**PRIMARY TWO LITERACY 1A SCHEME OF WORK FOR THIRD TERM 2024**

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| **WK** | **PD** | **THEME** | **SUB-THEME** | **CONTENT** | **COMPETANCES** | **METHOD/ TECHNIQUES** | **ACTIVITIES** | **INDICATORS OF LIFE SKILLS AND VALUES** | **L/AIDS** | **REF** | **REM** |
| **E.L.O: The child understands and participates harmoniously in promoting purposeful development in society** | | | | | | | | | | | |
|  |  | **PEACE AND SECURITY** | **NAMING PEOPLE WHO KEEP PEACE AND SECURITY** | **examples**  .teacher  .parents  .police etc  .people who cause violence e.g rebels, robbers, thieves  **roles of people who keep peace and security**  .teachers-provide guidance and .counselling  .children- obey rules and regulations | The learner:  -defines peace and security  -names people who keep peace and security and stating the roles  -mentions ways of promoting peace and security | explanation  class discussion | writing roles of people who keep peace and security | -problem solving  -awareness  -self esteem  -respect | chalk board illustration | **THEMATIC CURRICULUM**  **pg**  **38** |  |
| **Ways of promoting peace and security**  **Weapons/ tools** | .praying  .guiding those in wrong  .following rules and regulations  . peace and security  -electing leaders.  **WEAPONS**  guns, pistols, baton | The learner:  -mentions ways of promoting security and peace | guided discussion explanation | listing ways of promoting peace and security | problem solving  friendship formation | black board illustration | **THEMATIC CURRICULUM**  **pg**  **38** |  |
|  |  | **Importance of promoting peace and security** | .for safety  .for respect  .for unity  .for love | The learner:  -mentions importance of promoting security and peace | guided discussion  explanation | mentioning importance of promoting peace and security | problem solving  awareness  love | chalk board illustration | **THEMATIC CURRICULUM**  **pg**  **38** |  |
|  |  |  | **Effects of insecurity** | .death  .hunger  .fear  .famine  .divorce  .miserly  Causes of insecurity  .quarrels  .fighting in homes  .lack of food  .violence  .defilement | The learner:  -lists down effects of insecurity  -states causes of insecurity | guided discussion  explanation | listing causes of insecurity and their effects | awareness  patience | chalk board illustration | **THEMATIC CURRICULUM**  **pg**  **38** |  |
|  |  |  | **Examples of rules** | .obeying  .thanking  .sharing  .forgiving | The learner:  -lists down examples of rules | guided discussion | stating rules | awareness  unity | chalk board illustration | **THEMATIC CURRICULUM**  **pg**  **38** |  |
| **E.L.O: The child appreciates work and understands ways and effects of child abuse.** | | | | | | | | | | | |
|  |  | **CHILD PROTECTION** | **Child abuse** | -Child abuse is the violation of children’s rights. Child abuse is denying of children their rights  Children rights are legal claims of children  **Examples of rights**  -A right to food  -A right to love  -A right to education | The learner:  -defines child abuse and children’s rights.  -lists examples of rights | explanation  guided discussion | listing examples of rights | awareness  problem solving  decision making  copying with emotions | chalk board illustration | **THEMATIC CURRICULUM**  **pg**  **44** |  |
|  |  |  | **Forms of child abuse** | **Forms of child abuse**  -corporal punishment  -defilement  -rape  -child labour | The learner:  lists forms of child abuse | guided discussion | listing forms of child abuse | effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
|  |  |  | **People who practice child abuse** | **People who practice child abuse**  -rapists  -some parents  -some teachers | The learner:  -mentions people who practice child abuse | guided discussion | mentioning people who practice child abuse | awareness  responsibility | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
|  |  |  | **causes of child abuse** | **Causes of child abuse**  -indiscipline  -poverty  -ignorance  -alcoholism etc | The learner:  - lists causes of child abuse | guided discussion  explanation | listing causes of child abuse | decision making  self esteem | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
|  |  |  | **effects of child abuse** | **Effects of child abuse**  -death  -sadness  -loneliness  -pain  -disability | The learner:  lists the effects of child abuse | guided discussion  explanation | stating effects of child abuse | coping with stress  effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
|  |  |  | **child protection** | **Ways of child protection**  -Report cases of child abuse to -police  -Punish people who abuse children  -Advice children not to move at night | The learner:  -lists ways of protecting children from child abuse | guided discussion  explanation  guided discovery | stating ways of child protection | problem solving | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
|  |  |  | **Reasons for children protection** | **A child** is any person below the age of 18 years  Children need protection because they are,  .Young  .Vulnerable  .The future generation | The learner:  -identifies reasons for child protection | guided discussion  discovery  explanation | stating reasons for child protection | effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 52** |  |
| **TOPICAL TEST** | | | | | | | | | | | |
|  |  |  | **Responsibilities of children at home** | .Respecting leaders  .Cooking  .Mopping the house | The learner:  -identifies responsibilities of children at home | discovery | listing roles of children | awareness | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **Responsibilities of parents** | .Educating children  .Clothing children  .Buying food at home  .Providing shelter | The learner:  -states responsibilities of parents | explanation | writing roles of parents | awareness | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **Basic needs and other needs** | **Basic needs other needs**  Food medical care  Water land  Clothes education  Shelter security  transport | The learner:  -writes needs of man  drawing some of the needs | discussion | drawing some needs | effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  | **BASIC**  **NEEDS**  **OF**  **MAN** | **Resources** | A resource is something used to meet man’s need for example  fertile soil (land)  water  stones  animals  land  time | The learner:  -defines a resource  gives examples of a resource | explanation  guided discussion | listing examples of resources | awareness  responsibility  problem solving | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  | 2 |  | **How people meet their needs** | .farming  .building houses  .selling clothes  .milking cows | The learner:  -lists ways of how people meet their needs | guided discussion | listing ways of meeting needs | effective communication  awareness | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  | 3 |  | **Problems faced in meeting needs** | .lack of enough money  .unemployment  .illiteracy  -insecurity | The learner:  -states problems faced in meeting needs | explanation | listing problems faced in meeting needs | problem solving  fluency | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| 7 | 1 |  | **Effect of activities carried out to meet needs** | .defforestation  .pollution  .drought  .change in seasons  .independence etc | The learner:  -identifies effects of activities carried out to meet needs | guided discussion | writing effects of activities carried out to meet needs | effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| **E.L.O: The child understands, appreciates and participates in recreation festivals and holidays.