**P.2 LITERACY SCHEME OF WORK - TERM 2 2024**

**Learning outcome: The child understands and appreciates the importance of plants and animals in the environment**.

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| **WK** | **WK** | **THEME** | **S/THEME** | **LEARN’G AREA** | **CONTENT** | **COMPETENCES** | | **METHODS** | **SKILL & VALUES** | | **L/T.AIDS** | **ACTIVITY** | | **REF** | **REM** | |
| 1 | 1  2  3  4  5 | Our Environment | Components of the environment. | Literacy | Naming things in the environment.  The environment is composed of many things. Some of these things are too small to be seen by our eyes. We can identify that they exist by the effect they cause to the environment and people who live there.  Examples of things in the environment are:-  -hills -water bodies  -plants -houses -stones  -animal -rocks | -Drawing and naming things that are found in the environment. | | Discussion  Observation  -Brain storming | -Creative thinking  -Effective communication | | The school environment | Learners will identify  -Draw and name things we found in the environment | | Mk. Integrated science Bk. 2  Pg 27 |  | |
| 1  1 | Our environment | Grouping of things found in the environment  Characteristics of living things  Groups of living things  common animals | **Grouping of things found in the environment**  Things found in the environment are grouped into:  -living things  -Non living things  a) Living things are things which have life.  b) Non living things are things which don’t have life.  Examples of living things include  People plants  Birds animals  Examples of non living things  Furniture houses  Soil stones  **Characteristics of living things**  -living things grow  -living things locomote  -living things breath  -living things excrete  -living things reproduce  -living things feel  -living things respire  Groups of living things  There are two groups of living things in the environment these are:-  -plants  -Animals  **Examples of plants include**  -banana plants  -maize plants  -cassava plants  -bean plants  Examples of animals include  -people  -snails  -birds  -fish  -insects  There are different animals around us. Some live in man’s homes &others live in the bush, forest, under soil & in water sources.  Examples of animals in our school and home environment are:-  -Birds like hen, ducks, pigeons, ducks, cocks, crested crane, doves  Animals like cows, goats, snails, cats, frogs, dogs, worms, fish, snakes and insects. | learners should be able to:-  -Name the groups of things found in the environment  -Tell what living things are.  -Draw and name examples of living and non –living things  Observe, identify and name the characteristics of living things  Observe, identify , draw and name examples of i)plants  ii) animals  Naming different animals in the school &home environment | | Objects in the school environment.  Observation  Discussion  Group work  Discussion  Observation  Creative thinking  Critical thinking  Appreciation  Observation  Question & answer. | Creative thinking  Effective thinking  Critical thinking  care  Appreciation  Creative thinking  Effective communication | | Discussion  Observation  Brain storming    Living things in home and school environment  Plants and animals in the school compound  skills/values  -Creative thinking  -Effective communication.  A chart showing animals | Pupils will:-  -Observe, identify and name the things found in the school and home environment  -Identify and tell what living things are, what non living things are?  -Draw and name examples of living things and non living things  Pupils will  Observe behavior of living things and write their characters  Learners will observe, identify , draw and name examples of plants and animals  Observing  Identifying  & naming animals found in the school & home environment | | Mk. Bk. 2 science pg 27-28  Mk. Bk. 2  Science 28  Mk. Bk. 2 pg 31  Mk. Trs’ Bk. 2 pg 19  Mk. Inter science  Bk. 2  Pg 1 |  | |
| 2 | 1 |  | Why animals move | Literacy | Many animals move when conditions of life become unfavorable for them i.e. when swamps and forests are destroyed for plant growing and any other purpose, the animals in there move to new areas in search for new homes or to change homes  -Other animals move to look for protection, water, food and shelter.  -Some move because they like to live in the same climatic conditions all their life and when the weather changes, they are forced to move to cooler or hotter areas. | -Observing and identifying what animals do when moving  -Writing the observation and telling why animals move. | | Discussion  Observation  Question and answers | Creative thinking  Critical thinking | | A chart showing animal movement | Observing , identifying , giving reasons why animals move from one place to another | | Mk. Niter science Tr’s bk. 2 pgs 19-20  Mk inter science Bk. 2 pg 4 |  | |
| 2 | 2 |  | How animals move | Literacy | Animals have different body shapes and movements  -Birds walk and fly  -Locusts fly, walk and jump  -Fish swim.  -Man walks, runs and jumps  -Baby crawls  -Snakes loop, glide  -Caterpillar wriggles  -grasshoppers jump ,hop | Observing  identifying and Demonstration how animals move  Mentioning animals and telling ways they move | | Observation discussion question and answers | Demonstrating different ways animal move | | Appreciation  Critical thinking | A chart showing animal movement  Audio .VCD to show animal movement | | Mk. Pupils Bk. 2  Pg 2. |  | |
|  | 3 | Our environment | What different animals use to move | Different animal use different parts of the body to move.  -Birds use wings and feet to fly, they use legs o walk and jump.  -The snake use its belly to glide  -Grasshopper use the legs and wings to hop, walk, jump and fly  -The fish uses their tails and fins to swim in water  -Frogs jump and swim in water  -Toads also jump and swim in water. | Observing animal moving, identifying and telling what different animals use to move. | | Observation  Demonstration  Story telling | Effective communication  Appreciation  Care  Critical thinking | | Audio  Visual  Aid  Showing different animals move. | Drawing animals and telling what they use to move  Demonstrating the movement of some animals. | | Mk.Bk.2  Pg 2 |  | |
