

P.2 SCHEME OF WORK LITERACY 2 TERM 1 2024

| WK | PD | THEME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|---------------------------------------|--|---|---------------------------------|-------------------------------|------------------------------------|-----------------------------------|--|------|
| 1 | 1 | HUMAN BODY AND HEALTH | External parts of body and their uses | Parts of the head Eyes, lips, cheeks, tongue, nose, ears, fontanelle, etc. Diagram of the head | The learner <ul style="list-style-type: none"> - Identifies the parts of the head - Draws the parts - Reads the words - Pronounces and spells | Question and answers | Naming Drawing Labeling | Care and concern Self awareness | A chart showing parts of the body | MK junior Lit. pupils bk 1 pg 34-35 | |
| | 2 | | | Uses of the parts of head Eyes for seeing Caring for eyes Washing them Putting sunglasses Treat eyes when sick Eating food rich in vitamin A Provide enough light | The words <ul style="list-style-type: none"> - Mention the uses of the eyes - Reads, spells, writes, pronounces | Guided discovery | Describing reading | Problem solving | Clean water Sunglasses carrots | | |
| | 1 | | | Ears For hearing or listening Caring for ears When to clean ears Why do we clean the ears. | <ul style="list-style-type: none"> - Mentions the uses of the ears. - mentions ways caring for the ears - Reads, spells writes | Brain storming Demonstration | Spelling Pronouncing | Fluency | | | |
| WK | PD | THEME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |

| | | | | | | | | | | | | | |
|--|--|---|--|---------------------------------------|-------------------|--------------------|------------------|---|---|---------------------------------------|-----------------------|---|---|
| | | | MK junior Lit. pupils bk 1 pg 34-35 | Handkerchief water | Critical thinking | Mentioning | Observation | - Mentions the uses of the nose - Mentions ways of caring for the nose | Nose It is used for smelling Care for the nose Clean the nose Don't use dangerous objects | External parts of body and their uses | HUMAN BODY AND HEALTH | 4 | 1 |
| | | | | | - | Answering question | Observation | Mentions the uses of the teeth Mentions ways of caring for the teeth | Teeth Uses of the teeth Caring for the teeth | | | 5 | 2 |
| | | A chart showing the parts of the arm, hand Water Soap snoner | | Appreciation Fluency Audibility | | Naming reading | Guided discovery | The learner; Identifies the parts of the arm Naming the arts of the arm Mentions the uses of the hand. Mentions the pasts of hand. Mentions ways of caring for the hands | The arm Parts of the arm shoulder, armpits hands, elbow Diagram of the arm Parts of the hand Diagram and naming Uses of thumb fingers wrist, palm Uses of the hands Picking clapping, etc Caring for the hands | | | 1 | |

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

| WK | PD | THEME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|---------------------------------------|---|--|---------------|-------------------------|---------------------------------------|---------------------|------|------|
| 2 | 2 | HUMAN BODY AND HEALTH | External parts of body and their uses | Parts of the leg Diagram of the leg, knee, thigh Shin, calf Uses of leg Caring for the legs | Names the parts of the legs Mentions uses of the legs Mentions ways of caring for the legs | Observations | spelling Pronouncing | Audibility Caring, problem solving | A chart showing the | | |

| | | | | | | | | | | | |
|--|---|--|--|--|---|--------------|---|---|--|--|--|
| | 3 | | | <p>Sense organs and their uses</p> <p>Eye seeing</p> <p>Ears hearing</p> <p>Nose smelling</p> <p>Tongue stating</p> <p>Skin feeling</p> | <p>Mentions body senses and organs</p> <ul style="list-style-type: none"> - Reads the words - Spells the words - Answers questions | illustration | <p>Writing</p> <p>Observing</p> <p>Illustration</p> | <ul style="list-style-type: none"> - Fluency - Audibility | <p>A chart showing parts of the leg</p> <ul style="list-style-type: none"> - Water, brush, soap, sponge - Word cards | | |
|--|---|--|--|--|---|--------------|---|---|--|--|--|

| WK | PD | THEME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|
|----|----|-------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|--|--|---|---|--|---------------------------------|--------------------------|--|------|
| 3 | 2 | HUMAN BODY AND HEALTH | Personal hygiene How to clean the parts of the body | Ears How to clean the ears Things used to clean the ears. Why do we clean the ears | Mention ways of cleaning the ear Things used to clean Identifies the importance of cleaning ears | Brain storming Discussing guided discovery | Brain storming Discussion Guided discovery | Caring Fluency Audibility | Ear buds Water | Mk junior thematic 36 | |
| | 3 | | | Eyes How to clean the eyes Things used to clean the eyes Eye diseases Trachoma, night blindness, river blindness | The learner - Mentions ways of cleaning the nose - Identifies things used - Mentions reasons for cleaning - Reads the words - Spells the words | Discussion | Reading clean Water soap spelling | | Responsibility Caring | Pri. Level supp. Sci. bk Pg 116 - 117 | |

