

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--------------------------------------|----------------|----------------------|
| 1 | 3 | Our environment | Common animals | The learner: -Defines environment. -Tells the components of environment. -Names the examples of living things. | <u>Environment</u> Is the natural surrounding of man. <u>Environment.</u> Are the things around us. <u>Components of environment.</u> They are both living and non-living things. <u>Living things.</u> Living things are things which have life <i>Groups of living things</i> <u>Examples of living things.</u> ✓ Animals ✓ Plants ✓ Insects ✓ People ✓ Birds. ✓ | -Explanation. -Guided discovery. | -Defining environment. -Outlining the components of environment. -Naming the examples of living things. | -self awareness. -observation | -Real objects. | Kobta P.2 Pg 63 & 64 |
| | 4 | | | The learner: -Identifies the characteristics of living things. -Defines non-living things. | <u>Characteristics of living things.</u> -Living things grow. -Living things respire/ breathe. -Living things move. -Living things reproduce. -Living things excrete <u>Non –living things.</u> Non-living things are things | | -Identifies the characteristics of living things. -Defining non-living things. | | | Kobta P.2 Pg 64 |

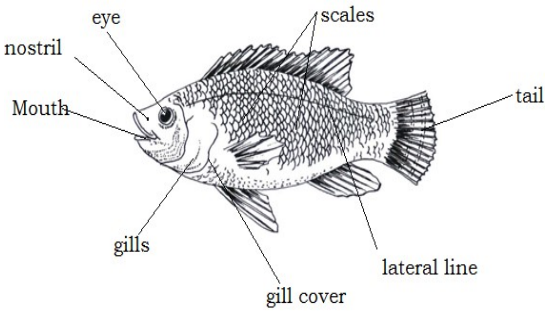
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------|
| 1 | 5 | | | <ul style="list-style-type: none"> -Names the examples of non-living things. -Outlines the characteristics of non-living things. -Identifies the types of animals. -Gives the examples of domestic animal. | <p>which do not have life</p> <p><u>Examples of non-living things.</u> Stones Chairs Soil Books Tables Clothes</p> <p><u>Characteristics of non – living things.</u> -Non living things do not grow. -Non-living things do not breathe. -Non-living things do not move.</p> <p><u>Types of animals.</u> -Domestic animals. -Wild animals.</p> <p><u>Domestic animals.</u> Are animals kept at home. <u>Examples of domestic animals.</u> Cow Cat Dog Rabbit Norse Camel Pig</p> | <ul style="list-style-type: none"> -Explanation -Guided discussion | <ul style="list-style-type: none"> -Outlines the examples non-living things. -Giving the characteristics of non-living things. -Naming the types of animals. -Listing the examples of domestic animals. | <ul style="list-style-type: none"> -Self-awareness -Effective communication -Audibility | <ul style="list-style-type: none"> -A chart showing the domestic animals. -real objects. | Kobta P.2 Pg 66 |
| 2 | 1 | Our environment | Common animals | <p>The learner:</p> <ul style="list-style-type: none"> -Identifies the uses of domestic animals. -Names the animals used for transport. -Gives animal product. | <p><u>Uses of domestic animals.</u> -Cows give us milk and meat. -Some animals are used for transport. -We sell animals and get money. -Animals give us skins and</p> | <ul style="list-style-type: none"> -Guided discussion -Question and answer -Explanation | <ul style="list-style-type: none"> -Identifying the uses of domestic animals. -Naming the animals used for transport. | <ul style="list-style-type: none"> -Effective communication. -Self-awareness | | Kobta P.2 Pg 66 |

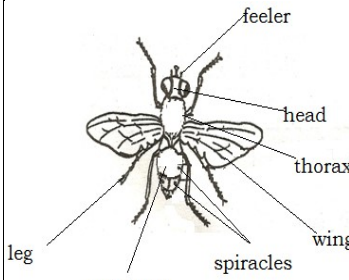
| | | | | | hides. | | | | | |
|----|----|-------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|------------------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFE SKILLS | L/AIDS | REF |
| | | | | | <p><u>Animals used for transport.</u></p> <p>Donkey Horse Camel Oxen</p> <p><u>Animal products.</u> Animal products are things got from animals.</p> <p><u>Examples</u> Meat Milk Bone Manure Wool Horns.</p> | | .Giving the animal products. | -Self-esteem | | Kobt a P.2 Pg 67 |
| | 2 | | | <p>The learner:</p> <ul style="list-style-type: none"> -Defines wild animals. -Identifies the examples of wild animals. -Lists the things made from skins and hides and animal horns. | <p><u>Wild animals.</u> Wild animals are animals which live in the bush.</p> <p><u>Examples of wild animals.</u> Lion Elephant Buffalo Leopard Crocodile Gorilla</p> <p><u>Things made from skins and hides.</u> Shoes belt, bags, Capes, drum, Wallets</p> <p><u>Things made from animal horns and hooves.</u> Necklaces Earring</p> | | <p>-Defining wild animals.</p> <p>-Identifying the examples of wild animals.</p> <p>-Listing the things made from skins and hides and animal horns</p> | | -Real objects | Kobt a P.2 Pg 68 |