|  | 4 |  | How animals protect themselves | Some animals carry their protection with them. Example: The porcupine carries its prickly hair along with it.  -A chameleon changes it colour  -other animals use weapons to fight or in defence if they are forced to defend themselves in areas they live. Examples  are cows, goats, cats, dogs?  Animal’ weapons include horns, hooves, legs, hands, beaks, claws and teeth.  -Some animals produce a nasty smell when they are touched or frightened. Examples are cockroaches ,ladybirds, battles  -some animals protect themselves using speed ,running, moving, or flying very fast. | Observing animals protecting themselves and identifying the weapons they use while protecting themselves. | | Observation  Explanation  Discussion | Writing different ways animals protect themselves  Observing animals protecting themselves | | Care  Creative thinking  Appreciation | Audio visual showing the ways animals protect themselves | | Mk integrated science  Bk. 2  Pg 5 |  | |
| 2 | 5 |  | Animal weapons |  | Animal weapons  Most kinds of animals have special weapons for fighting their enemies  Animals have strong teeth, sharp hooves, claws, poisons.  Animal weapons  Cats, lions, leopards’ strong teeth and claws.  Cows, goats, antelope, horns  Buffalos, antelopes  Snakes and spiders - poisons  Eagles ,hawks, owls lows curved beaks  Bees and wasps - stingers  Black ants  Sharp hooves horses  Owls, kites talons eagles- craws | Name examples of animal s and weapon they use. | A chart showing domestic animals,  the chicken. ducks, pigeons  etc. | | Creative  thinking  Care | discussion  Story telling | | Pupil will draw and name examples of domestic birds | Mk. Bk.2  For science  Pg .7 | | |  |
| 3 | 1 |  | Domestic animals and birds |  | Grouping animals found in the environment  Animals can be grouped into two  -Domestic animals  -Wild animals  a) Domestic animals are those animals that are commonly kept at home .some animals that live in bush can be tamed to live with man at home i.e. the monkey, cats, some birds, dogs, lizards etc.  Domestic animals include  -cows  -horses  -camels  -donkeys  -goats  - fowl | -Observe, identify and name examples of wild animals.  -Draw wild animals | Audio – Visual and showing wildlife.  A chart showing wild life | | -Effective  Communication  -Critical thinking | Observation  Question and answer | | Pupils will identify, draw and name examples of wild animals. | Mk. Bk.2  Science  Pg 9. | | |  |
| 3 | 1 | Our Environment |  |  | **Naming domestic birds**  Domestic birds are the birds that we keep at our homes. Some of these birds are large in size and others are small.  Examples of domestic birds include:  turkey, duck, chicken, pigeons, parrots, geese, etc.  Some birds like domestic birds can be kept as pets in people’s homes e.g. parrots geese, guinea fowls, peacocks | -Tell what domestic birds are  -Identify and name domestic animals | Examples of things we get from animals  are milk, meat, wool,skins, horns,  blood etc | | -creative thinking  -effective communication. | Discussion question and answers | | -Write the uses of animals to people.  -Gives examples of animals that provide meat, skin, milk, labour and security to people. | Mk. Science  Bk. 2. Pg 7 | | |  |
|  | 2 | Importance of domestic animals |  | **Uses of domestic animals**  People keep domestic animals for various reasons  -some domestic animals provide us with milk, meat, skin and labour.  -They act as constant companions and friends to man.  -They help in hunting and tilling land  -They help to guard man’s property  -Animals skins are used to make drum s, shoes, belts and bags.  -Birds provide meat, eggs and feathers to people. | -Learners should be able to:-  -Identify and tell animals that provide meat, skin, milk, labour and security to people |  | |  |  | | Pupil will write an exercise and tell the animals that can be hunted for meat, horns, tusks, hooves, skins etc. |  | | |  |
| 3 | 3 |  | **Wild animals** |  | **Wild animals**  These are animals that live in bush, forests, water and soil  Examples include  Elephants  Buffalos  Tigers  Cheetahs  Rhinos  Giraffe  And many others | -Observe  -Indentify and name examples of wild animals  -Draw and name wild animals |  | |  |  | |  |  | | |  |
| **Uses of wild animals**  They are hunted for food, horns, tusks, teeth, claws, skin etc.  They are a source of income through the tourists.  Some wild animals are hunted for their meat and feathers. | -identify and tell the uses of wild animals and birds |  | |  |  | |  |  | | |  |
| 3 | 4 |  | Animal young ones |  | **Animals and their young ones**  Dear -fawn turkey -pout  Antelope- calf goose –gosling  Horse –foal bird –nestling  Cow -calf rabbit kindle/kitten  Donkey- foal  Giraffe goat -kid  Whale calf fish- fry  Elephant sheep-lamb  Man -baby  Monkey-baby  Pig –piglet/furrow hen-chick  Kangaroo- Joey | -Mention different animals.  -Give the young ones of the mentioned animals. | A chart showing animals and their young | | Creative thinking  Care | Explanation  Discussion  Question and answer | | Learners:  -Read and spell some words  -Do matching exercise | Mk. Integrated  science Bk.2 | | |  |
| 3 | 5 | Our environment | Animal products |  | **Animals and their products**  Animal products include skins. blood, hooves, horns, bones, etc.  Animals that provide us with horns are cows, deers, buffalos , bushbucks , antelopes, kobs etc  -Animals that provide us with skins include  Cows, goats, rabbits, sheep, kob, giraffe, buffalo etc  -Sheep provide us with wool | Give examples of animal products.  -Name animals that provide us with horns, hooves, skins, tusks and wools. | -animal  -teeth  -blood  -bones  -horns  -skins and hooves . | | Creative thinking  Appreciation | Illustration explanation  Question and answers | | Learners will  Identify and name examples of animal products.  Name the animals that provide us with the products mentioned above. | Mk.  Science  Bk. 2  Pg 10  Tr’s  Collection of knowledge | | |  |
