**P.2 LITERACY LESSON NOTES FOR TERM I 2020**

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : Location of our school.**

**COMPETENCES:**

* Naming our school.
* Identifying the road, district and village
* Describing the location of our school

**METHOD:** Brain storming

* Guided discovery

**INTRODUCTION**:

**Vocabulary**

village ,district , road , Cornerstone , Kayunga

**CONTENT: OUR SCHOOL**

A school is a place where people go to learn

The name of our school is Cornerstone Junior school.

It is found in Mukono district, a half a kilometer along Kayunga, Bugerere road in Kitete village, in Mukono central division.

Our school started in the year 2005.

Now it is \_\_\_\_\_\_\_\_\_ years old.

**Things we use to tell people where our school is found.**

In order to direct people where our school is found, we use the following;

* The name of the school
* The road where the school is found
* The district in which the school is found
* The signpost
* The village
* Division.

**EVALUATION**

1. What is a school?
2. Fill in the gaps

I go to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Junior school.

It is found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_district, along \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, Bugerere road.

Our school is found in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_village.

A half kilometer along Kayunga,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ road.

2. Name 4 things we use to tell people where our school is found.

3. In which district is your school found? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**THEME : Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES:** Defining school symbols

* Naming the school symbol, drawing and shading school symbols

**INTRODUCTION**: Review of the previous lesson.

**Vocabulary**

uniform ,badge , motto, anthem , signpost

**Method: Exhibition**

**Discussion**

**CONTENT : SCHOOL SYMBOLS.**

School symbols are things which make a school different from other schools.

**Examples of school symbols**

* School uniform
* School badge
* School motto
* School anthem
* School flag
* School prayer
* School signpost
* School address
* School mission
* *School name*

**EVALUATION**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are things which make our school different from other schools.

2. Name 8 examples of school symbols.

3. Draw and shade these school symbols.

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|  |  |  |
| School badge | School signpost | School flag |

4. *In which district is your school found?*

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood.**

**SUBTHEME : School symbols**

**COMPETENCES**:

* Identifying and naming components of school uniform
* Telling colours of school uniforms
* Drawing school uniforms

**INTRODUCTION**: Review of the previous lesson

**METHODS: Exhibition**

**Guided discovery**

**Vocabulary**

pinafore ,short , sweater , stockings , shirt

**CONTENT : SCHOOL UNIFORM**

There are different things which make up school uniform

**Components of your school uniform/ things**

* shirt
* short
* dress
* badge
* stockings
* sweater
* shoes
* belt

**Colours of our school uniform**

|  |  |
| --- | --- |
| **Component** | **Colour** |
| Short  Shirt  Stockings  Sweater  Belt  Shoes | * white * grey with white stripes * grey * grey with white stripes * black |

**EVALUATION**

1. Name 4 components of our school uniform.
2. Name three colours of your school uniform.
3. Match the components to their colours.

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| Date | Class | No. of pupils | Time |
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**THEME ; Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES:**

* Naming school symbols
* Drawing the school symbols
* Shading the school symbols

**METHODS**: Exhibition

* Problem solving

**INTRODUCTION**: Review of the previous lesson.

**Vocabulary**

maroon ,khakhi, cream , grey , black

**CONTENT** : **TYPES OF UNIFORM**

We have three different school uniforms i.e.

* Sports wear / for sport days i.e. Tuesday and Thursday
* Regular wear uniform: This is worn on, Monday, Wednesday and Friday
* Casual wears: These are worn by boarding children:- after classes and during weekends .
* Sunday wear-

**Ways of keeping our uniform clean.**

* By washing
* By ironing

**Uses of school uniform**

* Uniform makes us look smart
* It’s for identification
* uniform promotes respect
* uniform promotes unity

**EVALUATION.**

1. Fill in the missing letters

mar\_ \_n cr\_ \_m b\_a\_k

2. Name the threedifferent types of uniforms in our school

3. How do we keep our uniform clean?

By\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Write down 2 uses of school uniform

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| Date | Class | No. of pupils | Time |
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**THEME ; Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES**:

* Identifying and naming the school symbols
* Drawing the school symbols
* Shading the school symbols

**METHODS :** Discussion

* Observation

**INTRODUCTION**: Review of the school symbols.

**Vocabulary**

badge ,motto , discover , hidden , treasure

**CONTENT : SCHOOL BADGE**

This is one of the school symbols

**Things found on the school badge**

* School name
* School motto
* A teacher, holding a Pupil)

**School badge**



**Uses of school badge**

* For easy identification of our school
* For reference
* It promotes love among us
* It promotes unity
* It promotes respect for one another

**EVALUATION**

1. Name 3 things found on our school badges
2. Draw and shade the school badge and colour shade
3. How is a school badge useful to our school?
4. Name the following school symbols.

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| Date | Class | No. of pupils | Time |
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**THEME ; Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES**:

* Identifying and naming school symbols
* Reciting the school motto
* memorizing the motto

**METHODS :**  recitation

Discussion

* Guided discovery

**INTRODUCTION** : Review of the previous lessons

**Vocabulary**

motto ,discover , treasure , hidden , inspiration

**CONTENT : SCHOOL MOTTO**

Our school has got a motto which states that “Discover the Hidden Treasure”

The motto tells the reason for the school’s existence. This means that, there is a hidden treasure in teachers and children too, which has to be discovered through hard work and co-operation.

**Uses of a school motto**

* For identification of our school
* For inspiration as we work
* It promotes unity

**School anthem**

This is a special song for the school. Our school has got a school anthem which the children and staff members sing and memorize during the school’s important functions.

* Reciting the school anthem
* Singing and memorizing the school anthem
* Passing and reading the school anthem.

**CORNERSTONE SCHOOL ANTHEM**

Cornerstone Junior school

your future is bright.

Arise and ride to your glory.

With excellence and wisdom

you will lead us all to

discover the hidden treasure.

We entrust our life in you

We entrust our future in you

(God be your strength and your Light to discover the hidden treasure) x2

**Uses of a school anthem**

* For the identification of our school
* For love and unity
* For respect to our school
* For inspiration

**When do we sing the school anthem?**

* During assemblies
* During school public functions. E.g. the open day, the sports day etc

**Respect for the school anthem**

Our school anthem must be respected in the following ways it.

We stand upright

We have our Right hand touching the chest.

Sing the anthem with love and respect.

