**

1. Listen and write

\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

1. Tick ways of preserving food

* By sun drying
* By washing
* By salting
* By digging

1. Draw mother smoking fish
2. What makes food go bad?
3. Write one eating habit?
4. Why do we wash our hands?
5. What happens if you run carelessly?

**THEME TESTS (Food and nutrition)**

1. Food is anything \_\_\_\_\_\_\_\_\_\_\_\_\_\_to \_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why do we eat food

We eat to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We eat to\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write down two energy giving food.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Draw the body building foods.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Fish | Milk | Meat |

5. Name these healthy giving food.

|  |  |  |
| --- | --- | --- |
| E:\2016 DOCUMENTS\drawings\all drawings others\mango.PNG | E:\2016 DOCUMENTS\drawings\Drawings\impact\illustrations\tomato-t20185.jpg | E:\2016 DOCUMENTS\drawings\Drawings\impact\illustrations\pineapple-t9547.jpg |
|  |  |  |

6. List down two energy giving food

7. What happens if you run carelessly

8. Draw yourself eating fish.

9. Name these energy giving food.

|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |  |

10. Match examples of food to their classes

Cassava health giving food

Eggs/ milk energy giving food

Mango and tomatoes body building food

11. Circle food we get from water

Salt beans fish water tomatoes

12. Give any two animals with out legs

13. Why do animals move?

14.Give four examples of fruits

**REVISION WORK**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | L. Area | No. of children |
|  |  |  |  |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a place where we go to learn.

2. Mention four people we find at school

3. Match people to their work

Teacher collect money

Head teacher cooks food

Driver teaches pupils

Cook drives school van

4. Draw these things we find at school

Books brooms

Beds chalk

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_heads a school.

6. Fill in the missing letter

b\_rsar dr\_ver teacher

7. Write down activities done at school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Underline dangers on our way to school eating kidnapping playing falling down.

2. Mention means used when coming to school.

3. Fill in the missing letter

b\_rsar d\_ct\_r c\_ \_k t\_ \_cher d\_rector

4. Draw these people who work at school.

Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Head teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a place where we live.

(school, home , hospital)

6. Mention four people found at school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Identify two types of families

2. Circle people in a nuclear family

Uncle sister brother aunt Father

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_heads a family.

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a group of people living together related by

blood.

5. Match roles to people to their roles.

Father cooks food

Sister fetches water

Brother heads and buys food

Mother helps mother with work

6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is a group of people living and working together.

7. Underline people in a community

Doctor, thief , children, policeman, pastor

8. Draw a farmer digging in the garden

9. Name the two types of houses.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Church temporary permanent hill

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_is anything good to eat.(water, food, soil)

2. Name these body building food.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Write another name for energy giving food.

4. Why do people eat food?

5. Mention two causes of accident at home

6. Mention two activities done during rainy se3ason.

Weeding harvesting planting water harvesting

7. Name these types of weather.

8. Name the game below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_game

9. Draw a balloon game

10. Write down four family needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Name the box below

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(green box , first aid box)

2. Underline things in a first aid box

(food , plaster , panadol, pen)

3. Why do we give first aid?

4. Draw Mary playing with a knife.

5. Identify the use of a hoe to a farmer (slashing, digging)

6. Name the accident below

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Name these things we use in sunny weather

2. Write two activities done in sunny weather

(harvesting, preparing land , water harvesting)

3. Draw mother harvesting cassava

4. Name these temporary houses

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Draw and name four domestic animals.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |

2. Name these causes of accidents

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(safety…., broken bottle , fire , stone )

3. Underline wild animals

(snake, cat, zebra , lion , cow )

4. Write two things we get from a cow.

5. Write the use of a watering can \_\_\_\_\_\_\_\_\_\_\_\_plants

6. Draw the following plants where we get food.

- Cassava plant -Banana plants

- Pineapple plant -Maize plant

**Food and nutrition (theme words)**

nutrition

examples

sources

safe

keeping

drink

keeping

maize

pineapple

chicken

millet

cabbage

mangoes

market

garden

farm

boil

butcher

main

wheat

preserve

poisonous

disease

contaminate

problem

stomach ache

rotten

dirty

smell

sun drying

canning

spoilt

germs

smoking

energy

proteins

carbohydrates

vitamin

vegetables

strong

strength

fillet

granary

mutton

pork

land

prepare

spread

milk

balanced diet

value

posho

cassava

grown

health

promote

health

covering

promote

product

butter

health

diseases

dirty food

land

butcher

sources

rivers

lates

Swamps animals birds insects

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date | Class | L. Area | No. of children | Time |
|  |  |  |  |  |

1. Match foods to their names

Carbohydrates (energy giving food)

Health giving food

Body building food

2. Name the garden tools

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Name the type of weather

4. Name four accidents at home

5. Mention members of a nuclear family.

6. Draw dangerous things which cause accident

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_