| 4 | 1 |  |  | **Things made from animals products**.  Animal dung is mixed with other things i.e. plant materials to make manure.  Animal blood is mixed in animal and bird feeds.  Animal horns are used to make buttons.  Animal skins are used to make shoes, bags, belts, drums etc.  Animal milk is used to make ghee, cheese, yoghurt, butter etc. | -Observe, identify, draw and name the things we get from animal products. | Skins  Horns  Milk | | -critical thinking  -effective communication | Illustration  Question and  Answer. | | Learners will Identify, draw and name the things we make out of animal products. | Mk. Science  Bk. 2  p. 11 | | |  |
| 4 | 2 | Our Environment | Insects |  | **Insects**  The group and number of insects vary from one place to place according to conditions favourable for them to multiply. Some insects have wings and others don’t  Insects have three body parts and three pairs of legs.  All insects have compound eyes. Antenna, six legs, Their legs are jointed.  Examples of insects include:  -housefly -wasps  -mosquito bee  -field cricket butterfly.  -grasshopper - moth  -praying mantis- termites  -aphid - ants  -horsefly  -dragon fly  -locust  -cockroach  Social insects live and work together.  They include bees, ants and termites | -Identify and name different insects in their school and home environment  Draw and name the common insect in the environment.  -Give examples of social insects | A chart showing insects | | -creative thinking  -care  -effective communication | Observation  Illustration  Explanation  Question and answer. | | Learner will identify, observe and name common insects in their locality.  -Draw and name insect s in their exercise books | Mk. Bk. 2  Science page 12  Teacher’s collection of knowledge. | | |  |
| 4  4 | 3  4  5 | Our environment  Our Environment | **Parts of an insect**  The life cycle of a butterfly  The life cycle of house fly |  | **Parts of an insect**  The insects have three main body parts. The head, thorax and abdomen  Insects breathe through small holes called spiracles.  2  1    8  7  6  5  4  3  1. compound eye 5. Spiracles  2. Leg 6. wings  3.thorax 7.feelers  4. Abdomen 8.head.  Vocabulary  -hatch - caterpillar -larva - adult –cacoon -pupa --spins.  **The butterfly.**  Most insects have got four stages of growth.  The eggs of butterfly are laid on a leaf. After a few days, they hatch into larva. The larvae of are called butterfly caterpillars.  The caterpillars feed on leaves causing a great deal of destruction.  After some time, the caterpillar spins itself into cacoon-made out of silk.  This is the pupa stage. It’s also known as a chrysalis. When the butterfly forms, it breaks free from the cacoon.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcSpVgVpK3AQvllf11uArSwD07k25a2Qn2U6d2JFqfUhRTwqgbA0MQ  **The housefly**  **Vocabulary**  Urine maggots rotting  Faeces human  Manure diarrhoea  Dysentery cholera  **The housefly**  It is common insect in many homes. It is a very dangerous insect. House flies like sitting and feeding on human food and excretions like nosal secretions urine, sputum and faeces.  The female housefly lays eggs in warm, moist, rotting material like manure and human wastes. The eggs hatch later out into the larva called maggots. The maggots stay away from light. They however hatch into the pupa and there after the adult.  Housefly spread diarrhoea , dysentery and cholera  http://www.morrispestcontrol.com.au/userfiles/image/fly_cycle.gif | -Draw and name the three major parts of an insect.  -tell what insects use to breathe.  -Observe, Identify the stage of life cycle for a butterfly.  -Draw and name the stage of a butterfly.  Describing the life cycle of a house fly.  -Drawing and naming stages of life cycle of a housefly.  -Naming the larva stage of a house fly. | A chart showing parts of an insect.  A chart showing the life cycle of a butterfly.  A chart showing a life cyce of a house fly | | -critical thinking  -care  communication.  -critical thinking  -effective communication  Critcal thinking  Care  Appreciation  - | Discussion  Discovery  Observation  Discovery  Explanation  Discussion  Explanation  Discussion  Question and answer  Discussion  Illustration  Brain storming  Explanation | | Learners will draw and name the parts of an insect in their books  Pupils will identify, take up a case study on the growth and development of a butterfly  -Mention the stages of growth of a butterfly  Learners will describe the life cycle of a housefly. | Mk. Bk. 2  Page 13  Mk. Bk. 2  Intergrated pg 14  Mk. Integrated  Science Bk. 2  Pg 15 | | |  |
| 5 | 1 | Our Environment | The life cycle of a cockroach |  | Vocabulary  Hutch split  Nymph incomplete  metamorphosis  **The cockroach**  A cockroach has only three stages of a life cycle. The female cockroach lays eggs that hutch into young cockroach called nymphs. The nymphs look quite like the adult but they don’t have wings and are smaller in size. The nymphs grow and split their skins. This happens six/seven times the young insects growing bigger each time. At the last skin split, the wings appear and the adult cockroach is formed. This develops from eggs to nymphs and adults. This is an incomplete metamorphosis. Other insects with incomplete life cycles include grasshoppers and locusts.  Cockroaches spread diarrheoa, dysentery and cholera.  **Life cycle of a cockroach**  http://www.cockroach-pictures.com/images/cockroach-life-cycle.gif | -Identifying and describing the life cycle of a cockroach  -Naming a young cockroach  -mentioning diseases spread by a cockroach. | A chart showing life cycle of a cockroach | | Creative thinking  -Effective communication  -Care | Discussion  Observation | | Learners will draw and name the stages of life cycle of a cockroach. | Mk. Integrated  Science  Bk. 2  Pg 16 | | |  |