| | | | | | Glue, buttons. | | | | | | | | | | | | | | | | | |
|---------------|-------------------|------------------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------|------------------------------|-----|-----|--------|------|-----|--------|-----|------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|--|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITIES | LIFE SKILLS | L/AIDS | REF | | | | | | | | | | | | |
| | 3 | Our environ ment | Common animals | The learner: -Identifies the uses of wild animals. -Outlines the dangers of animals. -Gives the examples of animal weapons. | <u>Uses of wild animals.</u> -They give us skins and hides. -They attract the tourists, <u>Dangers of some wild animals.</u> -Monkeys destroy the farmer’s crop. -Lions, Tigers can attack and kill people. <u>Animal weapons.</u> Animals protect themselves using their weapons. <u>Examples.</u> Dog/Cat-claws/teeth Cows – horns Goat –horns Snake – poisonous teeth | -Guided discussion. -Explanation. -Guided discovery. | -Identifying the uses of wild animals. -Outlining the dangers of animals. -Giving the examples of animals weapons. | -Observation. -Self awareness -effective communicatio n. | | Kobt a P.2 Pg 75 | | | | | | | | | | | | |
| 2 | 4 | Our environ ment | Common animals | The learner, -Identifies animals and their young ones. -Identifies the animals and their movement. | <u>Different animals have different animal young ones.</u> <table><tr><td><u>Animal</u></td><td><u>Young ones</u></td></tr><tr><td>Cow</td><td>Calf</td></tr><tr><td>Goat</td><td>Kid</td></tr><tr><td>Pig</td><td>Piglet</td></tr><tr><td>Fish</td><td>Fry</td></tr><tr><td>Rabbit</td><td>Kit</td></tr></table> | <u>Animal</u> | <u>Young ones</u> | Cow | Calf | Goat | Kid | Pig | Piglet | Fish | Fry | Rabbit | Kit | -Guided discussion. -Explanation. -Problem solving | -Identifying the animal young ones -Identifying the animal movement | -Effective communicatio n -Self- awareness | -A chart showin g animal young ones. A chart showin g animal movem | |
| <u>Animal</u> | <u>Young ones</u> | | | | | | | | | | | | | | | | | | | | | |
| Cow | Calf | | | | | | | | | | | | | | | | | | | | | |
| Goat | Kid | | | | | | | | | | | | | | | | | | | | | |
| Pig | Piglet | | | | | | | | | | | | | | | | | | | | | |
| Fish | Fry | | | | | | | | | | | | | | | | | | | | | |
| Rabbit | Kit | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|------|--|
| | | | | | | | | | ent. | |
|--|--|--|--|--|--|--|--|--|------|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|----------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------------------------------------|----------------------------------------|------------------|
| | | | | | Animal movement Snake Gliding Animal Movement Man Walking Baby Crawling Frog Hopping | | | | | |
| | 5 | | | The learner, -Identifies the reasons as to why animals move. -Names the animals and their sound. | Reasons why animals move. -To look for food. -To look for water. -To look for shelter <u>Animal and their sounds.</u> <u>Animal</u> <u>Sound.</u> Dog barks Sheep bleats Cat mews/purrs Cow moos Snake hisses | | -Identifying reasons as to why animals move. -Naming the animals and their sounds. | | | Ko bta P.2 Pg 76 |
| 3 | 1 | Our environment | Common animals | The learner, -Defines a home. -Identifies the animals and their homes. -Identifies the animals meat. | -A home is a place where animals stay or live. -A home of animals is called a habitat. <u>Animal</u> <u>Homes</u> Snake burrow Cow byre/kraal Rabbit hutch Dog kennel <u>Examples of animal.</u> Meat. Cow - beef Pig - pork Sheep - mutton Calf - veal | -Guided discovery. -Explanation -Question and answer | -Defining a home. -Identifying the animal homes and animal meat. | -Effective communication. -Self-awareness | A chart showing animal homes and meat. | Ko bta P.2 Pg 70 |

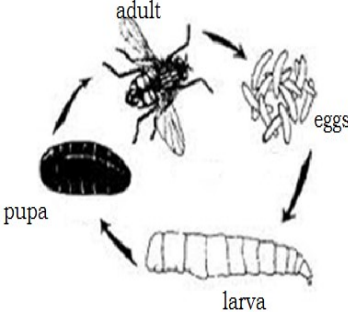
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------|------------------|
| | 2 | | | The learner, -Names the animals which live in water. -Names the external parts of a fish. | Animals which live in the water: fish, frog, snake,, crocodile, rhino <u>External parts of a fish</u>  | | -Naming the animals which live in water. -Naming the parts of a fish. | -Self awareness -Creative thinking | -Real fish -A chart | |
| | 3 | Our environment | Common birds | The learner, -Identifies the types of birds. -Defines the domestic and wild birds. -Outlines the examples of birds. -Gives the uses of birds. | Birds are some of the components of environment. There are 2 types of birds in our environment. <u>Types of birds.</u> Domestic birds Wild birds. Domestic birds are birds kept at home <u>Examples of domestic birds.</u> ✓ Turkey ✓ Duck ✓ Pigeon ✓ Guinea fowl <u>Uses of birds</u> ✓ Birds give us eggs and chicken. | -Explanation -Guided discussion -Question and answer | -Identifying the types of birds. -Defining the domestic and wild birds. -Outlining the examples of birds. -Giving the uses of birds. | -Effective communication -Self awareness -Audibility | A chart showing birds. | Ko bta P.2 Pg 77 |