** | | | | | | | | | | | |
|  | 2 | **RECREATION FESTIVALS AND HOLIDAYS** | **Recreation** | **recreation** is something that can be used for leisure time  **examples of recreation centres**  .zoos  .beaches  .swimming pools | The learner:  defines recreation  states examples of recreation centers | guided discussion | naming recreation centers | awareness  love  appreciation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  | 3 | **Recreation activities** | **example of recreation activities**  .picnic  .resting  .swimming  .listening to music | The learner:  identifies some recreation activities | guided discussion  explanation | listing recreation activities | unity  co-operation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| 8 | 1 | **Importance of recreation** | .learning  .amusement  .enjoyment  .sport | The learner:  states the importance of recreation | explanation | stating the importance of recreation | effective communication  fluency | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  | 2 | **Cultural festival** | Cultural festivals are type of festivals  Where music, dance and drama is based on tradition  **Examples of cultural festivals**  .Dance  .Naming  .Funeral rites | The learner:  -defines cultural festival  -lists examples of cultural festivals | discovery explanation | writing cultural festivals | effective communication  articulation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  | 3 | **cultural wear** | **Examples of cultural wears**  Gomesi, kanzu, bark cloth | The learner:  -states examples of cultural wear | guided discussion | stating examples of cultural wear | self awareness  effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| **TOPICAL TEST** | | | | | | | | | | | |
|  |  |  | **Initiation** | -Definition of initiation  This is the act of becoming a member of a group  **Examples of initiation**  circumcission  de-toothing  tattooing  naming | The learner:  -defines initiation  -states examples of initiation  -identifies importance of initiation | explanation  discussion | listing examples and importance of initiation | awareness  appreciation  love | chalk board illustration |  |  |
|  |  |  | **HOLIDAYS** | **Holidays** ( aperiod of time when you a not at work or at school)  **Types of holidays**  -School holidays  -National holidays  -Public holidays  -Religious holidays | The learner:  -defines a holiday  -lists the types of holidays | discovery  discussion  explanation | listing the types of holidays | effective communication  sharing  creative thinking | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **HOLIDAYS** | **Examples of public holidays**  -Heroes’ day  -Martyrs’ day  -Independence day  -Women’s day | The learner:  -lists examples of public holidays | discovery  discussion  explanation | writing examples of public holidays | self awareness  problem solving | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **HOLIDAYS** | **Examples of religious holidays**  -Martyr’s day  -Idd  -Good Friday  -Easter Sunday/Monday | The learner:  states examples of religious holidays | discovery  discussion  explanation | writing examples of religious holidays | appreciation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **HOLIDAYS** | **Importance of holidays**  -Rest  -Help parents at home  -Celebrate  -Visit friends | The learner:  states importance of holidays | guided discussion  guided discovery | stating the values of holidays | awareness  appreciation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| **E.L.O: The child appreciates work and understands ways and effects of child abuse** | | | | | | | | | | | |
|  |  | **MEASRES** | **SEASONS** | There are two seasons in a year  -Dry season  -Wet seasons  -**Activities carried out in;**  **Dry season Wet season**  -Harvesting planting  -Drying yields weeding  -Ploughing spraying  -Storing seeds mulching  terracing | The learner:  -states the activities carried out in the dry season | guided discussion  guided discovery  explanation | writing activities carried out in the dry and wet season | awareness  logical thinking  effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
| 11 |  |  | **SEASONS** | **Types of clothes put on in**  **Wet season dry season**  -Jackets vests  -Gumboots  -Sweaters  -scarfs | The learner:  -lists and drawing types of clothes put on in the wet and dry season | guided discussion  guided discovery  explanation | drawing clothes put on in the dry and wet season | effective communication | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 42** |  |
|  |  |  | **TYPES AND MEANS OF COMMUNICATION** | -Definition of communication  -**Types of communication**  -verbal communication  -non- verbal communication  **Means of communication**  -Drum, horns, telephones, television, radios,  (group means according to types)and then local and modern. | The learner:  -defines communication  -lists types of communication  the learner:  -groups means according to types |  | drawing means of communication | guided discovery  discussion | chart showing types of communication |  |  |
|  |  |  | **WAYS OF COMMUNICATION** | -Blowing horns  -Drumming  -Using newspapers  -Using telephones  -Using radios | The learner:  lists means of communication | explanation  guided discovery | listing ways of communication | awareness  appreciation | chalk board illustration | **MK**  **STANDARD**  **SOCIAL**  **STUDIES page 95** |  |
| 12 |  |  | **Importance of communication** | -Provide information  -Entertainment  -Educational purposes  -Employment  -Sending messages | The learner:  states the importance of communication | guided discovery | stating the importance of communication | awareness | chalk board illustration |  |  |