| 5 | 2  3 | Our environment | Useful insects  Harmful insects |  | **Useful insects.**  Examples  -bees -butterflies  -White ants -grasshoppers.  Importance  -some of these insects are eaten  -some helps to pollinate flowers  -some provide honey to man  -we sell some and get money  **Examples of harmful or dangerous** insects  -cockroaches -praying mantis  -beetles -house flies  -tsetse flies -bees -termites  -wasps -mosquitoes -fleas  -Redants -bedbugs  Insects are harmful in the way that some carry germs which cause diseases and others spoil crops, books and clothes  1.Tsetse flies spread  a) Nagana in animals  b)sleeping sickness in people  2.House flies spread diarrhoea, dysentery, cholera, trachoma  3.Mosquitoes spread malaria  4.Cockroaches spread diarrhoea, dysentery, cholera . | -Naming useful insects  -Stating importance of insects  -Name the harmful insects  -mention the above diseases that are spread by the above insects. | A chart showing useful insects    A chart showing  Dangerous insects. | | -care  -Critical thinking  creatthinking  -effective communication | Observation  Critical thinking  Group work  Discussion  Brain storming | | Learners will  -name useful insects  -State importance of insects to man.  Learner will draw and name different insects which are harmful to man  -State the diseases spread by a)mosquitoes  b)cockroaches  c)tsetse flies  d)house flies | Mk. Integrated science Bk. 2  -pgs  17-18  Mk. Bk2  Science Pg 17-18 | | |  |
|  | 4 |  | Ways of protection against harmful insects |  | **How to protect against harmful insects**.  Insects which are harmful to man and the environment can be guarded against by;  –spraying with insecticides  -sleeping under mosquito treated nets.  -covering cold food  -boiling all water for drinking  -use gloves, boots etc for harvesting honey.  -keeping animals which feed on these insects in the environment. | -Identify and mention ways one can prevent/ guard against dangerous insects  -apply these ways in their daily life experience | A chart showing different insects | | -critical thinking  -Effective communication | Discussion  Brain storming  Group work | | Learners will mention ways one can guard against dangerous insects. | Mk. Bk. 2 science  Pg 18 | | |  |
| 6 | 6  2 |  | Common plants |  | **Common plants**  -Mango plants - avocado plants  -Cassava plants - pawpaw plants  -Matooke plants  –Bean plants  **Parts of a plant**  -stem -leaves  -roots -flowers  Fruits - seeds    **Uses of different parts of a plant**  a)leaves  -They make food for the plant  -The process is called photosynthesis  -They help the plant to breathe /respire  b)Flowers  -They make fruits for the plant  c)Stem  -It holds the branches  -It transports water and mineral salts from roots to the leaves  d)Roots  -They hold plants firmly in the soil  -Some roots store food for the plant  -They suck water from the soil for the plant  e)Fruits  They develop seeds for the plant. | -Give examples of common plants  -Draw and name parts of a plant  -State the uses of different parts of a plant | Brain storming  Discussion  Explanation  Discovery | | Care  Creative thinking  Appreciation |  | | A chart showing parts of a plant. | Mk .Bk.2 | | |  |
|  | 2 |  | Importance of plants to man |  | **Vocabularies**  Furniture bark clothe  Wood hatch  Perfumes shade  Wind breaks rubber  Herbs decoration  Crafts fire wood  Carpenter timber  Poles medicinal |  | communication  care | |  |  | |  |  | | |  |
| 6 | 2 |  | Our environment |  | **Importance of plants to man**  -Man gets wood from plants  -Man gets flowers from plants  -Man gets food from plants  -Man gets local herbs from plants  -Man makes bark clothe from the fig tree  -Man makes colours from plants  -Man get rubber from plants  -Man makes cooking oil from some plants like sunflower, simsim, palm fruits  -Makes perfumes from flowers  -Plants provide man with shades e.g. butter tree.  -Plants acts as wind breaks  -Man uses grass to hatch houses  -Man makes clothes out of cotton  -Man uses some plants for decoration  -Man makes some crafts from plants  **Medicinal plants**  These are plants that provide us with medicine  Examples of medicinal plants  -Bottle brush plants  -Bombo plants -Mango plants  - Aloe plants -Guava plants  -Mululuza plant  **Examples of a harmful plant**  - cactus plants.  **Damaging the environment**  - people cut down trees.  -people burn the bushes | -Read, spell and pronounce the given vocabularies.  -State the importance of plants to Man.  -Tell the meaning of medicinal plants.  Give examples of medicinal plants.   * Stating ways of damaging the environment. | Look and say  Story telling  Discussion | | Appreciation  -creative thinking  -Efective | Learner should be able to:-  -Read, spell and pronounce the given vocabularies  -Mention the importance of plants to man.  -Give the meaning of medicinal plants  -Give examples of medicinal plants. | | Sample crafts  Barkcloth  Herbs  Fire wood | Monitor  SST  Bk.2  Pgs 22-23 | | |  |
| 6 | 3 | Our Environment | Food crops |  | **Food crops**  These are crops grown for eating  **Examples**  Bananas millet  Potatoes beans  Yams maize  Cassava groundnuts  Rice cabbages  **Importance of food crops**  -we eat them  We sell them and get money | -Tell what food crops are  -Give examples of food crops  -State the importance of food crops. | Observation  Discussion | | -care  Appreciation  Communication | Learners will  -Draw and name examples of food crops  -Give reasons why man grow crops | | Real food crops | Mk. Bk,2  Pg 49  Monitor Bk. 2 SST  Pgs 21-22 | | |  |