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF | | | | | | | | |
|------------|-----------|------------------------|-------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------|-------------|-----------|------------------------------|-------|-----------|--------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------|------------------------------|
| | | | | | <p>-They give us feathers for decoration.</p> <p>-We sell birds and get money.</p> <p><u>Wild birds.</u> Are birds which live in the bush.</p> <p><u>Examples</u></p> <ul style="list-style-type: none">✓ Parrot✓ Owl✓ Dove✓ Eagles✓ Kiwi✓ Crested crane | | | | | Ko bta P.2 Pg 78 | | | | | | | | |
| 3 | 4 | Our environ ment | Common insects | <p>The learner,</p> <p>-Identifies the examples of insects.</p> <p>-Names the external parts of an insect</p> | <p>Insects are also components of our environment.</p> <p><u>Examples of insects.</u></p> <table><tr><td>Grasshopper</td><td>Bees</td></tr><tr><td>Housefly</td><td>Butterfly</td></tr><tr><td>White ants</td><td>Wasps</td></tr><tr><td>Millipede</td><td>Spider</td></tr></table> <p><u>External parts of an insect.</u></p>  | Grasshopper | Bees | Housefly | Butterfly | White ants | Wasps | Millipede | Spider | <p>-Explanation</p> <p>-Guided discovery</p> <p>-Question and answer</p> | <p>-Identifying the examples of insects.</p> <p>-Naming the external parts of an insect.</p> | <p>-Observation.</p> <p>-Effective communication</p> <p>-Self-awareness.</p> | <p>A chart showing an insect</p> | Ko bta P.2 Pg 80 |
| | | | | Grasshopper | Bees | | | | | | | | | | | | | |
| Housefly | Butterfly | | | | | | | | | | | | | | | | | |
| White ants | Wasps | | | | | | | | | | | | | | | | | |
| Millipede | Spider | | | | | | | | | | | | | | | | | |

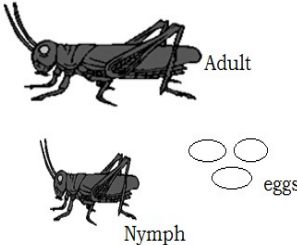
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|----------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------|-------------|--------|------------------|
| | | | | | -A true insect has 3 main body parts. ✓ Head ✓ Thorax ✓ Abdomen. -An insect uses spiracles for breathing. -A true insect has 6 legs. (3 pairs). | | | | | |
| | 5 | Our environment | Common insects | The learner, -Identifies the type of insect. -Defines harmful insects. -Names the examples of harmful insects. | <u>Types of insects.</u> -Harmful insects -Useful insects <u>Harmful insects.</u> Are insects which are dangerous to us. <u>Examples of harmful insects.</u> Mosquito Bedbug Wasp Spider Tsetse fly Lice Housefly Cockroaches. | -Explanation -Guided discussion. | -Identifying the types of insects. - | | | Ko bta P.2 Pg 81 |
| 4 | 1 | | | The learner, -Identifies the harmful insects and their dangers. | <u>Examples of harmful insects and their dangers.</u> <div> <div><i><u>Insect</u></i></div> <div><i><u>Danger</u></i></div> </div> Mosquito Spread malaria Housefly Spread trachoma, diarrhoea, cholera, dysentery Cockroaches Spread dysentery, food, poisoning | | -Identifying the harmful insect and their dangers. | | | Ko bta P.2 Pg 82 |

| | | | | | | | | | | |
|--|--|--|--|--|------------|---------------------------|--|--|--|--|
| | | | | | Bees/wasps | Sting people and animals. | | | | |
|--|--|--|--|--|------------|---------------------------|--|--|--|--|

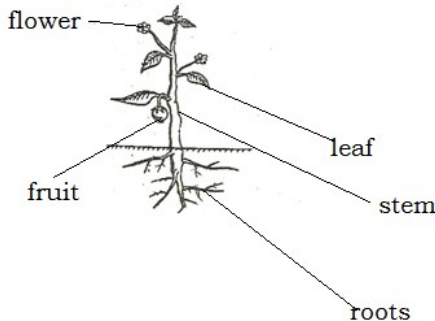
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------|
| | 2 | Our environment | Common insects | <p>The learner,</p> <ul style="list-style-type: none"> -Defines useful insects. -Names the examples of useful insects. -Identifies the benefits of insects to man. -Lists the characteristics of insects. | <p><u>Useful insects.</u> These are insects which are beneficial or useful to man.</p> <p><u>Examples of useful insects.</u></p> <ul style="list-style-type: none"> ✓ Bees ✓ Grasshopper ✓ White ants ✓ Butterflies <p><u>Benefits of insects to man.</u></p> <ul style="list-style-type: none"> -Bees give us honey. -Grasshoppers and white ants are eaten as food. -Butterflies pollinate flower. <p><i><u>These are the features of the insects.</u></i></p> <p><u>(Characteristics)</u></p> <ul style="list-style-type: none"> -Insects have three main body parts. -Insects have a pair of feelers. -They have compound eyes. -They have jointed legs. | <ul style="list-style-type: none"> -Explanation -Guided discussion -Question and answer | <ul style="list-style-type: none"> Defining useful insects. -Naming the examples of useful insects -Identifying the benefits of insects to man. -Listing the characteristics of insects | <ul style="list-style-type: none"> -Effective communication -Self-awareness -Observation. | | Ko bta P.2 Pg 79 |
| | 3 | Our environment | Common insect | <p>The learner,</p> <ul style="list-style-type: none"> -Identifies the types of life cycle. -Draws the stages of a complete life cycle. | <p><u>Life cycle of an insect.</u></p> <p>A life cycle are the stages an insect goes through during its growth.</p> | <ul style="list-style-type: none"> -Explanation -Guided discussion | <ul style="list-style-type: none"> -Identifying the types of lifecycle -Drawing the stages of a | <ul style="list-style-type: none"> -Observation -Audibility -Self- | A chart showing a life cycle. | Ko bta P.2 Pg 84 |