**Examples of other anthems**

* East African Anthem
* Uganda anthem
* School anthem
* Buganda anthem

1. Write down 4 symbols of a school.
2. How is a school anthem useful to a school?
3. When do we sing our school anthem?
4. In which district is your school found?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : school symbols**

**COMPETENCES:**

* Identifying school symbols
* Naming school symbols
* Drawing the school flag

**METHODS :** Discussion

* Observation

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

green ,cream , blue , flag , colours

**CONTENT : SCHOOL FLAG**

It is a special piece of cloth with a particular design.

**Our** school flag has got three colours

Colours of our school flag are:-

* Green
* Cream
* Blue

**Uses of a school flag**

* It is used for identification of our school
* It promotes unity and peace
* It shows respect for our school

**Drawing and shading the school flag**

**GREEN**

**CREAM**

**BLUE**

The Uganda flag is a symbol of our country

It has 3 colours

* black
* yellow
* red

**EVALUATION:**

1. Name the 3 colours of our school flag.
2. Write down the 3 colours of the Uganda flag.
3. Draw and shade our school flag
4. **Write down three uses of the school flag**

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES:**

* Identifying
* Naming
* Describing the school signpost

**METHODS :**  Inquiry

* Guided discovery

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

sign post , Mukono , Cornerstone , prayer , badge

**CONTENT: SCHOOL SIGNPOST**

The school signpost is one of the major symbols of a school.

It directs people to the school.

Things found on our school signpost

* School badge
* Name of the school
* The name of the road where our school is found.
* School motto
* School mission
* School address
* School contact number

**Uses of the school signpost**

* It directs people where our school is found
* It advertises our school

**School signpost**

**CORNERSTONE JUNIOR SCHOOL**

**P.O BOX 704 MUKONO**

***Tel: 0312-110746***



**School prayer**

Reciting the school prayer

**EVALUATION**

1. Name 4 symbols of a school.

2. Name the 3 colours of our school flag.

3. How is a signpost useful to a school?

Which school symbol locates the school?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES: Naming**

**- Identifying**

- Describing the school symbols

**METHODS :** Discussion

* Guided discovery

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

classroom ,dormitory , library , staffroom , kitchen

**School structures**

School structures are the buildings found in the school.

**Examples of the school structures**

* Classroom
* Dormitory
* Kitchen
* Toilet / latrines
* Offices
* Library
* Stores
* Canteen
* Bathrooms
* Mainhall

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School symbols**

**COMPETENCES :** Identifying the school structures

- Naming and writing the school structures

- Describing the uses of school structures

**METHODS :** Discussion

* Guided discovery

**INTRODUCTION**. Review of the previous lesson

**Vocabulary**

kitchen ,dormitory , library , store, office

**CONTENT**: **Uses of the school structures**

**STRUCTURE** **USES**

Classroom - Where children learn from

Dormitory - Where boarding children sleep

Kitchen - Where our meals are prepared

Toilet / latrine - Where we go for deficate / urinate.

Office - Where administrators sit

Library - Where school books are kept

Store - Where school property are kept

Staff room - Where teachers sit and rest from

Canteen - where we buy things at school.

Computer room - where computer lessons taught.

Sick bay - where children are given first aid.

**EVALUATION.**

1. Name any 4 examples of school structures

2. Complete

**STRUCTURE USE**

a. Classroom \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where boarder children sleep

c. Library \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. Kitchen \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where administrators sit

f. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Where teachers sit and rest.

3. How are toilets and latrines useful to us?

4. Where do we buy things at school?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : People in our school**

**COMPETENCES** : Identifying and naming people in our school

- Listing people in our school

- Writing people in our school

**METHODS :**  presentation

* Guided discovery

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

teachers ,secretary , matron , driver , cleaner

**CONTENT** : **People in our school**

There are very many examples of people in our school.

**Examples of people in our school**

- Teachers - Matrons - Cooks

- Cleaners - Drivers - Watchmen

- Bursar / cashier - Secretary - Librarian

- Head teacher - Director - Pupils

- Conductors

**Roles of different people in our school**

**PEOPLE ROLE**

Teacher - Teaches children

Cook - Cooks food

Driver - Drives school vans

Matrons - Keeps boarder children safe

Cleaner - Cleans the school

Watchmen - Keep the gate / security in school

Bursar / Cashier - Collects school fees

Secretary - Types school documents

Librarian - Keeps the library records

Head teacher - Heads the school

Director - Supervises all the activities in the school

Pupils - To learn

**EVALUATION**

1. Who heads the school?

2. List down 6 examples of people found in our school

3. How are cooks important in the school?

4. Who collects school fees at school?

5. Name 2 examples of school structures?

6. Why do you go to school?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : People in our school**

**COMPETENCES**: Identifying

- Naming people in our school

- Writing and describing people in our school

**METHODS :**  Guided discovery , problem solving

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

Director

Head teacher

Doctor Faith Muyonga

Madam Immaculate Mawanda

**CONTENT: Names of people in our school**

Director - Doctor Faith Muyonga

Head teacher - Madam Immaculate Mawanda

Deputy Head teacher - Mr. Lubwama Fred

Director of studies - Mr. Magumba Yoweri

**Others in class**

Class teacher - Siisi Ronald

Subject teachers - Alikooba Mebra

**EVALUATION**

1. Who heads a school?
2. What is the name of our director?
3. Who heads a school?
4. Who is your class teacher?
5. Write down 3 names of your teachers?
6. Why do you go to school?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School rules**

**COMPETENCES** : Identifying school rules

- Naming the school rules

- Reading and memorizing the school rules

**METHODS :** Recitation , problem solving

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

regulations , discipline , rules

permission

**CONTENT:** **School rules**

School rules are the guidelines/ instructions of the school.

**Examples of school rules**

* No going out of school without permission
* Do not escape from school
* Avoid late coming
* Always wear school uniform while at school
* Always respect one another
* Do not steal school property
* Keep the school clean
* Always speak English while at school
* No spoiling school property
* Avoid climbing trees at school
* Respect teachers and elders at school
* Observe discipline while at school

**EVALUATION**

1. The school guidelines are called

2. Give 4 examples of school rules

3. When you break the school rules, you will be\_\_\_\_\_\_\_\_\_\_ (loved, punished)

4. We should wear school \_\_\_\_\_\_\_\_while at school in order to be \_\_\_\_\_. (discipline , smart, uniform)

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| Date | Class | No. of pupils | Time |
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**THEME ; Our school and neighbourhood**

**SUBTHEME ; Class rules**

**COMPETENCES**: Identifying class rules

- Naming the class rules

- Reading and memorizing the class rules

**METHODS :**  Recitation , problem solving

**INTRODUCTION**.- Review of the previous lesson

**Vocabulary**

materials , respect , visitors, permission

**Class rules**

Class rules are the guidelines or instructions of the classroom.