|  | 4 |  | Cash crops |  | **Cash crops**  These are crops grown for sale.  Examples  Coffee cotton  Sisal sunflower  Vanilla pyrethrum  Aloevera cocoa  Tobacco tea  Sugarcane moringa  **Importance of cash crops**  -We eat some cash crop like sugarcanes ,coffee and cocoa  -We sell cash crops and get money | -Tell what cash crops are  -Gives examples of cash crops  -State the importance of cash crops |  | | -Creative thinking  -Effective communication  -care |  | | Real cash crops | Standard SST pg 49 | | |  |
| 6 | 5 |  | Products from cash crops |  | **Products from cash crops**  Cotton –threads, cooking oil, clothes  Sugar cane –sugar  Tobacco – cigarettes  Coffee- coffee beverages  Sunflower- cooking oil  Sisal – ropes  Cocoa-cocoa beverages  Aloevera-medicine  Tea - tea leaves  Pyrethrum –insecticides and pesticides | -Mention the products got from different cash crops |  | |  | Critical thinking  Appreciation | | Products got from cash crops | Mk. Bk. 2pg 49 | | |  |
| 7 | 1 | Our Environment | Seeds |  | **Vocabularies.**  Seeds, warmth, soil, germination,  Sun light, water /moisture,  Manure, fertile  **Definition of a seed**  A seed is a part of a plant that grows into a new plant.  Groups of seeds  a) Big seeds like mango seeds, avocado seeds, jackfruit seeds, maize seeds, bean seeds, coffee seeds.  b) Small seeds like rice seeds, simsim seeds, millet seeds, sorghum seeds.  Conditions for a good plant growth.  -sunlight water/moisture  -warmth fertile soil.  Conditions needed for seed germination.  -Water  -Oxygen  -Warmth. | -Read, spell and pronounce the given vocabularies  -Tell what a seed is  - Give examples of seeds  - Mention conditions necessary for good plant growth  -Stating conditions needed for seed germination. | Look and say  Discussion  Grouping  Brain storming | | Creative thinking  -Effective communication | Learners will –  -Read, spell and pronounce the given words  -Define the term seedling  -Tell what germination is  Give the conditions needed for seed germination  -State the conditions needed for good plant growth. | | -Seeds  -Tins  -Soil  -water | Mk. Bk. 2  Pg 63  Mk. Int. science Bk. 2 pg 70  Mk. Int. science Tr’s Bk. 2  Pg 63 | | |  |
|  | 2 |  | The sun |  | Uses (**Importance** ) of non living things  The sun  The sun is a part of the universe.  **Importance of the sun.**  -Provides heat and light  -Dries harvested crops  -Dries our clothes  -provides solar electricity  -Gives us warmth  -Helps plants to make food.  -Helps flowers to open.  -Helps fruits to ripen.  **Dangers of too much sunshine**  -Too much sunshine dries water sources  -Too much sun shine brings drought  -Too much sunshine dries young crops in the garden. | -Observe and give uses of sun to man and the environment  -Give the dangers of too much sun shine | The sun | | Appreciation  Care | Question and answer  -Group work  experiment  Discussion | | Learners will experiment the uses of the sun and write them down.  Learners will Identify the danger of too much sun shine. | Mk. Science Bk. 2  pg 32.  Mk. Science pg. 32. | | |  |
| 7 | 4 |  | Water |  | **Uses of water**  Rain is the main source of water. The water is used for :-  -bathing -drinking  -washing -swimming  -watering plants -cooking  Water can also be got from lakes, rivers and oceans  **Dangers of too much rain**  Too much rain  -causes floods  -spoils our plants  -kills people and animals  -spoils our houses. | -Mention the uses of water at home.  -Identify and mention the dangers of too much rain | Water  Flash cards showing dangers of rain. | | -Creative thinkng  -Effective communication  Appreciation  -Care | Group work  Discussion  Discussion  Brain storming | | Pupils will write and the uses of water at home.  Learners will  Write the dangers of too much rain | Mk. Bk. 2  Sci  Pg 38  Mk. Bk.2  Sci  Pg 33 &38 | | |  |
| 7 | 5 |  | soil |  | **Uses of soil**  a)Soil is used for  -Growing crops  -Building houses  - Making pots, bricks and tiles  -Study purposes  b)Soil is in three types  -Clay soil –for making cups, pots, charcoal stores.  -Sand soil- for building houses and making bricks.  -Loam soil-for growing crops and brick making  Soil is a home of some animals like ants , worms | Learners should be able to:-  -tell the uses of soil to people and animals  -draw and name things made from soil | Things made out of soil. | | -critical thinking  -care | Observation  Discussion  Brain storming | | Learners will:-  Uses of soil ,discuss, identify , draw and name different things made out of soil | Mk. Bk.2  Science  Pg 35 | | |  |
| 8 | 1 |  | Air |  | **Uses of air**  The air surrounding the earth is called atmosphere. This air is necessary for life. All living things breathe in moving air. Moving air is called wind. Wind can be used for  -winnowing  -flying kites  -drying clothes  -dispersing seeds  -wind helps boats and ships to sail on water. | -Tell what wind is  -Give the uses of moving air  -Draw and name things which use air | The school environment kites balloons | | -Creative thinking  -Efective communication | Explanation  Group work  Discussion | | Pupils will experiment the uses of air in the environment.  Make and fly kites  -write the uses of air  -draw and name things which use air. | Mk. Bk.2  Science  Pg 35 | | |  |
|  | 2 | Things made in the community | Things we make  Crafts |  | **Vocabularies**  Things we make in the community  Balls dolls bricks  Toys pots ropes  Baskets mats (furniture)  Tables chair desks  Stools benches cupboards  **Crafts**  Crafts are things we make using our hands  Examples of crafts  a)baskets b)Mats  c)bags d)hats  importance of crafts  -People make crafts for domestic use  -People sell crafts and get money.  Methods of making crafts   * Modeling , Weaving, Knitting   **Things used to make crafts**   * Wires * Clay * Palm leaves * Banana fibres | -Reads, spell and pronounce the given vocabularies  -draw and name things we make in our community  Tell what crafts are.  -Give examples of crafts  -States the importance of crafts  -Mention the methods of making crafts.  -Naming things used to make craft. | Brain storming | | -Care  -Critical thinking  Appreciation  care  -critical thinking  -appreciation | Learners will  -Read, spell and pronounce the given vocabularies  Mention things made from  a) plastic  b)clay soil  c)banana fibers  d)palm leaves  e)metals  f)leather | | Balls  Pots  Toys |  | | |  |