| | | | | | | Problem | complete life cycle. | awareness | | |
|----|----|-----------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------|--------|------------------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | <p><u>Types of life cycles.</u> -Complete lifecycle. -Incomplete life cycle.</p> <p><u>A complete life cycle.</u> A complete life cycle has four major stages of growth.</p>  <p><u>Stages of complete life cycle.</u> Eggs, larva, pupa, adult.</p> <p><u>Examples of insects.</u> Under complete life cycle. Housefly butterfly Mosquito bees</p> | | -Naming the insects under go a complete life cycle. | | | Ko bta P.2 Pg 84 |
| 4 | 4 | Our environment | Common insects | <p>The learner, -Identifies larva stages.</p> <p>-Names the types of mosquitoes.</p> <p>-Identifies diseases caused by different mosquitoes.</p> | <p><u>Mosquitoes.</u> Mosquitoes are very dangerous to us because they spread malaria. They have four stages of growth.</p> <p><u>Types of mosquito.</u> -Female anopheles mosquito.</p> | <p>-Explanation.</p> <p>-Guided discussion.</p> | <p>-Identifying the types of mosquitoes</p> <p>-Naming the diseases caused by mosquitoes.</p> | <p>-Self awareness</p> <p>-Audibility</p> <p>-Self-esteem</p> | | |

| | | | | | -Culex mosquito. | | | | | |
|----|----|-------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|--------|-----|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | -Tiger/aedea mosquito. <u>Diseases spread by different mosquitoes.</u> <u>Mosquito</u> Culex mosquito <u>Disease</u> Elephantiasis Female anopheles <u>Disease</u> Malaria Tiger /aedea <u>Disease</u> Yellow fever | | | | | |
| | 5 | | | The learner, -Identifies the dangers of a housefly. -Names the diseases spread by a housefly -Draws the lifecycle of a housefly. | A housefly is one of the common insects in our environment. <u>Dangers of a housefly.</u> -Houseflies spread diseases. -Diseases spread by a housefly. ✓ Diarrhoea ✓ Dysentery ✓ Trachoma ✓ Cholera | | -Identifying the dangers of a housefly. -Naming the diseases spread by a housefly. Drawing a life cycle of a housefly. | -Effective communication. -Self-awareness -Observation. | | |

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------|------------------------------|
| 5 | 1 | | | The learner, -Identifies the stages of an incomplete lifecycle. -Gives the examples of insects under incomplete lifecycle. -Draws the life cycle. | Incomplete lifecycle. There are 3 stages in this lifecycle i.e ✓ Egg - Eggs ✓ Nymph - Lavar ✓ Adult - Adult Examples of insects under incomplete lifecycle. ✓ Cockroaches ✓ Locusts ✓ Grasshoppers ✓ Life cycle of a grasshopper.  Larva stages of some insects. Butterfly – caterpillar Bee - grub Housefly - maggot Grasshopper- nymph | | -Identifying the stage of an incomplete cycle. -Giving the examples of insects under incomplete lifecycle. -Drawing the life cycle. | -Observation. | | Ko bta P.2 Pg 85 |
| | 2 | | Common plants | The learner, -Defines flowering plants. Identifies the examples of common flowering plants. | <u>Flowering plants</u> Are plants which bear flowers. A flowering plant consists of two main system i.e i). The shoot system | -Explanation -Guided discussion | -Defining flowering plants. -Identifying the examples | -Effective communication. -Self awareness. | A chart showing parts of a plant | |

| | | | | | | | | | | |
|--|--|--|--|--|--------------------|--|-----------------------------|----------------|--|--|
| | | | | | ii)The root system | | of common flowering plants. | -Observations. | | |
|--|--|--|--|--|--------------------|--|-----------------------------|----------------|--|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF | | | | | | | | |
|--------------------|-------------|------------------------|------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------------|--------------------|--------|-----------------------------------------|-------|---------------|--|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------------------|--|------------------------------|
| | | | | | <p>Examples of common flowering plants.</p> <ul style="list-style-type: none">✓ Millet plant✓ Maize plant✓ Pumpkin plant <p><u>Parts of a flowering plant.</u></p>  | | | | | Ko bta P.2 Pg 88 & 89 | | | | | | | | |
| | 3 | Our environ ment | Common plants | <p>The larner,</p> <p>-Identifies the uses of plants.</p> <p>-Identifies the parts of plants we eat.</p> | <p><u>Plants are useful to us in the following ways:</u></p> <p>-Plants are eaten as food.</p> <p>-We get fruits from plants.</p> <p>-Plants are source of oxygen.</p> <p>Parts of a plant we eat.</p> <table><tr><th>Plant</th><th>Part we eat</th></tr><tr><td>Cabbage/ Sukuma</td><td>Leaves</td></tr><tr><td>Mango, Avocado</td><td>Fruit</td></tr><tr><td>Yam, Potatoes</td><td></td></tr></table> | Plant | Part we eat | Cabbage/ Sukuma | Leaves | Mango, Avocado | Fruit | Yam, Potatoes | | <p>-Explanation</p> <p>-Guided discussion</p> <p>-Question and answer</p> | <p>-Identifying the uses of plants</p> <p>-Identifying the parts of plants we eat.</p> | <p>-Self-awareness</p> <p>-Audibility</p> <p>-Observation</p> | | Ko bta P.2 Pg 90 |
| Plant | Part we eat | | | | | | | | | | | | | | | | | |
| Cabbage/ Sukuma | Leaves | | | | | | | | | | | | | | | | | |
| Mango, Avocado | Fruit | | | | | | | | | | | | | | | | | |
| Yam, Potatoes | | | | | | | | | | | | | | | | | | |