**Examples of class rules**

* Always welcome visitors
* No going out side without permission
* Avoid vernacular speaking in class
* No making noise in class.
* Always complete your work in time
* Avoid dirty work
* No playing in class
* Avoid spoiling class materials
* No fighting in class
* Always bring your book for marking
* Respect each other in class.
* Always make corrections

**Importance of school / class rules**

* They reduce accidents
* Smartness in the school
* Unity and respect is improved
* Promote discipline and good morals

**EVALUATION**

1. What are class rules?

2. Write down 6 examples of class rules

3. How are school and class rules important?

4. Give atleast 4 examples of school rules.

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School routine**

**COMPETEN CES**: Reading the timetable

- Interpreting the timetable

- Drawing the timetable

**METHODS :**  Guided discovery , Discussion

**INTRODUCTION**: Review of the previous lesson.

**CONTENT : SCHOOL ROUTINES**

* 5 days of school/ no lessons on Saturday and Sunday
* We arrive at school by 7:00am
* We depart for school at 4:20pm
* We have 2 breaks in the day : –
* Break time 10:30am – 11:00am
* Lunch time 1:00 – 1:30pm
* We use break time to take tea
* Lunch time to eat food
* We have a lesson time table
* This shows when the lesson is going to start and end .

**PRIMARY TWO TIME TABLE**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| DAY | 8:00  8:30 | 8:30  9:30 | 9:30  10:30 | 10:30  11:00 | 11:00  12:00 | 12:00  1:00 | 1:00  2:00 | 2:00  3:00 | 3:00  4:00 | 4:00  4:30 |
| MON | ASS | M.T.C | GRAM | B | LIT I | Reading | L | GRAM | R.E | RK |
| TUE |  | R.E | M.T.C | R | Reading | LIT | U | Compo | Write | WO |
| WED |  | LIT | Compo | E | Lug | Compre | N | MTC | GRA |  |
| THUR |  | MTC | LIT | A | Write | R.E | C | Lug | A/C | ME |
| FRI |  | MTC | LIT | K | Reading | Library | H | C L | U B S | HO |

**Importance of a time table**

* It saves time
* It balances all the activities
* It promotes time management
* It avoids collusion
* It encourages individual reading
* It makes us organized in class

**EVALUATION**

1. Study the time table and answer the following questions.

For which class is the time table shown above?

2. At what time do you go for break?

3. At what time do you go for lunch?

4. On which day of the week, do we have clubs?

5. How is the timetable important to us?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School routine**

**COMPETENCES** : Reading the time table / identifying pupils

activities

- Interpreting the time table

- Copying the time table

**METHODS :**  Exhibition , Guided discovery

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

learning, playing , sweeping , reading ,compound

**CONTENT** **Pupils activities**

These are roles played by pupils while at school.

**Examples of pupils’ activities**

* learning
* playing
* picking rubbish
* sweeping the class
* mopping the class
* reading books
* keeping the compound clean
* keeping the classroom clean
* obeying the school / class rules

**EVALUATION**

1. What are pupils’ activities?
2. List down 5 examples of pupil’s activities
3. Why do we keep our school / class clean?
4. Name 2 things we use to clean our school?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School neighbourhood**

**COMPETENCES** : Defining a neighbour

- Identifying the neighbours

- Naming the examples of school neighbours.

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

doctor , carpenter , mechanics , barber , cobbler

**CONTENT** : **Neighbour**

A neighbour is a personnear you.

**Examples of important people in our neighbourhood**

* doctors
* bankers
* traders
* mechanics
* carpenters
* barbers
* drivers
* builders
* lawyers
* hairdressers
* police
* cobbler
* sailors
* pilots
* teachers
* conductors
* cyclists/ bodaboda riders
* farmers
* tailors
* soldiers
* pastors
* reverends

**EVALUATION**

1. Who is a neighbour?

2. Write down 4 examples of things found in our school neighbourhood.

3. List down 8 examples important people in our school neighbourhood

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School neighbourhood**

**COMPETENCES**: Identifying important places

- Naming important places

- Describing important places

**INTRODUCTION**: Review of the previous lessons

**Vocabulary**

garage , bank , workshop , hospital , market

**CONTENT ; Important places in our school neighbourhood**

* police stations
* garages
* banks
* workshops
* hospitals
* churches
* hotels
* schools
* restaurants
* salons
* markets
* courts of law

**PLACES AND THEIR USES**

**PLACE USES**

Police station - Where wrong doers are taken

- Where low breakers are taken.

Banks - Where money is kept safely

Hospitals - Where sick people are treated

Hotels -Where people go for recreation

Markets - Where we buy food from

Garage - Where cars are repaired

Workshop - Where furniture is made

Church -Where people go for prayers

Schools -Where pupils go for learning

Barber’s Salons -Where people cut their hair.

**EVALUATION**

1 List down 4 important places in our school neighbour hood.

2. How are the following places important?

a) Garage \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b) Bank\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c) Church\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d) School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e) Hospital\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School neighbourhood**

**COMPETENCES** : Identifying

- Naming

- Describing

**INTRODUCTION**. Review of the previous lesson

**Vocabulary**

mechanics , carpenter , barber, builder , police

**CONTENT** : **Roles of people in our school neighbourhood**

**PEOPLE ROLES**

Doctor treats sick people

Trader buys and sells things

Carpenter makes furniture

Driver drives cars

Lawyer judges the law breakers

Police keeps law and order

Bankers controls money in the bank

Mechanics repairs cars

Barber cuts hair short

Builders build houses

Hair dresser treats the hair

Nurse helps the doctor in the hospital

Cobbler mends shoes

Teachers teaches people

Conductor collects money in the tax

**EVALUATION**

1. Who is a neighbour?

2. Complete the table

|  |  |
| --- | --- |
| **PEOPLE** | **ROLE** |
| Doctor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  builder  Barber  Trader  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  mends shoes  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  collects money in the taxi  make furniture  nurses patients |

3. Name any 3 important places in our school neighbourhood.

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| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School neighbourhood**