|  | 2 |
| 8 | 3 |  | The kitchen |  | **Things we use in a home**  a)in the kitchen  vocabularies  -cutlery -utensils -charcoal  -saucepan -spoon store  -Fork -knife -mingling  -Dishes -bucket. Stick. | -Draw and name things we use in the kitchen. | illustration | |  | -Do a written exercise | | Spoon  Knife  bucket |  | | |  |
| 8 | 4 |  | The bedroom |  | b)In the bedroom  vocabularies  blanket bed  pillow bed sheets  mattress towel  wardrobes dressing mirror  Nightdress/gown pajamas.  Suitcase slipper/house shoe | -Draw and name things we use in the bedroom | Look and say | | -Creative thinking  -Critical thinking  --Effective communication | Fill in the missing letters  -Draw and name five things we use in the kitchen | | Towel  Blanket  Mattress bed sheets |  | | |  |
| 8 | 5 |  | The sitting room |  | **In the sitting room**.  **Vocabularies**  Chair dining tables  Mat side board  Table cloth sofa sets  Radio table  Flat screen television  Entertainment centre. | -Read, spell and pronounce the given vocabularies  -Draw and name things found in the sitting room. | Look and say | |  | Learners will  -Read , spell and pronounce the given vocabularies | | Cut out  Pictures |  | | |  |
| 9 | 1 |  | Clothes |  | **Types of clothes**  Vocabularies  Clothing Gomes  Clothe s jacket  Wear dress  Shirts trousers  Socks skirts  Pair of shorts stockings  Sweater vests  Coat tunic  Tie scarf | -Draw and name types of clothes | Discussion  Brain storming  Explanaton | | -Creative thinking  -Critical thinking | -Do a written exercise | | Real clothes |  | | |  |
|  | 2 | Things made in the community | Materials and sources made from them |  | **Materials used to make things and their sources**  Vocabularies  Material sources  Cotton metal  Sisal plastic  Minerals oil  Forest papyrus  Swamps  **Sources and materials got from them**  Cotton-threads and clothes  Forest/trees-woods, herbs  Swamps –papyrus  Oil - plastics, drugs  Minerals –metals  Sisal plant - sisal  Banana plant – fibers | -read, spell and pronounce the given vocabularies.  -mention materials used to make things and their sources.  -State the importance of things we make  -for domestic use  -for income generation  -for decoration |  | |  | Appreciation  -Effective communication | | Cotton sisal metals plastic cups, plates , papyrus |  | | |  |
|  | 3 | Transport in our community | Types of transport |  | **Vocabularie**s  Transport Movement  Air Division  Water Quickest  Road Movement  Railway Goods  Urban council | -Read, spell and pronounce the given vocabularies  -Tell what transport is  -Mention the types of transport | Look and say  Discussion  Brain storming | |  | Learners will:  -Reads, spell and pronounce the give vocabularies  -Do a written exercise | | A chart showing types of transport  Flash cards | Sharing our world bk. 2 SST  Pg 21-29 | | |  |
| 9 | 3 | Transport in our community |  |  | **Transport**  Transport is the movement of people and goods from one place to another.  Types of transport  -Road transport -Air transport  -Water transport  -Railway transport  1.Road transport is commonly used in our community  2. Air transport is the quickest type of transport and the most expensive.  3. Water transport is used on water bodies. it’s very slow and cheap  4.Railway transport is used on rail lines |  |  | | -creative thinking  -care  appreciation |  | |  |  | | |  |
| 9 | 4 |  | Means of road transport |  | **Vocabularies**  Pedestrians vehicles  Animals private  Carts government  Cycles tractors  Tanks graders  Ambulances taxi park  Bus park stage  Fare change  Conductor traffic jam  Traffic police shoulders | -Read ,spell and pronounce the given vocabularies | Vocabularies | | Effective communication  -critical thinking | -Read, spell and pronounce the given vocabularies | | Flash cards | Sharing our world  SST Bk. 2  Pg 21- 22 | | |  |
| 9 | 4 | Transport in our community |  |  | **Road transport**   1. Means include:-   i).pedestrians - road users that move on foot.  ii) animals –like donkey, camels, elephants, horses and oxen  iii)Carts – They are vehicles that are pulled /pushed  iv)Cycles –like bicycles, tricycles and motorcycles  v).vehicles- includes personal, private, government and companies.  vi)special work vehicles include  -tractors -tanks(flue tacks)  -graders -ambulances  -cash delivery | -Mention the means of road transport  -Give examples of means of road transport | Explanation  Brain storming  Grouping | | -Communication  -care | Learners will –draw and name means of road transport | | Means of road transport | Sharing our world pgs 21-22 | | |  |
| 9 | 5 |  | Road utilization |  | **Proper utilization of road**  -Always walk on the right hand side  (look right/left then cross)  -Cross from a zebra crossing or where there are no cars.  Basic road signs  -zebra crossing -traffic lights  -other road signs-parking  -No parking -stop bridge  -Railway crossing -Hump ahead  -Round about -Bus stop  -School ahead/ children crossing | -State ways of using the road  -mention the basic road signs  -Give other road signs | Illustration  Discussion | | -Creative thinking  -appreciation  -Effective communication | Learners will:-  Draw and name different road signs | | Picture showing road signs | Sharing our world  Pgs 22 &24  Monitor  Bk. 2 pg 51 | | |  |