| | | | | | | | | | | | |
|--|--|--|--|--|--|-------------|---------|--|-----------------|--|--|
| | | | | Teeth - Ways of cleaning the teeth Things used to clean the teeth Why do we brush the teeth | Identify the ways of cleaning the teeth Things we use to clean Mention reasons of cleaning the teeth | Explanation | Writing | | Problem solving | | |
|--|--|--|--|--|--|-------------|---------|--|-----------------|--|--|

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|--|--|---|---------------------|---------------|---------------------|----------------|--|------|
| 3 | 4 | HUMAN BODY AND HEALTH | Personal hygiene How to clean the parts of the body | Hair How to clean the hair Things used to clean the hair Comb, hair, brush, etc Why do we clean the hair | Mentions the ways of cleaning the hair Identifies reasons for brushing the hair Reads the words Spells the words | Question and answer | Answering | Brush, comb, mirror | Audibility | Pri. Level supp. Sci. bk Pg 116 - 117 | |

| | | | | | | | | | | | |
|--|---|--|--|--|---|----------------|-------------|--------------------------------------|----------------|--|--|
| | 5 | | | <p>Nose</p> <p>Ways of leaning the nose</p> <p>Things used to clean the nose</p> <p>Why do we clean the nose</p> | <p>Mentions things used to clean the nose</p> <p>Ways of cleaning</p> <p>Reasons to clean</p> <p>Reasons for cleaning</p> <p>Reads, spells, the words</p> | Brain storming | Pronouncing | Handkerchief Clean cloth water | Self awareness | | |
|--|---|--|--|--|---|----------------|-------------|--------------------------------------|----------------|--|--|

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|------------------|---|---|---------------------|---------------|----------------|-----------------------|-------------------------------------|------|
| 4 | 1 | HUMAN BODY AND HEALTH | Personal hygiene | <p>Nose</p> <p>How to clean the nose</p> <ul style="list-style-type: none"> - By blowing it - Washing it - Cleaning with a clean handkerchief <p>Things used to clean Water, handkerchief</p> | <p>The learner</p> <p>Mentions ways of cleaning the nose</p> <p>Identifies things we use to clean</p> <p>mentions importance of cleaning the nose</p> | Question and answer | Reading | Responsibility | Water Handkerchief | supp. Sci. bk 5, 67 pg 116 - 117 | |

| | | | | | | | | | | | |
|--|---|--|--|---|---|------------------|--------------------|-----------------|--------------------|--------|--|
| | | | | Why to clean the nose | | | | | | | |
| | 2 | | | Hands How to clean your hands Things used to clean hands Why do we clean hands | <ul style="list-style-type: none"> - Identifies things we use to clean hands - Mentions importance of washing hands - Reads the words spells the words | Explanation | Answering question | Problem solving | Clean water , soap | | |
| | | | | Skin How to clean the skin <ul style="list-style-type: none"> - Bathing - Ironing clothes - Oiling it Things used to clean the skin Water, soap, bathing, towel Why to clean the skin | Mentions the ways of caring for the skin Identifies things used to clean | Guided discovery | Writing | Fluency | | Pg 115 | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|--|---|--|---------------------|------------------|--------------------------------------|-------------------------------------|------|------|
| | | HUMAN BODY AND HEALTH | Personal hygiene How to clean the parts of the body | To prevent skin diseases To prevent bad smell Skin diseases | Spells the given words Reads the given words | Question and answer | Reading spelling | Critical thinking Decision making | Charts | | |
| | 4 | | Sanitation | <ul style="list-style-type: none"> - Definition - Areas that need to be kept clean. house, kitchen , bath room Things used to clean them. | <ul style="list-style-type: none"> - Defines sanitation - Identifies areas that need attention - Identifies things we use | Brain storming | Naming | | A chart showing areas to keep clean | | |
| | | | | | | | | | | | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|