**COMPETENCES**: Identifying people’s places of work

- Naming places of work

- Describing places of work

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

saloon , cobbler, mechanic , workshop

**CONTENT** **Places of work**

**People** **Place of work**

Doctor - Hospital

Trader - Shop / Market

Carpenter - Workshop

Lawyer - Coarts of law

Police - Police station

Banker - Bank

Mechanic - Garage

Barber - Salon

Hair dresser - Salon

Nurse - Hospital /clinic/drug shops

**EVAL.UATION**

1. Match people to their places of work.

**People Place of work**

doctor bank

trader school

carpenter salon

police hospital

barber shop / market

bankers workshop

teachers police station

2. Who heads a school?

3. Why do you go to school?

4. Draw these important people

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| doctor | | teacher | | policeman | |
| Date | | Class | | No. of pupils | | Time |
|  | |  | |  | |  |

**THEME : Our school and neighbourhood**

**SUBTHEME : School neighbourhood**

**COMPETENCES** : Identifying neighbours benefits to school

- Naming the neighbours benefits to school

- Describing how school neighbours benefit the school

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

security , furniture , employment , education

**CONTENT** : **How the neigbours benefit from the school**

* It provides education services
* It employs people around the school. e.g. teachers, cleaners, nurses
* They use our premises as meeting places
* They use the school’s play ground for games
* They may borrow our furniture

**Evaluation**

1. Who is a neighbour?
2. Write down 3 things a school benefits from its neighbours.
3. List down 3 benefits of a school to its neighbour
4. How is a mechanic important in our area?
5. What is the role of the police man in our area?

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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Relationship between family members**

**COMPETENCES**: Defining family

- Identifying g and naming the types of families

- Describing the types of families

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

extended , nuclear , family , children , father

**CONTENT** **Family**

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

**Types of families**

Nuclear family

Extended family

**Nuclear family**

A nuclear family is a family with father, mother and their own children

**Members of a nuclear family**

father, mother, brother , sister

**Extended family**

Extended family is the family with father, mother, their children and other relatives

**Members of an extended family**

* grand father
* grand mother
* father
* mother
* uncle
* aunt
* sister
* brother
* cousin
* nephew
* niece
* grandson/daughter

**Questions**

1. What is a family?
2. Give 2 types of families
3. What is a n nuclear family?
4. Name the 3 members of a nuclear family.
5. What is an extended family?
6. List down 6 examples of an extended family.

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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Relationship between family members**

**COMPETENCES**: Reading and demonstrating

- Writing

- Drawing and shading

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

Father , Mother , Children , Aunt , Uncle

**CONTENT : Roles of family members**

Different family members play different roles in the family.

**Father**

* Father heads the family
* Father buys food at home
* Father pays school fees
* Father provides basic needs
* Father protects family members
* Father disciplines children

**Mother**

* Mother cooks food
* mother washes clothes
* Mother looks after the family
* Mother sometimes provides the basic needs
* Mother cares for the children
* She cleans the house
* Mother guides and counsels children

**Children**

* Children wash utensils
* Children go for learning
* Children look after animals
* Children sweep the house / compound
* Children wash clothes
* Children mop the house
* Children collect firewood
* Children carry babies
* Children look after animals and birds

**EVALUATION**

1. Who heads the family?
2. Name 3 members of a nuclear family.
3. A part from heading the family, what are other roles of a father in the family?
4. What are roles of the mother in the family?
5. What are roles of children in the family?

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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Roles of people in the community**

**COMPETENCES**: Defining community

- Identifying the important people in our community

- Naming the important people in our community

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

doctor , teachers, drivers , mechanics , carpenter

**CONTENT** : **Community**

A community is a group of people living or working together.

**Important people in our community**

doctor mechanics

teachers police officers

lawyers carpenters

drivers builders

traders barbers

bankers cobblers

hair dressers conductors

tailor

**Important people their roles**

**People Roles**

Doctor treats sick people

Teachers teaches people

Lawyers judges the law breaker in court

Driver drives cars

Banker controls money in a bank

Mechanic repairs cars

Police officers keep law and order

Carpenter makes furniture

Builder builds houses

Barber cuts hair short

Cobbler mends shoes

Hair dresser treats hair

Conductor collects money in the taxi

**Evaluation**

1. What is a community?
2. Write down 6 examples of important people in community.
3. How is the police important in our community?
4. Match people to their roles.

Carpenter teach children

Cobbler treat sick people

Teachers mends shoes

Doctors makes furniture

|  |  |  |  |
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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Roles of people in the community**

**COMPETENCES**: Identifying place in our community

- Naming places in our community

- Drawing places in our community

**INTRODUCTION**. Review of the previous lesson

**Vocabulary**

bank, workshop, school , hospital , market

**CONTENT : Important places in the community and their uses**

**Places Uses**

Bank - Where money is kept safe

Workshop - Where furniture is made

School - Where people learn from

Hospital - Where sick people are treated

Garage - Where vehicles are repaired

Shop /market - where Things are sold

Salon - Where people cut their hair / treated

Courts of law - Where law breakers are judged

Police station - Where criminals are kept

Worship place - where people go foe prayers

1. What is a community?
2. Write down 4 important people in our community?
3. Match people to their places of work

**People Places of work**

Teacher Taxi

Doctor Salon

Mechanic School

Trader Hospital

Conductor Garage

Banker Market

Carpenter Bank

Barber Workshop

1. Where is furniture made from?

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Basic needs**

**COMPETENCES** : Defining basic needs

- Identifying and naming basic needs

- Drawing basic needs

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

food , clothes , shelter , security , medical care

**CONTENT** **Basic needs**

Basic needs are things we can live do without

**Examples of basic needs**

Food

Water

Clothes

Shelter

Medical care

**Examples of needs in our community**

Security

Education

Medical care

Good roads

Safe water

***Examples of communities***

* *Church community*

**Ways of meeting community needs**

* By enforcing law and order
* By building good schools
* By building more hospitals
* By cleaning the water sources
* Repairing the roads
* Providing safe clean water sources

**Evaluation**

1. What are basic needs?
2. Write down 5 basic needs.
3. List down 4 examples of community needs?
4. How does the community meet its needs?

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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Cultural practices**

**COMPETENCES: Defining cultural practices**

**-** List examples of cultural practices

- Describing cultural practices

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

marriage , circumcision , burial , funeral rites

**CONTENT** : **CULTURAL PRACTICES**

These are traditional practices carried out in our community.