| 10 | 1 | Transport in our community | Means of railway transport |  | **Vocabularies**  Rails assemble cargo  Engine station  Wagon passengers./tickets  Railway transport  -A train moves on rails  -It is driven by a driver  -It stops and assembles at a railway station  -The drive uses an engine to drive it  -A train has got wagons  -it carries passengers and cargo.  https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcTY2MM2QkpNwEtABpLVgOIMStY8hpYwB5lxdcea_qtpiF1nL0MA  http://www.vipdrivingschool.com.au/i/rs/rs_RailwayCrossing.gif | -Read , spell and pronounce the given vocabularies  -Mention the means used on railway line  -Name the person who drives train  -Tell where trains assemble | Look and say  Discussion  Brain storming | | -Creative thinking  -Critical thinking  -Appreciation | Learners will,  -Reads ,spell and pronounce the given words  -Do a written exercise. | | Flash cards.  A chart showing means of railways transport |  | | |  |
| 10  10 | 2  2 | Transport in our community | Means of air transport |  | **Vocabularies**  Aeroplane Jet  Parachute rocket  Helicopter pilot  Airhostess airport  Air line aircraft  Lounge  Means of air transport  Aeroplane Jet  Parachute rocket Helicopter  -A pilot flies an aeroplane  -An air hostess work in an aeroplane  -An airport is a place where planes land and take off.  A lounge is a room for waiting in at the airport  -Uganda ‘s airport is found at Entebbe airport | -Read ,spell and pronounce the given vocabularies  -Mention the means of air transport  -Name the person who flies an aeroplane  -Mention the place where aeroplanes land in Uganda | Look and say  Discovery and explanation | | Appreciation  -Creative thinking  -care | -Reads ,spell and pronounce the given words  -Draw and name the means of air transport | | Flash cards  Pictures showing means of air transport | Sharing our world  SST k. 2  Pg 27 | | |  |
|  | 3 | Transport in our community | Means of water transport |  | **Vocabularies**  Boat ferry  Ship sailor  Canoe captain  Oar floating logs  Dhow row  An oar is a long pole with a wide flat blade at one end used for rewing boa  Means of water transport  Boat canoe Ship ferry  Floating logs  -A sailor works on ships  -A captain sails ships, A ship docks  A dock is a place in a port where ships are loaded, unloaded or repaired | -Read, spell and pronounce the given vocabularies  -Mention the means of water transport  -Name the person who sails boats | Look and say  Discussion  Brain storming | | Creative thinking  Care  Appreciation  Creative thinking  Appreciation | Learners will –Read, spell and pronounce the given words.  -Do a written exercise | | Flash cards  -cutout pictures | Sharing our world  SST Bk. 2  Pg 26 | | |  |
| 10 | 4 | Transport in our community | Dangers on the road |  | **Vocabularies**  Defilers thorny bridge  Kidnappers swamps rapist  Poisonous  **Dangers on the (road) way to and from school**  -Road accidents (knocks)  -Dangerous snakes and animals  -Bad people like defilers and kidnappers  -Poisonous and thorny plants  -dangerous insects like wasps and bees  -swamps and water sources | -Read, spell and pronounce the given vocabularies  -Mention the dangers we get on the way to and from school or on the road. | Look and say  Discussion  Brain storming | |  | Learner s will  -Read, spell and pronounce the given vocabularies  -Do a written exercise | | Flash cards  -cut outs pictures | Monitor  SST  Bk. 2  Pg 49-52 | | |  |
|  | 5 |  | Ways of avoiding dangers |  | **How to avoid dangers on the (road)**  **Way to and from school**  -Do not play on the road  -Cross the road with the help of the police  -Cross the road at a zebra crossing  -Do not play with dangerous animals and insects  -Move in groups  - Shout loud for help when caught by strangers  -Do not play near river streams and on bridge. | -state ways of overcoming or avoiding dangers on the road. |  | | -creative thinking  -critical thinking  -care |  | | - |  | | |  |
| 11 | 1 | Transport in our community | Local ways of communication |  | **Communication**  It is the sending and receiving of messages  Types of communication  i)local ways of communication  ii)modern ways of communication  Local ways of communication  Long ago people sent messages or communicated to others using  -Drums -Bells  -Horns (by blowing them)  -The y made alarms  -They clapped hands  -They whistled . | -Tell what communication is  -Mention the type of communication  -State the local ways of communication | Discussion  Bain storming  Grouping | | -Creative thinking  -Effective communication  -Care | Learners will  Do a written exercise | | Real means of communication | Sharing our world  Bk .2 SST  Pg 29 | | |  |
| 11 | 2 |  | Modern ways of communication |  | Modern ways of communication  These days people communicate or send messages using  -Radio  -Telephones  -Televisions media  -News papers  -Computers  -Magazines -Internet  -ringing bells  (hand and electric bell) | -State the modern ways of communication |  | | -Appreciation  -creative thinking  -critical thinking |  | |  | Sharing our world  Bk. 2 SST  Pg 30 | | |  |
| 11 | 3 | Transport in our community | Mass media |  | **Vocabularies**  Station , radio, televisions, papers, news  Mass media  They are people and organisations that provide news and information for public like radio, television and news papers.  Examples of T.V stations  Bukedde TV, WBS, NTV, TOP T V, Star T.V , NBS  Examples of Newspapers  New vision Orumuli  Daily monitor Observers  Red peppers | Read and spell the given vocabulary   * Tell what mass media is. * Give three examples of  1. Radio stations 2. T.V stations 3. News papers | Brain storming  Discussion  Illustration  Observation | | Creative thinking  Appreciation  Care | Learner will  Fill in the missing letters  Give examples of  Radio stations  TV stations  News papers | | A radio  Newspapers  T.V | Sharing our world | | |  |