| | | | | | | | | | | | | | | |
|---|---|---|-----------------------------|------------------------------------|----------------------------|---------------|---|--|--|------------|--|--|--|--|
| | | | Supp. Sci. bk 5-7 Pg 121 | Things found in the environment | Problem solving fluency | Reading | Question and answers | The learner; Identifies the dangers of staying in a dirty environment - Reads words - Spells words - Writes the words | Dangers of staying in a dirty environment. - It leads to diseases - it leads to accidents - it causes bad smell - it attracts houseflies - | Sanitation | | | | |
| 4 | 5 | | | | | | | | | | | | | |
| 4 | 5 | 1 | | | Brooms water Scrubbing | Spelling | Guided discovery | - Identify the importance of keeping the houses clean - Mentions things to keep the house clean - Tools used to clean the house | Components of a good home. a) house - how to keep it clean Things used to clean the house | | | | | |
| | 2 | | | | Fluency | Rag, jik, vim | Observing drawing and naming Brain storming | Describes the latrine Mentions things found in the latrine Draws and names things Mentions the importance of smoking pit latrines Mentions improper use and dangers of improper use of a latrine | b) Latrine things found in the latrine/toilet ways of keeping the latrine clean things used to clean the latrine why do we smoke the latrine | | | | | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|-------------------------------|---|---|----------------------|-------------------------------|-----------------------|------------------------|----------------------------------|------|
| 5 | 3 | HUMAN BODY AND HEALTH | | Kitchen <ul style="list-style-type: none"> - Ways of keeping it clean - Things used to clean - Dangers of a dirty kitchen - Importance of keeping the kitchen clean | Identifies ways of keeping the kitchen clean Identifies things used to clean the kitchen | Brain storming | Answering question Writing | Audibility fluency | Jik vim, liquid soap | Supp. Sci. bk 5-7 Pg 121 | |
| | 4 | | Areas that need to be cleaned | Bathroom Things we use in the bathroom <ul style="list-style-type: none"> - Improper use of a bathroom Ways of keeping the bathroom clean | The learner Identifies ways of cleaning the bathroom Identifies things we use to clean Reads the words Spells the words | guided discovery | Identifying | Fluency | Broom Water soap | Suppl. Sci. bk 5, 5, 7 Pg 121 | |
| | 5 | | | Rack Ways of caring for a plate stand Things we use to clean the rack Dangers of a dirty rack | Mentions ways of keeping the rack clean Mentions dangers of a dirty rack Reads the words | Question and answers | Audibility | | | | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|---------|---|--|---|---------------|-------------|---------------------------------------|----------------------------------|------|
| 6 | 1 | HUMAN BODY AND HEALTH | | <p>Compound</p> <p>How to keep the compound</p> <p>Things used to clean the compound clean</p> <p>Why do we keep the compound</p> | <p>Identifies ways of cleaning the compound</p> <p>Mentions things we use</p> <p>Identifies importance of a clean compound</p> <p>Reads and spells</p> | Brain storming | Demonstrating | Caring | <p>Broom</p> <p>Water</p> <p>soap</p> | Suppl. Sci. bk 5, 5, 7 Pg 121 | |
| | 2 | | | <p>Health habits</p> <ul style="list-style-type: none"> - Brushing teeth - Combing hair - Sweeping - Washing hands - Washing clothes - Doing body exercises | <ul style="list-style-type: none"> - Identifies good health habits - Reads the words - Spells the words - Writes the words | <p>Demonstration</p> <p>Observation</p> | Demonstration | Caring | <p>Word cards</p> <p>- Do -</p> | - Do- | |

| | 3 | | | Common diseases Flu, cancer, dysentery, ringworms, typhoid | <ul style="list-style-type: none"> - Identifies common diseases - Reads the words - Spells the words | Observation | Observing | | | Suppl. Sci. bk 5, 5, 7 Pg 122 | |
|----|--------|-----------------------|------------|--|---|---------------------------------|---------------------|-------------------|----------------|----------------------------------|------|
| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
| | 4 5 | HUMAN BODY AND HEALTH | Sanitation | Spreading of common diseases <ul style="list-style-type: none"> - By vectors - Eating dirty food - Drinking contaminated water Through air Through body contact Prevention of common boiling drinking water | The learner Identifies the ways common diseases spread <ul style="list-style-type: none"> - Mentions examples of each - Reads, spells the words - Mentions the way of preventing common diseases | Discussion | Answering questions | Fluency | charts | Supp. Sci. bk 5 , 6, 7 Pg 122 | |
| 7 | 1 | | | Vectors Definition Diseases with their vectors How to prevent common diseases | Defines vectors Identifies diseases with their vectors - Read the words <ul style="list-style-type: none"> - Spells the words - writes the words | Explanation Guided discovery | Spelling Writing | Critical thinking | illustration | | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|--------------------|---------------------------------------|---|---|-------------------------------------|------------------------|-------------------|---|---------------------------|------|
| | 2 | FOOD AND NUTRITION | Common food Classification of food | Examples of common food we eat Definitions of food Feeding Nutrition Common food Cassava, fish, meat | The learner <ul style="list-style-type: none"> - defines words - mentions examples of common foods - draws and names - read the words - spells the words | guided discovery | drawing | critical thinking | maize , Irish potatoes, milk, beans, sugar | supp. sci. bk 7 pg 118 | |
| | 3 | | | sources of food water bodies, plants water bodies, animals garden , matooke market shops | Identifies the sources of food Examples of food from each source. draws and name | observation question and answers | reading identifying | fluency | milk bean sugar | supp. sci. bk 7 pg 118 | |