**Examples of cultural practices**

* Circumcision
* Child naming i.e. for twins under Buganda
* Marriage ceremonies
* Burial
* Funeral rites
* Cultural dances
* Greeting
* Dressing
* Singing and dancing
* Staple food and cooking

***Examples of bad cultural practices***

* *Child sacrifices*
* *Female genital mutilation*
* *Early marriage*
* *Forced marriage*
* *De – toothing*
* *Tattooing*

**Greeting shows love and unity among people**

**Different ways of greeting**

* Some people kneel down when greeting
* Some people stand while greeting
* Some people hug while greeting
* Some people greet while shaking hands.
* Some people sit well while greeting

Activity

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Cultural practices**

**COMPETENCES: Defining cultural practices**

**-**

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**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

**CONTENT** :

**Cooking, serving and eating**

Different people eat different types of food

**Examples of food people eat**

* Beans,
* posho,
* matooke and G.nuts – Baganda
* sweet potatoes and G.nuts – Basoga
* chicken
* meat   
  cassava
* yams
* cow peas
* millet and fish - Bunyoro

**Singing and dancing**

Different people have different traditional songs and dances

|  |  |
| --- | --- |
| **Tribe** | **Type of dances** |
| Basoga  Baganda  Basamya  Banyankole  Banyoro  Batoro  Bagwere  Acholi  Bagishu | Tamenhaibuga  Muwogola, bakismba, nankasa,  Owalo  Ekitaguro  Entogoro  Lunyege  Namedu  Dingidingi  Imbalu |

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Our home and community**

**SUBTHEME : Cultural practices**

**COMPETENCES: Defining cultural practices**

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**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

**CONTENT** : **Why do we sing?**

* To entertain other people
* To show victory
* To encourage other people
* To promote our culture
* To get money

**Celebrating**

* When do we celebrate in our community
* When a baby is born
* When children get married
* When we complete our studies
* When lost a thing/ person is found
* On our birthdays.
* When we win a competition
* When we are entering our new house

**Importance of cultural practices**

* It Promotes culture
* Encourages discipline and moral growth/ development
* Promotes peace and security
* Promotes co-operation and unity.

**EVALUATION**

1. What are cultural practices?
2. Write down examples of cultural practices
3. Give 2 importances of cultural practices.
4. Draw these cultural practices

|  |  |  |
| --- | --- | --- |
|  |  |  |
| burial | circumcision | marriage |

|  |  |  |  |
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| Date | Class | No. of pupils | Time |
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**THEME : Human body**

**SUBTHEME : Body parts**

**COMPETENCES**: Identifying body parts

- Naming body parts

- Drawing body parts

**INTRODUCTION**: Rhyme “ this is the way I wash my face”

**Vocabulary**

shoulder , elbow , breast , stomach , mouth

**CONTENT** : Human body

(Draw and name body parts)

**Uses of body parts**

**Body parts Use**

Ear for hearing

Eye for seeing

Nose for smelling

Mouth for eating / talking

Hand for touching/ writing / lifting

Leg for walking

Neck for turning our heads

Teeth for chewing

Finger nails for scratching

Lips for covering the teeth

***Internal parts***

*heart*

*liver*

*lungs*

*tooth*

**Body senses**

**Body organ Body sense**

nose smelling

eyes seeing

ears hearing

tongue tasting

skin feeling

**Activity**

1. Name the body parts.
2. What is the use of the following parts on our bodies

Ear \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Eye\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nose\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mouth\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leg\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Human body**

**SUBTHEME : Body parts**

**COMPETENCES: Naming the body parts**

- Identifying ways of caring for our body parts.

- Drawing tools for caring our body parts.

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

combing , brushing , bathing , washing

**CONTENT** : **Ways of caring for different body parts**

We care for our body parts in the following ways

* By cutting the finger and toe nails short
* By brushing our teeth every after a meal
* By combing our hair
* By washing our hands before and after a meal
* By bathing regularly
* Washing our clothes

**Why do we care for the body parts**

We care for our body parts in order to;

* Avoid diseases
* To avoid bad body smell
* Be avoid bad breath

**Things used to care for our body parts**

* Tooth brush
* Comb
* Soap
* Bathing sponge
* Water
* Brush
* Towel

**EVALUATION**

1. How do we care for the following parts of the body?

**Parts** **Care**

Hair \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teeth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Finger nail \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Feet \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Skin \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Why do we care for our body?

3. Draw these tools for caring for our body parts.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Comb | Soap | Towel | Tooth brush |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Human body**

**SUBTHEME : Germs**

**COMPETENCES**: Giving the meaning of germs

- Stating the dangers of germs

- Giving the meaning of health habits

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

organism , living , diseases , spread

**CONTENT** : **Germs**

Germs are small living organisms which spread diseases.

**Types of germs**

* fungi
* bacteria
* virus
* protozoa

**Dangers of germs**

* Germs spread diseases
* Germs cause smelling of the body

**Health habits**

These are good acts which help us to avoid diseases.

**Examples of health habits at home**

* Sweeping the house / compound
* Bathing the body
* Brushing the teeth
* Burning rubbish
* Ironing clothes
* Washing clothes
* Clearing bushes around
* Washing our hands before eating food and after using a toilet

**Activity**

1. \_\_\_\_\_\_\_\_\_\_\_\_are small living organisms which spread diseases.
2. How are germs dangerous to our health?
3. What are health habits?
4. Write down 4 examples of health habits.
5. Draw these health habits.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | |  | |  | |
| bathing | | brushing teeth | | washing clothes | |
| Date | Class | | No. of pupils | | Time |
|  |  | |  | |  |

**THEME : Human body**

**SUBTHEME : Health habits**

**COMPETENCES: defining**

- identifying health habits

- Stating health habits

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

ironing , sweeping , rubbish , picking

**CONTENT** : **Examples of health habits at school**

* Washing hands after latrines
* Picking rubbish
* Sweeping classrooms
* Cleaning latrines
* Arranging classrooms
* Laying the bed (boarders)
* Cleaning the dormitory
* Ironing the uniform
* Brushing teeth
* Bathing
* Smoking of latrines
* Washing hands before eating food.