| | | | | | Cassava, Roots | | | | | |
|----|----|-----------------|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|---------------|------------------|
| | | | | | Sugarcane Stem | | | | | |
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | Ways of caring for plants. ✓ By watering ✓ By spraying ✓ By weeding Seeds. A seed is a mature ovule. | | Identifying ways of caring for plants. | | | |
| 54 | | Our environment | Common plants | | Examples of seeds. ✓ Millet seeds ✓ Pawpaw seeds ✓ Avocado seeds Uses of seeds. ✓ Some seeds are eaten. ✓ Some seed are source of medicine | -Explanation -Guided discovery | -Identifying the examples of seeds. -Identifying the uses of seeds. | -Observation. -Effective communication | | Ko bta P.2 Pg 91 |
| 5 | | Our environment | Common plants | The learner, -Defines germination, seedling and soil. -Identifying the conditions for germination. -Identifying the types of soil. -Gives the uses of soil. | Germination. <u>Is the growing of a seed into a seedling.</u> A seedling is a young plant. <u>Conditions for germination to take place.</u> ✓ Oxygen ✓ Water (moisture) ✓ Warmth Soil Soil is the top most layer of the earth's surface. Types of soil. ✓ Loam soil ✓ Sand soil ✓ Clay soil | -Explanation -Guided discussion -Problem solving | -Defining germination -Defining seedling. -Identifying the conditions for germination -Defining soil -Identifying the types of soil -Giving the | -Effective communication -Observation -Audibility | -Real objects | Ko bta P.2 Pg 92 |

| | | | | | | | | | | |
|--|--|--|--|--|--|--|---------------|--|--|--|
| | | | | | | | uses of soil. | | | |
|--|--|--|--|--|--|--|---------------|--|--|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|----------------|----------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------|----------------|-----------------------------------|
| | | | | | <u>Uses of different types of soil.</u> -Sand soil is used for building. -Clay soil is used for making pottery products e.g pots. -Clay soil is used for local medicine. | | | | | Ko bta P.2 Pg 93 |
| 6 | 4 | Things we make | Common things we make in our community | The learner, -Identifies the things we make -Draws the things make | <u>Things we make.</u> These are locally hand made things. <u>Examples of play things we make at home.</u> ✓ Balls ✓ Ropes ✓ Mats ✓ Dolls <u>Things we use at home.</u> These things are found in the different places and used for different purpose. <u>In the bedroom</u> ✓ Beds ✓ Mats <u>In the kitchen</u> ✓ Charcoal stove ✓ Pots ✓ Mingling stick ✓ Basket ✓ Cupboards | -Explanation -Guided discussion -Problem solving | -Identifying the things we make -Drawing the things | -Self-awareness -Effective communication. | -Real objects. | Ko bta P.2 Pg 10 6 |

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

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF | | | | | | | | | | |
|------------------------|----------------------|----------------|-----------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------|---------------|--------|------|--------|------|--------|-------------|-----------|---------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------|--------------------|
| | | | | | In the sitting room ✓ Chairs ✓ Tables ✓ Table cloth ✓ Clock face | | | | | | | | | | | | | | | |
| | 5 | Things we make | Materials and their sources | The learner, -Identifies the materials used for making things. -Identifies the source of materials. | <u>Materials used.</u> Examples of materials used to make things <u>Sisal</u> : For making doormats. <u>Clay</u> : For making pots, charcoal stove , cups. <u>Banana fibers</u> : For making dolls, mats, balls <u>Palm leaves</u> : For making baskets, mats <u>Timber</u> : For making chairs, tables, bed <u>Sources of materials.</u> We use to make things <table><tr><td><u>Material</u></td><td><u>Source</u></td></tr><tr><td>Papyrus reeds</td><td>swamps</td></tr><tr><td>Clay</td><td>swamps</td></tr><tr><td>Wood</td><td>forest</td></tr><tr><td>Palm leaves</td><td>palm tree</td></tr></table> | <u>Material</u> | <u>Source</u> | Papyrus reeds | swamps | Clay | swamps | Wood | forest | Palm leaves | palm tree | -Explanation -Guided discovery -Problem solving | -Identifying the materials. -Identifying the source of materials | -Effective communication -creative thinking -Self awareness | -real objects | Ko bta P.2 Pg 10 6 |
| <u>Material</u> | <u>Source</u> | | | | | | | | | | | | | | | | | | | |
| Papyrus reeds | swamps | | | | | | | | | | | | | | | | | | | |
| Clay | swamps | | | | | | | | | | | | | | | | | | | |
| Wood | forest | | | | | | | | | | | | | | | | | | | |
| Palm leaves | palm tree | | | | | | | | | | | | | | | | | | | |

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|----------------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------|-----------------------------------|
| 7 | 1 | Things we make | Uses of things we make | The learner, -Identifies the uses of things we make. -Identifies the importance of the things we make. | <u>Uses of things we make</u> Pot: keeping water. Beds: sleeping on Chairs: sitting on Ropes: for tying animals. Bricks: for building house Importance of the things we make. ✓ Fro playing ✓ For decoration ✓ We sell them to get money. | -Explanation. -Guided discussion. -Question and answer | -Identifying the uses of things we make. -Identifying the importance of things we make. | -effective communicatio n -Self – awareness -Creative thinking. | -Real objects. | Ko bta P.2 Pg 10 7 |
| | 2 | Things we make | Uses of things we make | The learner, -Identifies the types of buildings. -Names the building materials Names the examples of houses. | <u>Buildings.</u> <u>Types of buildings.</u> -Temporary building e.g huts, unipots, tents, semi permanent buildings. -Permanent building e.g flats, bungalows, building materials for: (i). Temporary building Sticks, banana fibers, grass, reeds | | -Identifying the types of building -Naming the building materials. -Naming the examples of houses. | | | |