| | | | | | | | | | | | |
|--|---|--|------------------------|--|--|-------------|---------|---------|------------|-------------------------------|--|
| | 4 | | classification of food | <p>the main reasons why we eat food (5H's)</p> <ul style="list-style-type: none"> - health - hospitality - hunger habit - happiness | <p>The learner</p> <ul style="list-style-type: none"> - identifies the 5Hs spells the words reads the words write the words mentions the importance of food in the body | explanation | reading | fluency | word cards | <p>supp. sci. bk 5_pg 118</p> | |
|--|---|--|------------------------|--|--|-------------|---------|---------|------------|-------------------------------|--|

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|-----------------------|------------------------|---|--|---------------|---------------|-------------|----------------|------|------|
| 7 | 5 | HUMAN BODY AND HEALTH | classification of food | <p>importance of food in the body</p> <ul style="list-style-type: none"> - for growth - for repair - for protection against deficiency diseases - Food gives us energy & warmth | <p>The learner</p> <ul style="list-style-type: none"> - identifies the 5Hs spells the words reads the words write the words mentions the importance of food in the body | discussion | spelling | audibility | Charts | | |

| | | | | | | | | | | | |
|---|---|--|--|--|---|---------------------------------|--------------------|-----------------|--|--|--|
| 8 | 1 | | | <p>A balanced diet definition</p> <p>classes of food</p> <p>proteins, carbohydrates, vitamins, etc</p> | <ul style="list-style-type: none"> - defines a balanced diet - mentions classes of food - identifies examples of protein food - mentions importance of food (protein) - mentions examples of protein foods | question and answer observation | drawing and naming | problem solving | food stuffs e.g beans, rice, sugar, maize, etc | | |
|---|---|--|--|--|---|---------------------------------|--------------------|-----------------|--|--|--|

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|

| | | | | | | | | | | | |
|---|---|--------------------|------------------|--|---|----------------------|---------|-------------------|-------|-------------------------|--|
| 9 | 3 | FOOD AND NUTRITION | Food Preparation | water sources of water uses water in the body - Helps in food digestion - it removes waste materials - It forms part of blood | mentions sources of water Mentions uses of water in the body | guided discovery | writing | critical thinking | water | suppl. sci. bk 5 – 7 | |
| | 4 | | | deficiency diseases definition examples of deficiency diseases Examples of deficiency diseases | defines deficiency diseases Identifies examples of deficiency mentions causes of deficiency | question and answers | drawing | caring | cards | | |
| | 5 | | | Malnutrition definition - Signs of malnutrition - Dangers of poor feeding | Defines Malnutrition Mentions signs of malnutrition Identifies dangers of poor feeding | question and answers | drawing | caring | cards | | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|

| | | | | | | | | | | | |
|----|---|--------------------|------------------|--|--|-------------------------------------|------------------------|------------------------------|---------------------------------|----------------------------|--|
| 10 | 1 | FOOD AND NUTRITION | Food Preparation | definition methods /way of preparing - Mention examples of food why do we cook food? | The learner Mentions ways of preparing food Identifies examples Mentions reasons for cooking food Read words, spells words | guided discovery | naming | creative thinking | Food stuffs e,g eggs , maize | Mk int. bk 2 pg 7 - 4 | |
| | 2 | | | food preservation Definition Methods of preserving food Local methods of preserving food modern methods of food preservation with examples of food reasons for preserving | defines food preservation Mentions ways of preserving food Identifies food preserved locally and in modern ways Mentions reasons of preserving food | question and answers explanation | identifying reading | critical thinking fluency | | word cards | |
| | 3 | | | food storage safe places for keeping food store dry food granary dry food refrigerator e,g milk, meat | Identifies safe places of storage Mentions food kept in ; - refrigerator - granary | spelling writing answering | caring | problem solving | | supp. sci bk 3-7 pg 119 | |

| WK | PD | THE ME | S.THEME | CONTENT | COMPETENCES | TECH. METHODS | L. ACTIVITIES | LIFE SKILLS | INST. MATERIAL | REF. | RMKS |
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|
|----|----|--------|---------|---------|-------------|---------------|---------------|-------------|----------------|------|------|

[illegible]