**Importance of good health habits**

* It avoids diseases
* It promotes smartness
* It avoids germs
* Promotes personal hygiene
* Avoids bad smell

**EVALUATION**

1. What are health habits?

2. List down 6 examples of health habits.

3. How are good health habits important to us?

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
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**THEME : Human body**

**SUBTHEME : Personal hygiene**

**COMPETENCES**: defining personal hygiene

- identifying and activities under personal hygiene

- mentioning activities under personal hygiene

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

hygiene , germs , dirty , clothes

**CONTENT** : **Personal hygiene**

Personal hygiene is the way of keeping our bodies clean

**Activities under personal hygiene**

* Bathing
* Brushing the teeth every after a meal
* Ironing clothes
* Washing clothes
* Combing the hair
* Cutting finger nails short

**Importance of personal hygiene**

* Personal hygiene helps us to avoid bad smell
* Personal hygiene kills germs
* Personal hygiene promotes smartness
* Personal hygiene avoids diseases

**Dangers of poor personal hygiene**

* It causes death
* It causes sickness
* It causes tooth decay
* It creates a bad smell
* You become dirty and shabby
* We get lice in hair, clothes and beds

**Ways of preventing diseases**

* Keep personal hygiene
* Keeping the environment clean
* Brushing teeth every after a meal
* Bathing daily

**Activity**

1. What is personal hygiene?

2. Outline four activities under personal hygiene.

3. Write down dangers of poor personal hygiene.

4. How do we prevent diseases?

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Human body**

**SUBTHEME : Sanitation**

**COMPETENCES**: defining sanitation

- identifying activities under sanitation

- giving activities under sanitation

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

sanitation , compound , kitchen , mopping , slashing

**CONTENT**: **Sanitation**

Sanitation is the way of keeping our environment clean .

**Activities under sanitation**

* Sweeping
* Slashing
* Picking rubbish
* Burning rubbish
* Mopping
* Cleaning latrines

**Places that need to be kept clean**

* toilets
* kitchen
* latrine
* dining room
* bedroom
* compound
* bathroom

***Places where germs are common***

* *rubbish pit*
* *dust bin*

**Ways of keeping our houses clean**

* By removing cobwebs
* By dusting the furniture
* By cleaning the window
* By sweeping the floor
* By mopping the floor
* By digging around it.

**Ways of keeping our places clean**

|  |  |
| --- | --- |
| **Places** | **Ways of cleaning** |
| Latrines  Kitchen  Class  Bedroom  Bathroom  Compound | Scrubbing, sweeping and mopping them.  Sweeping , mopping  Sweeping , mopping, and picking rubbish  Mopping  Scrubbing/ mopping  Sweeping and picking rubbish/ digging around it/ slashing |

**Tools/ materials used to keep those places clean**

* Water
* Panga
* Scrubbing brush
* Slasher
* Hoe
* Soap
* Broom

**Activity**.

1. What is sanitation?
2. List down 4 activities under sanitation.
3. Outline 4 places to be kept clean.
4. How do we keep our toilets clean?
5. How do we keep our classes clean?
6. Draw the following tools used to promote sanitation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| water | | hoe | | soap | | slasher | |
|  | |  | |  | |  | |
|  | | | | | | |
| Date | Class | | No. of pupils | | Time | |
|  |  | |  | |  | |

**THEME : Human body**

**SUBTHEME : Preventing and controlling common diseases**

**COMPETENCES**:

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**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

measles , diphtheria , tuberculosis, tetanus , hepatitis

**CONTENT**: **Examples of common diseases and how they can be controlled**

Typhoid, cough, flue, measles, malaria

**How the above diseases can be controlled and prevented**

* Through immunization.
* Sleeping under a mosquito net
* Drinking boiled water
* Washing clothes regularly
* Washing hands after visiting a toilet
* Covering our food
* Cutting down bushes around our homes
* Avoiding smoking
* Avoiding spitting any how
* Spraying the areas with insects

**Activity**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Human body**

**SUBTHEME : Preventing and controlling common diseases**

**COMPETENCES**: defining immunization

- identifying immunisable diseases

- Naming immunisable diseases

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

measles , diphtheria , tuberculosis, tetanus , hepatitis

**CONTENT**: **Immunization**

Immunization is the introduction of vaccines into the body.

**Examples of childhood immunisable diseases**

* Polio
* Measles
* Tuberculosis
* Tetanus
* Whooping cough
* Diphtheria
* Hepatitis
* Influenza

**Methods of immunization**

* Oral method
* Through injection

**Oral methods**

This is the type of immunization where by the vaccine is given through the mouth for example polio vaccine.

**Through injection**

This is the method of immunization where by the vaccine is given through injection.

**Diseases immunized against by injection**

Measles, tetanus, tuberculosis, polio

***Vaccines to immunisable diseases***

*Polio – Polio vaccine*

*Measles – measles vaccine*

*Tetanus –*

*Tuberculosis - PCG*

**Activity**

1. \_\_\_\_\_\_\_\_\_\_\_is the introduction of vaccine into the body.
2. Write down 8 childhood immunisable diseases.
3. Write down 2 methods of immunization.

|  |  |  |  |
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| Date | Class | No. of pupils | Time |
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**THEME : Human body**

**SUBTHEME : Immunization**

**COMPETENCES** : defining

- naming

- drawing and shading

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

measles . diphtheria , tetanus , tuberculosis

**CONTENT**: **Pictures of children suffering from the child hood immunisable diseases.**

**LOOK AT THESE PICTURES**

**Polio**

-The bones are weak not healthy

-The child becomes lame

**Diphtheria**

-Sore throat

-Swollen neck

**Tuberculosis**

-Coughing for a long time

-Loss of weight

**Tetanus**

-Stiff muscles

-The child stops breast feeding

-Tightening of muscles when touched

**Measles**

-Red eyes

-Dry cough

-Skin rush

-Sores in the mouth

**Whooping cough**

-Coughing that ends with vomiting

-Fast breathing

**Immunization sites**

Different diseases have different immunization sites

**DISEASES SITES**

Polio Mouth

Tuberculosis Right upper arm

Measles Left upper arm

Diphtheria

Tetanus left upper thigh

Whooping cough

**EVALUATION**

1. Draw the child suffering from the following diseases

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Polio | Tetanus | Measles | Diphtheria |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Human body**

**SUBTHEME : Immunization**

**COMPETENCES**: Identifying things on the child health card

- Naming things on the child health card

- Drawing a health card

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

health card , occupation , female , birth order

**CONTENT** : **Child health card**

A child is entitled to a card named child health card after immunization.