| 11  11 | 4  4 |  | Accidents and safety |  | **Vocabularies**  Accidents dangers cookers  Injury shock objects  Expected bleeding  Burn poison sharp  Electricity stings  An a accident  An accident is an unexpected danger usually resulting into an injury  **Common accidents at home and school**.  -Cuts -Falls  -Burns -Stings  -Animals bites  -Electricity shock  - Poisoning  -Nasal bleeding  **Causes of common accidents at home o school**  -Burns are caused by playing near hot things like stoves, lamps, hot food.  -Falls- running about ,climbing trees and walls  -Cuts- playing with sharp objects like razor blades, pins, broken  sticks  -Stings- by bees, scorpions and wasps.  -Animal bites by snakes , dogs , cats,  -Poisoning –by medicine s, poisons and bad food.  -Electricity shock- by playing with live wires and sockets. | -Read, spell and pronounce the given vocabularies  -Tell what an accident is  -Give examples of common accidents at home  -State the causes of common accidents at home | Look and say  Oral  Discussion  Brain storming | | -creative thinking  -critical thinking  Appreciation  -Care | Learners will  Read, spell and pronounce the given vocabularies  -Do a written a exercise | | Illustrated pictures  Broken bottles  Drugs pest killers pins  Knives  Compass | Mk.int. science Bk. 2  Pg 68  Oxford prim science bk. 1  Pg 48 | | |  |
| 11 | 5 | Accidents and safety | Causes of road accidents |  | **Causes of road accidents.**  -playing on the road  -running along the road  -over speeding vehicles  -vehicles that are over taking along the corner  -care tyre burst  -cars driven by drunken drivers.  -children who –cross the road | Mention the causes of road accidents | Discussion  Brain storming | | critical thinking  -care | Learners will do a written exercise | |  |  | | |  |
| 12 | 1 | First aid  Importance of first aid |  | Vocabularies  Injured pain  Life eases  Recovery reduces  Surgical plaster  Blade scissors  Bandage pain killer  Spirit splints  Aid  Importance of First Aid  -First Aid saves life  -first aid prevents further injuries  -first aid helps to bring quick recovery  -First aid reduces pain | -Real ,spell and pronounce the given vocabularies  -States the importance of first Aid.  -Tell who a casualty is  -Give ways of helping accident victims | Look and say  Discovery  Brain storming  Discussion | | creative thinking  care  appreciation | Learners will  -Read, spell and pronounce the given vocabularies  -Do an exercise written on board | | Illustrated pictures | Fountain Pri. Science  Bk. Pg 35,36 &55  Oxford Pri. Science. Bk. 1  49,52, 53 | | |  |
|  |
| 12 | 1 |  |  |  | **First Aid**  First Aid is the first help given to a person who has got an injury before being taken to hospital  A causality  He is a person who has got an accident  A first Aider  He is a person who gives first aid  Ways of helping accident victims  -call the police  -Call for an ambulance  -Give first aid |  |  | |  |  | |  |  | | |  |
|  | 2 | Accidents and safety | Items used to give first aid |  | **The first aid Kit (Box)**  A first aid box is a container to keep things used to give first aid.  A first aid box is used to keep the following things  a)Cotton wool b)Plaster  c) Surgical blade e)Soap  d)Surgical spirit g)A bandage  f)A pair of scissors i)Safety pins  h)Pain killer J)Splints | -State the function of a First Aid  -mention the items kept in a First Aid Box. | Discussion  Brain storming | | -creative thinking  -critical thinking  -effective communication  -care | Learners will draw and name things kept in the first Aid Box. | | Materials found in the First Aid Box | Fountain  Pri. Science  Bk. 1  Pg 45 | | |  |
|  | 3 |  | Immunization |  | **Vocabularies**  Immunisation immunity  Polio measles  Tuberculosis tetanus  Diphtheria whooping cough  Influenza hepatitis  Vaccines injections | -Read, spell and pronounce the given vocabularies | Look and say  Discussion | | -Effective communication  -care | Learners will;  Read, spell and pronounce the given vocabularies | | Pictures showing childhood diseases | Mk. Int. science  Bk.2  Pg 40 | | |  |
|  | 3 |  |  |  | **The eight immunisable childhood diseases**  Polio tuberculosis Tetanus whooping cough Measles diphtheria Hepatitis influenza  Immunisation is the introduction of vaccines into the body to produce antibodies  Vaccines are prepared drugs used in the body for immunisation.  Immunity is the ability of the body to resist diseases. | -tell what immunisation is  -tell what vaccines are  -tell what immunity is  -mention the eight childhood immunisable diseases |  | | -Effective communication  -Care |  | |  |  | | |  |
| 12 | 4 |  | Signs and symptoms of childhood diseases |  | **Vocabularies**  Sores vomiting  Rashes stiff  Muscles swell bones  Lame/lameness weakness  Coughing spells Fever  **Signs and symptoms of childhood diseases**  Polio - lameness  Measles - skin rash  Tetanus - stiff muscles  Tuberculosis - coughing for a long time  Whooping cough - coughing that ends with Vomiting. | -Reads, spell and pronounce the given words  -State the signs and symptoms of childhood disease. |  | | Learners will read, spell and pronounce the given words  State the signs of these diseases.  Tetanus  Polio  Measles  Whooping cough | Communication  Care  Critical thinking | |  | Mk. Int. science  Bk. 2  Pg 40 | | |  |
|  | 5 |  | Immunisation sites and scars |  | **Vocabulary**  Upper arm orally  Upper thigh DPT  Mouth BCG  Occupation health unit  Health card age  Birth date.  **Immunisation sites and scars**  Sites diseases  1.right upper arm T.B Measles  2.Mouth polio  3.Left upper tetanus  4.left thigh DPT | -Read , spell and pronounce the given vocabularies  -mention the immunisation sites and the disease they immunized against them | Look and say  Discussion brain storming | |  | Learners will:  -reads , spell and pronounce the given vocabularies  -Do a written exercise | | A chart showing immunisation sites | Mk. Int.  Science  Bk. 2  Pg 43 -44 | | |  |
| 13 | 1 |  | **Child health card** |  | **Child health card**  Things found on a child health card  -Health unit -Child number  -Child’s name -Sex  -Date of birth -Mother’s name  **Father’s name**  -Occupation of parents  -Diseases immunisation card  -Importance of child health card  For record keeping. | -Mention things found on a child health card  -state the importance of the child health card |  | | Creative thinking  Critical thinking  Appreciation |  | | A child health card |  | | |  |