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

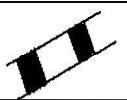
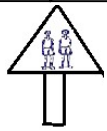


| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|----------------------------|--------------------|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------|
| | | | | | Permanent buildings Cement, bricks, grass, metallic poles, sand stones <u>Examples of permanent buildings.</u> Flats, bungalows, skyscraper. | | | | | |
| | 3 | Transport in our community | Means of transport | The learner, -Defines transport. -Identifies the type of transport -names the means of water transport. | <u>Transport.</u> Transport is the movement of people with their good and services from one place to another. <u>Types of transport.</u> ✓ Water transport ✓ Railway transport ✓ Road transport Water transport refers to the movement on water. Means of water transport ✓ Ship ✓ Boat ✓ Yacht ✓ Water ✓ Ferry ✓ Canoe <u>Users</u> ✓ Sailors ✓ Captains | -Explanation -Guided discussion. -Question and answer | -defining transport. -Identifying the types of transport. -Naming means of water transport | -Self – awareness -Observation. -Effective communication. -Effective communication. Self-awareness. | A chart showing the means of transport. | Ko bta P.2 Pg 111 |

| | | | | | ✓ Navigators | | | | | |
|----|----|------------------------------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | 4 | | | <p>The learner,</p> <ul style="list-style-type: none"> -Identifies the mean of railway transport. -Identifies the railway transport users. -Identifies the means of air transport. -names the people who use air transport. | <p><u>Railway transport</u> This is the type of transport that involves moving on railway lines.</p> <p><u>Means of railway transport.</u> -Train.</p> <p><u>Railway transport Users.</u> -Passengers -Operators</p> <p><u>Air transport</u> Air transport is the quickest type of transport.</p> <p><i>Air transport users</i> Passengers, Pilots</p> <p><u>Means of air transport .</u> Aeroplane , helicopter, jets, parachutes, pockets</p> | | <ul style="list-style-type: none"> -Identifying the means f railway transport and its users. -Identifying the means of air transport. -Naming people who use air transport. | -Creative thinking. | | Ko bta P.2 Pg 11 3 |
| | 5 | Transp ort in our commu nity | Means of transport | <p>The learner,</p> <ul style="list-style-type: none"> -Identifies the means of road transport. -Identifies the road uses. -Identifies the reasons as to why road transport is commonly used. | <p><u>Road transport.</u> This is the type of transport whose means on the road.</p> <p><u>Means of road transport:</u> <ul style="list-style-type: none"> ✓ Lorries ✓ Motorcycle ✓ Horse ✓ Camel ✓ Buses </p> | <ul style="list-style-type: none"> -Explanation -Guided discussion. -Question and answer | <ul style="list-style-type: none"> -Identifying the means of road transport. -Identifies the road users. -Naming the means of road transport. | <ul style="list-style-type: none"> -Effective communication -Observation. -Creative thinking | | Ko bta P.2 Pg 11 2 |

| | | | | | <ul style="list-style-type: none"> ✓ Wheelbarrow ✓ Oxen, donkey | | | -Self-awareness. | | |
|----|----|-------|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------|-----------------------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | <u>Road users.</u> <ul style="list-style-type: none"> ✓ Passengers ✓ Pedestrian ✓ Driver ✓ Cyclist <p>Why road transport is commonly used.</p> <ul style="list-style-type: none"> ✓ Road transport is affordable. ✓ Road transport is flexible ✓ Road transport is available ✓ Road transport has many means. | | -Identifying the reasons why road transport is commonly used. | | | Ko bta P.2 Pg 11 5 |
| 8 | 1 | | | The learners, <ul style="list-style-type: none"> -Identifies the uses of transport. -Gives the examples of good transported. -Naming the examples of services transported. | <u>Uses of transport.</u> <ul style="list-style-type: none"> -Transport move people from one place to another. -Transport helps people to move their goods. -Source of income to people. <u>Examples of goods moved by transport.</u> <ul style="list-style-type: none"> ✓ Food ✓ Animals | <ul style="list-style-type: none"> -Explanation -Guided discussion -Question and answer | <ul style="list-style-type: none"> -Identifying the uses of transport -Giving the examples of good transported. -Naming the examples of services | <ul style="list-style-type: none"> -Effective communication. -Self-awareness -Creative thinking. | | |

| | | | | | <ul style="list-style-type: none"> ✓ Clothes ✓ Sugar ✓ Salt ✓ furniture | | transported. | | | |
|----|----|-------|----------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|---------------------------------|-----------------------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | <u>Examples of services move by transport.</u> -Medical services -Security services Education services. | | | | | Ko bta P.2 Pg 11 5 |
| | 2 | | Road safety | The learner, -Identifies the safe ways of crossing the road. -Identifies the unsafe ways of crossing the road. | <u>Safe ways of using the road</u> Road safety is the way people can use the roads safety without accidents. <u>Safe ways of using the road.</u> -Observing traffic rules. -Following traffic signs -Do not play on the road <u>Un safe ways of using the road.</u> <ul style="list-style-type: none"> ✓ Playing on the road. ✓ Crossing where roads meet ✓ Grazing animals along the road. | | -Identifying the safe ways of crossing the road. -Identifying the unsafe ways of crossing the road. | | | |
| | 3 | | | The learner, -Identifies the examples of road signs. -Draws the road signs | <u>Road signs.</u> These are signs which direct road users on the road. <u>Examples of road signs.</u> -Zebra crossing. | -Explanation -Guided discovery -Questions and answer | -Identifying the examples of road signs -Drawing the road signs | -Effective communication -Observation -Self- | A chart showing the road signs. | Ko bta P.2 Pg 11 6 |