**Things found on a child health card.**

* Child’s name
* Sex
* Date of birth
* Birth order
* Mother’s name
* Mother’s occupation
* Father’s name
* Father’s occupation
* Place where the family live

**A child health card**

**EVALUATION**

1. List down things found on the child health card.

2. What is the immunization site for polio?

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
|  |  |  |  |

**THEME : Food and Nutrition**

**SUBTHEME : Classification of food**

**COMPETENCES**: defining food

- identifying examples of food

- writing the sources of food

- Drawing of food

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

cassava , banana , maize , millet , fish

**CONTENT** : **Classes of Food**

Food (definition)

* Food is something good to eat or drink and adds value to the body.
* There are three major classes of food we eat
* Energy giving foods also called carbohydrates
* Body building foods – proteins
* Protective foods – vitamins and minerals , fruits and vegetables

**Common food**

* banana
* cassava
* rice
* millet floor
* ground nuts
* chicken
* carrot
* guavas
* sweet bananas
* cabbage
* pumpkin et

**Importance of food to the body**

* Food makes the body strong.
* Food helps us to grow.
* Food keeps our body healthy
* Food replaces body cells

***Reasons why we eat food***

* *Habit*
* *Happiness*
* *Health*
* *Hunger*

Activity

1. What is food?
2. Name three classes of food.
3. Give four at least four importance of food.

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| Date | Class | No. of pupils | Time |
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**THEME : Food and Nutrition**

**SUBTHEME : Classification of food**

**COMPETENCES**: defining food

- identifying examples of food

- writing the sources of food

- Drawing of food

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

cassava , banana , maize , millet , fish

**CONTENT: ENERGY GIVING FOODS**

These are foods eaten to make the body able to do work

**Examples of energy giving food**

* cassava
* sweet potatoes
* rice
* yams
* bananas
* bread
* millet flour
* Irish potatoes

**Body building foods**

These are foods eaten to help the body to grow

**Examples of body building foods**

* milk
* eggs
* chicken
* beans
* groundnuts
* cow peas

**Immunity** is the ability of the body to fight diseases

**Protective foods**

These are foods to keep the body health

**Examples of protective foods are grouped in to two**

* Fruits
* Vegetables

**Examples of fruits(food that boast the immunity)**

* mango fruit
* orange fruit
* guavas
* apples
* pineapples
* passion fruits
* goose berries
* tomatoes
* pawpaws
* jackfruits

**Examples of vegetables**

* Cucumber
* Cabbages
* Gallic
* Carrots
* Onions
* Nakats

**Exercises**

1. Name the diagrams below

|  |  |  |  |
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|  |  |  |  |
| banana | Pineapple | mango |  |

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**THEME : Food and Nutrition**

**SUBTHEME :**

**COMPETENCES**:

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**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

Places where we get food from

* Market
* Shop
* Garden

**CONTENT** : **FOOD GOT FROM THE SHOPS/MARKET**

* Chocolate
* Biscuits
* Bread
* Juice e.g. splash , soda, ribena
* Cooking oil
* Cakes
* Sugar

**Food got from the garden**

* cassava
* yam
* sweet potatoes
* banana
* pumpkin
* nakati
* eggplant
* Irish potato
* onions etc

**Ways in which food is made dirty**

* serving food in dirty places
* serving with dirty hands
* serving in dirty containers
* houseflies falling on food

***Ways of keeping our food safe***

* Serving food in a clean environment
* Washing hands before eating
* Putting food in a refrigerator
* Warming / boiling it

**EVALUATION**

1. Name four sources of food.
2. Give three examples of food we get from the garden.
3. Give three ways in ways in which food can be made dirty

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| Date | Class | No. of pupils | Time |
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**THEME : Food and Nutrition**

**SUBTHEME : Good feeding**

**COMPETENCES**:

- defining a balanced diet -

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

**CONTENT**: **A BALANCED DIET**

Definition of a balanced diet

**A balanced diet is a meal containing all food values in the right amount**

**Importance of a balanced diet**

* for good health
* for strength
* for growth

**Activity**

1.what is a balanced diet?

2.Name two classes of food

3.Give atleast two importance of a balanced diet

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**THEME : Food and Nutrition**

**SUBTHEME : Good feeding / classes of food**

**COMPETENCES defining mal-nutrition**

**INTRODUCTION** :Review of the previous lesson

**Vocabulary**

pot belly , weight , tiredness , brown hair

**CONTENT: MAL-NUTRITION**

Malnutrition is the condition when the body doesn’t have enough food values.

**Symptoms and signs of mal-nutrition**

* Poor body shape
* Body weakness
* Regular falling of sick
* Loss of weight
* Bony face
* Loss of interest in work
* Low concentration at work

***Diseases caused by malnutrition***

*- Kwashiorkor*

*- Marasmus*

*- Rickets*

**Effects of mal-nutrition**

* **Death**
* **Diseases**
* ***Over weight***
* ***Tiredness***
* ***Loss of weight***

**EVALUATION**

1. What is mal-nutrition?
2. Write down 4 symptoms and signs of mal-nutrition?
3. Give 2 diseases caused due to mal-nutrition.
4. What is balanced diet?

**(NON CURRICULUM CONTENT)**

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES**: Defining living things

- Naming living things

- giving the meaning of living things

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

locomote, respire , excrete , reproduce , grow

**CONTENT** : **THINGS IN OUR SCHOOL**

There are two types of things in our school

**Types of things in our school**

* Living things
* Non living things

**Living things**

Living things are things which have life.

**Characteristics of living things**

* Living things grow
* Living things reproduce
* Living things move
* Living things respire
* Living things feed
* Living things respond to stimuli

**Examples of living things**

* Animals
* Plants
* People
* Insects
* Birds

**EVALUATION**

1. Name the two types of things in our school?

2. What are living things?

3. Write down 6 characteristics of living things

4. Give 5 examples of living things

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES** : defining animals

- Identifying animals

- Naming animals

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

domestic , wild , donkey , horse , camel

**CONTENT:** **Animals**

There are two types of animals in our environment.

**Types of animals**

* Domestic animals
* Wild animals

**Domestic animals**

Domestic animals are animals kept at home

**Example of domestic animals**

* dog
* pig
* cow
* goat
* sheep
* rabbit
* donkey
* camel
* horse
* cat

1. Write down 2 types of animals.

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_animals are animals which kept at home.

3. List down 6 examples of animals kept at home.

4. What are living things?

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| Date | Class | No. of pupils | Time |
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**THEME ; Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES**: Defining domestic animals

- Identifying domestic animals

- Giving uses of domestic animals

**INTRODUCTION**: Review of the previous lesson

**Vocabulary**

guards , transport , meat , hides , purposes

**CONTENT** : **Uses of domestic animals**

A dog guards our home

A donkey, horse, camel are used for transport

A cow gives us milk and meat

Some animals give us skins and hides

A cat chases away rats

A pig gives us pork

A sheep give us mutton and wool

A rabbit give us veal.

**EVALUATION**

1. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_guards our home

2. Name 3 animals used for transport

3. How is a cat useful to us.

4. A cow gives us \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_gives us pork.

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**THEME : Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES** : Defining wild animals

- Identifying wild animals

- Naming wild animals

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

elephant , leopard , rhino , crocodile , snake

**CONTENT : Wild animals**

Wild animals are animals which live in the bush.

**Example of wild animals**

* Elephant
* Lion
* Snake
* Leopard
* Tiger
* Rhino
* Zebra
* Crocodile

**Uses of wild animals**

* Some wild animals give us skins and hides
* For tourist attraction
* We hunt animals for food

**Dangers of wild animals**

* Wild animals can attack and kill people
* Monkeys spoil farmer’s crops
* Snakes may bite us.
* Wild animals eat our chicken

**EVALUATION**

1. What are wild animals?
2. List down 4 examples of wild animals
3. How are wild animals useful to us?
4. Give 2 dangers of wild animals

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES** : Identifying animal movement

- demonstrating animal movement

- stating reasons why animals move

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

gliding , running , swimming , hopping

**CONTENT** : **Animal movement**

Different animals have different way of movement

* Snake by gliding
* Dog by running
* Fish
* Bird
* Grass hopper by jumping

**Why do animals move?**

* Animals move looking for food
* Animals move looking for water
* Animals move looking for protection
* Animals move to look for new home / shelter
* Animals move to look for mates.
* Animals move to love for lost young ones.

**EVALUATION**

1. What are domestic animals?

2. Name 4 examples of domestic animals

3. Match animals and their movement

frog flying

snake running

fish hopping

dog gliding

bird jumping

grasshopper swimming

4. Why do animals move?

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : Things in our school**

**COMPETENCES** : Defining non living things

- Identifying the characteristics of non-living things

- List the examples of non living things

**INTRODUCTION** : Review of the previous lesson

**Vocabulary**

grow , reproduce , locomote, respire , excrete

**CONTENT** : **Non- living things**

These are things which do not have things.

**Characteristics of non-living things.**

* Non – living things do not grow
* Non – living things do not reproduce
* Non – living things do not move
* Non – living things do not respire
* Non – living things do not die

**Examples of non-living things**

* table
* stones
* chair
* rulers
* utensils
* vans
* books
* beds
* pencils
* computers
* benches
* television

**Uses of non-living things in the school**

* Computers for typing school documents
* For entertainment e.g. television , radio
* Vans for transport

**EVALUATION**

1. What are non-living things?

2. Give 6 characteristics of non-living things

3. Write down 8 examples of non-living things

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| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School needs**

**COMPETENCES**: defining school needs

- Identifying and naming school needs

- Describing school needs

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

Furniture

Books

Teachers

Facilities

**CONTENT**; **School needs**

School needs are essential things needed by a school.

These are things a school can not do without

**Examples of school needs**

* Enough furniture
* Classrooms
* Money
* Enough teachers
* Enough text books
* Labour
* The play materials
* Safe water
* School vans

**EVALUATION**

1. What are school needs?
2. Write down 4 examples of school needs?
3. Draw these school needs

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Furniture | School van | Books |

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Class | No. of pupils | Time |
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**THEME : Our school and neighbourhood**

**SUBTHEME : School needs**

**COMPETENCES**: Identifying

- Naming

**INTRODUCTION** . Review of the previous lesson

**Vocabulary**

enough

classroom

money

insecurity

**CONTENT** **Problems facing the schools**

* Lack of enough furniture
* Lack of enough money
* Lack of enough text books
* Lack of enough teachers / few teachers
* Lack of enough facilities e.g. classrooms, play area.
* Insecurity
* Lack of safe water
* Lack of food

**Solutions to the problems / how school needs are met**

* By collecting school fees to get money
* Employ more teachers
* Buy more books
* Buy more furniture
* Employ good watchmen to avoid insecurity
* Provide safe water
* Build more classrooms

1. What are school needs?

2. Write down 4 symbols of a school

3. What problems do schools face?

4. How does a snake move?

5. Why do animals move?

6. A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_guards our home.

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**THEME : Our home and community**

**SUBTHEME : Relationship between family members**

**COMPETENCES** : Defining weaker members of the community

- Identifying the weaker members of the community

- Describing the weaker members of the community

**INTRODUCTION**- Review of the previous lesson of the community

**Vocabulary**

Lame

Bick

Blind

Old

Pregnant

**Weaker members**

Weaker members are people who need special care

**Examples of weaker members**

* The lame people
* The blind people
* The sick people
* The old people
* Babies
* Pregnant women

**How do we care for the weaker members?**

* By associating with them
* By sharing with them
* By cooking for them food
* By washing for them clothes
* By ironing for them clothes
* By sweeping for them
* By fetching for them water
* By feeding them
* By guiding and counseling them.

1. What are weaker members?

2. List down 6 examples of weaker members in our community?

3. How do we care for the weaker members in our community?

4. Draw the weaker members

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Pregnant woman | The old | Baby | The sick |

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| Date | Class | No. of pupils | Time |
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**THEME : Our home and community**

**SUBTHEME : Relationship between family members**

**COMPETENCES**: Identifying things found at home

- Naming things found at home

- Drawing things found at home

**INTRODUCTION**- Review of the previous lesson

**Vocabulary**

domestic

utensils

furniture

television

**CONTENT** : **Things found at home**

There are very many things found at home ie

Animals (domestic animals)

Birds (domestic birds)

Utensils

Furniture

Television

Radio

Cars

**Uses of birds at home**

* Birds provide eggs for us
* Birds give us feather for decoration
* We sell birds and get money
* Birds are used in cultural practices e.g. Circumcision and marriage

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_are animals kept at home.

2. List down 4 things we get at home.

3. Write down 4 uses of birds

4. Who head a family?

5. Name the two types of the family.

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