| | | | | | | | | | | |
|--|--|--|--|--|-------------------------------|--|--|-----------|--|--|
| | | | | | -School ahead -Humps ahead | | | awareness | | |
|--|--|--|--|--|-------------------------------|--|--|-----------|--|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-------|--------------|-------------|------------------|-------------------------------------------------------------------------------------|---------|----------|-------------|--------|-----|
| | | | | | Road sign | Picture | | | | | |
| | | | | | Zebra crossing |  | | | | | |
| | | | | | School ahead |  | | | | | |
| | | | | | Round about |  | | | | | |
| | | | | | Parking |  | | | | | |

| | | | | | | | | | | | |
|--|----------|----------------------------|-------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------|--|
| | 4 | Transport in our community | Road safety | The learner, -Identifies the colours of traffic lights and their meanings | <u>Traffic lights.</u> These are lights mainly found in the road junctions to control traffic jam. -Colours of the traffic lights. ✓ Green ✓ Orange ✓ Red <u>Meaning of the colours.</u> | <div> <div>Green</div> <div>Go</div> </div> <div> <div>Orange</div> <div>Get ready</div> </div> | - Explanation -Guided discussion -Question and answer | -Identifying the colours of traffic lights and their meaning | -Observation -Self-awareness -Creative thinking | A chart showing colours of traffic lights. | |
|--|----------|----------------------------|-------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------|--|

| | | | | | | | | | | |
|--|--|--|--|--|----------|--|--|--|--|--|
| | | | | | Red Stop | | | | | |
|--|--|--|--|--|----------|--|--|--|--|--|

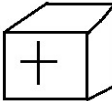
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|----------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|--------|--------------------|
| | 5 | Transport in our community | Road safety | <p>The learner,</p> <ul style="list-style-type: none"> -Identifies the examples of traffic rules -Identifies the dangerous ways of using the road. | <p><u>Traffic rules.</u></p> <p>Are guidelines on the road which control accidents.</p> <p><u>Examples of traffic rules.</u></p> <ul style="list-style-type: none"> ✓ Avoid over speeding. ✓ Do not drink and drive ✓ Avoid over loading ✓ Observe the road signs <p><u>Dangerous ways of using the road.</u></p> <ul style="list-style-type: none"> -Playing on the road. -Drinking while driving. | | <ul style="list-style-type: none"> -Identifying the examples of traffic rules. -Identifying the dangerous ways of using the road. | | | |
| 9 | 1 | | | <p>The learner,</p> <ul style="list-style-type: none"> -Identifies the examples of road accidents. -Names the causes of road accidents. Gives the ways of preventing road accident. | <p><u>Road accidents.</u></p> <p><u>Examples of road accidents.</u></p> <ul style="list-style-type: none"> ✓ Motor accidents ✓ Cuts ✓ Fractures ✓ Dislocation <p><u>Causes of road accidents.</u></p> <ul style="list-style-type: none"> ✓ Over loading ✓ Poor roads ✓ Over speeding ✓ Drunken drivers. | | <ul style="list-style-type: none"> -Identifying the example of road accidents. -Naming the cause of road accidents. -Killing the ways of preventing road accidents. | <ul style="list-style-type: none"> -Effective communication. -Self-awareness -Creative thinking. | | Ko bta P.2 Pg 11 8 |

| | | | | | | | | | | |
|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| | | | | | <u>Control/prevention of road accidents.</u> <ul style="list-style-type: none"> ✓ Avoid over loading. ✓ Avoid over speeding ✓ Repairing bad roads. | | | | | |
|--|--|--|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
|----|----|-----------------------|--------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------|------------------------|
| | 2 | Accident and safety | Comm on acciden ts | | <u>Accident.</u> An accident is a sudden happening that may cause harm or death. <u>Examples of accidents at home.</u> <ul style="list-style-type: none"> ✓ Climbing trees ✓ Playing with electric wires. ✓ Walking bare footed. ✓ Playing near fire. ✓ Keeping poison near children. <u>Prevention of accidents at home.</u> <ul style="list-style-type: none"> ✓ Keep medicine out of reach of children. ✓ Do not play with fire. ✓ Avoid climbing trees. ✓ Keep sharp objects away from children. | -Explanation -Guided discussion -Problem solving | -Defining accident. -Identifying examples of accidents at home. -Giving the ways of preventing accidents at home. | -Effective communication -Self-awareness -Creative thinking | | Ko bta P.2 Pg 12 &1 24 |
| | 3 | Accident s and safety | Comm on acciden ts | The learner, -Identifies the examples of accidents at school. | <u>Accidents at school.</u> <u>Examples of accidents at school.</u> <ul style="list-style-type: none"> ✓ Fractures ✓ Dislocation | -Explanation -Guided discussion | -Identifying the examples of accidents at school. | -Effective communication -Observation | | |

| | | | | -Identifies the causes of accidents at school. | <ul style="list-style-type: none"> ✓ Burns by hot porridge/tea ✓ Falling down from the stairs. ✓ -Nose bleeding ✓ -Knocking feet on stones. | -Problem solving | -Identifying the cause of accidents at school | -Self-awareness | | |
|----|----|----------------------|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------|--------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | Causes of accidents at school. <ul style="list-style-type: none"> ✓ Careless running ✓ Playing with sharp objects. ✓ Climbing trees ✓ Walking bear footed. | | | | | Ko bta P.2 Pg 12 4 |
| | 4 | Accidents and safety | Communication on accidents | The learner, -Identifies the ways of preventing accidents at school. -Gives the examples of accidents on the way. -name the cause of accidents on the way. | <u>Prevention of accidents at school.</u> <ul style="list-style-type: none"> ✓ Avoid climbing trees. ✓ Do not play near open holes. ✓ Avoid careless running ✓ Avoid bad games. <u>Examples of accidents on the way.</u> <ul style="list-style-type: none"> ✓ Fracture ✓ Dislocation ✓ Strain <u>Causes of accidents on the way.</u> <ul style="list-style-type: none"> ✓ Playing on the road ✓ Playing in the bush ✓ Climbing trees. ✓ Poor roads ✓ Over speeding | -Explanation -Guided discussion -Problem solving | -Identifying the ways of preventing accidents at school. -Giving the examples of accidents on the way. -Naming the cause of accidents on the way. | -Effective communication -Self awareness -Creative thinking | | |

| | | | | | | | | | | |
|----|----|----------------------|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------|--------------------|
| | | | | | ✓ Drunken drivers | | | | | |
| | 5 | | | The learner, -Gives the ways of preventing accidents on the way. | <u>Prevention of accidents on the way.</u> ✓ Avoid playing on the road ✓ Do not play in the bush. | -Explanation -Guided discussion | -Giving ways of preventing accidents on the way | -Effective communication -Self-awareness | | |
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | -Identifies the effects of accidents. -Telling how to manage accidents. | ✓ Always walk carefully. ✓ Repairing roads. ✓ Do not drink and drive. <u>Effects of accidents.</u> ✓ Death ✓ Lameness ✓ Loss of blood ✓ Injury and pain <u>Management of accidents.</u> ✓ Reporting cases ✓ Good feeding ✓ Using bandage ✓ Taking of medicine ✓ Cleaning wounds ✓ Rushing to hospital | -Problem solving | -Identifying the effects of accidents -Telling how to manage accidents. | -Creative thinking. | | Ko bta P.2 Pg 12 5 |
| 10 | 1 | Accidents and safety | First aid | The learner, -Defines first aid, casualty and first aider. -Identifies the qualities of a good first aider. -Mentions the importance of first aid. | <u>First aid.</u> <i>What is first aid?</i> First aid is the first help given to a casualty before being taken to the hospital. <u>A causality</u> Is a person who has got an accident. <u>First aider</u> Is a person who gives first aid. | -Explanation -Guided discussion -Problem solving | -Defining first aid, causality and first aider -Identifying the qualities of a good first aider -Mentioning the importance's of first aid. | -Effective communication -Self-awareness -Creative thinking | A chart | Ko bta P.2 Pg 12 6 |

| | | | | | <u>Qualities o a good first aider</u> ✓ Should be clean ✓ Should be smart and kind. ✓ Should be quick. | | | | | |
|----|----|-----------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------|--------------------|
| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF |
| | | | | | <u>Importance of first aid.</u> ✓ First aid reduces pain. ✓ First aid gives hope for recovery. ✓ It also prevents damage. ✓ It reduces over bleeding. | | | | | |
| | 2 | Accident s and safety | First aid | The learner, -Defines first aid box and first aid kit. Identifies the things found in the first aid box. Gives the uses of things found in a first aid box. | <u>First aid box</u> This is a container that keeps the first aid materials. A first aid kit is a set of all first aid instruments. <u>A first aid box</u>  <u>Things found in the firsts aid box</u> Razorblade Plaster Cotton wool Soap Bandage Gloves | -Explanation -Guided discussion -Problem solving | -Defining first aid box, first aid kit. -Identifying things found in the first aid box. -Giving the uses of things found in a first aid box. | -Effective communicatio n. -Self awareness -Creative thinking -Critical thinking | -real objects | Ko bta P.2 Pg 12 6 |

| | | | | | | | | | | | |
|--|--|--|--|--|--------------------------------------------|-----------------|--|--|--|--|--|
| | | | | | Spirit Pair of scissors Pain killers | Goose Spirit | | | | | |
|--|--|--|--|--|--------------------------------------------|-----------------|--|--|--|--|--|

| WK | DP | THEME | SUB THEME | COMPETENCES | CONTENT | METHODS | ACTIVITY | LIFE SKILLS | L/AIDS | REF | | | | | | | |
|------------------------|-------------------------------|----------------------|--------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------|------------------|---------|------------------|--------|-------------------------------|--|--|--|--|
| | | | | | <u>Uses of things found in first aid box.</u> <table><tr><td><u>Material</u></td><td><u>Uses</u></td></tr><tr><td>Razorblade</td><td>Cutting plaster.</td></tr><tr><td>Plaster</td><td>Covering wounds.</td></tr><tr><td>Gloves</td><td>Used when touching the wounds</td></tr></table> | <u>Material</u> | <u>Uses</u> | Razorblade | Cutting plaster. | Plaster | Covering wounds. | Gloves | Used when touching the wounds | | | | |
| <u>Material</u> | <u>Uses</u> | | | | | | | | | | | | | | | | |
| Razorblade | Cutting plaster. | | | | | | | | | | | | | | | | |
| Plaster | Covering wounds. | | | | | | | | | | | | | | | | |
| Gloves | Used when touching the wounds | | | | | | | | | | | | | | | | |
| | 3 | Accidents and safety | First aid | The learner, -Identifies the first aid treatment for some accidents | <u>First aid treatment to different accidents.</u> (a). <u>Electric shock</u> ✓ Disconnect the circuit. (b). <u>Nose bleeding</u> ✓ Pinch the nose and breath through the mouth. ✓ Put cold pad on the forehead. (c) <u>Burns and scales.</u> ✓ Put the burnt part into cold water for about 15 minutes. (d) <u>Fracture (broken bone).</u> ✓ Tie a splint ✓ Take the casualty to the health worker. ✓ Tie a bandage around the affected part | -Explanation -Guided discussion -Problem solving | -Identifying the first aid treatment for some accidents | -Self awareness - Creative thinking -Critical thinking | | | | | | | | | |

END.