**LITERACY 1B SCHEME OF WORK FOR SECOND TERM PRIMARY TWO 2024**

***EXPECTED LEARNING OUTCOME: The child understands and appreciates the importance of common animals and plants.***

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| **WK** | **PD** | **THEME** | **SUB THEME** | **CONTENT** | | **COMPETENCES** | **METHODS/TECHNIQUES** | **ACTIVITY** | **INDICATORS OF L/SKILLS& VALUES** | **L/AIDS** | **REF** | **REM** |
| **1** | **1** | **OUR ENVIRONMENT** | **COMMON ANIMALS** | Review of domestic, wild animals  Goat Zebra  Dog elephant  Sheep | | The learner;  -gives examples of domestic and wild animals.  -draws some animals.  -writes animal sounds | explanation  demonstration  question and answer  gallery walk | Listing  Drawing  naming | Cooperation  Self awareness | Chat showing animals | Mk SCI bk.2 pg.  Sci on line bk.2 pg 24&26 |  |
|  | **2** |  |  | Animal homes and animal sounds. e.g. cow – kraal, dog –kennel, bird - nest lion – den, snail – shell , spider-web, rabbit – hutch, sheep/goat -pen, squirrel – drey  Animal sounds  Dog-barks  Sheep-bleats  Etc | | The learner;  -tells homes of different animals  -matches animals with their homes.  -the learner tells different sounds of animals | explanation  question and answer  market stall | Naming and matching animals with their homes | Self esteem  Awareness  Appreciation | Some real homes  -c/board illustration | Thematic curr. Bk.2 pg 26 |  |
|  | **3** |  | **Animal young ones** | Animal young ones.  Cow-calf Elephant-calf  Sheep-lamb man-baby  Pig-piglet hen-chick  Goat-kid owl-owlet  Dog-puppy goose-gosling lion –cub  Duck-duckling cat-kitten Kangaroo – joey  Dangers of animals e.g.  –Rats eat and destroy grains  -snakes bite  -lice suck blood | | The learner;  -tells the young ones of animals.  -Matches animal young ones.  -draws animal young ones  -tells the dangers of animals. | explanation  question and answer  guided discovery  think, pair and share | Naming  Matching  Writing  Drawing | Problem solving Care  Appreciation | A chart showing animal young ones  -showing dangers of animals | Mk Sci Bk.2 pg 36 Science on line pupils bk.2 pg 28 and 29 |  |
| **2** | **1** |  | **Common birds** | Domestic birds and wild birds e.g hen, turkey, duck,guinea fowl,parrot. wild- ostrich, owl, eagles, kites, vultures, Ibis(mpabaana) flamingo, wood pecker, sun bird sparrow, Heron(Ssekanyolya), crested crane | | The learner;  -tells the domestic birds and wild birds.  -gives examples of each. | explanation  guided discovery  question and answer  brain storming | Naming  Matching  Writing  Drawing | Care  Responsibility  Co-operation  Guided discovery | A chart showing birds both domestic and wild | Mk Primary Sci. Thematic curr. Bk.2 pg 26 |  |
|  | **2** | **OUR ENVIRONMENT** | **common birds** | External structure of a bird and their uses.  Eye wings  Beak tail  Feathers  Legs  Claws  Uses of different parts of the bird  Eyes -for seeing  Feathers-keep the bird warm  Wings - for flying  Beak -for feeding,picking food,weaving nests  Claws – for defence. | | The learner;  -draws and names the external structure of a bird.  -gives the uses of some parts of the bird. | explanation  demonstration  guided discovery  think, pair and share | Drawing  Naming  Giving the uses of some parts | -care  -critical reasoning Responsibility | A chart showing external parts of a bird  c/board  illustrations | Thematic curr. Bk.2 pg 26 comp. Bk.5 |  |
|  | **3** |  |  | Uses of birds and dangers.  -Birds(domestic) can be sold and get money.  -Wild birds attract tourists  -We get eggs from birds.  -We get meat from birds e.g hens, ducks, turkey, guinea fowl  -Bird drops are used as manure.  -feathers are used for decoration on hats, suits and hand bags, decoration making pillows  Dangers.  -Birds destroy crops by eating seeds , grains like millet  -spread diseases | | The learner;  -gives the uses of birds.  -names any three birds that give us eggs. | explanation  demonstration  guided discovery  gallery walk | Writing  Giving uses and dangers of birds. | Care  Responsibility  Creative thinking and logical reasoning | c/board illustrations | Thematic curr.bk.2 pg 26  Fountain integratedPri. SciPupils bk.6 |  |
| **3** | **1** | **OUR ENVIRONMENT** | **COMMON INSECTS** | Characteristics of insects.  - They have three main body parts, head, thorax & abdomen.  - All insects have six legs (3 pairs).  - Use spiracles to respire. | | The learner;  -mentions the characteristics of insects. | explanation  demonstration  guided discovery  brain storming | Naming  Listing  Drawing | Creative thinking  -care  -self awareness | c/board illustration | Mk Sci Bk.2 pg 12  Integrated Sci Pr.2 pg.7 |  |
|  | **2** |  |  | Examples of common insects (useful and harmful)e.g.  Mosquitoes, white ants, grass hoppers, red ants, black ants, locusts, housefly, butterfly, cockroach, flea, bedbug, wasp and bee.  Ticks and spiders are not insects. Why? | | The learner;  -mentions the common insects they know.  -draws and names some insects.  - gives reasons why spiders and ticks are not insects. | explanation  demonstration  guided discovery  think, pair & share |  | Creative thinking  -care  -self awareness  Appreciation | c/board illustration | Mk Sci Bk.2 pg 13 |  |
|  | **3** |  |  | External structure of an insect.  Antennae  Feelers  Head  Compound  Eyes  thorax  Abdomen  Spiracles  wing ovipositor | | The learner;  - draws and names the external structure of an insect.  - mentions where the parts are found. | explanation  demonstration  question and answer  think. Pair & share | Listing  Naming  Drawing  Mentioning | Critical thinking  -care  -self awareness  Responsibility | Chart  c/board illustration | Mk SCI Bk.2 pg. 17  Integrated SCI Bk.2 pg 11 |  |
| **4** | **1** | **OUR ENVIRONMENT** | **Common insects** | **Parts of an insect and where they are found.**  - The compound eyes and feelers are found on the head.  - Some insects have proboscis and others have mandibles.  - The legs and wings are found on the thorax.  - Some insects have wings and others don’t have. | | The learner;  draws and names the external structure of an insect. | explanation  demonstration  guided discovery  brain storming | Drawing  Naming  Writing | Care  Accuracy  Responsibility | A chart showing the external structure of an insect | MK. Bk.2 pg 13 Prim. Sci. |  |
|  | **2** |  |  | **Uses of the parts of an insect.**  Feelers – feeling (sense danger)  Spiracles- respire  Wings- flying  Compound eyes- seeing | | The learner;  names the parts of an insect with their uses. | explanation  question and answer  think, pair and share | Naming  Mentioning  Giving uses | Sharing  Problem solving  Co-operation | Chalkboard illustration  A chart showing parts of an insect | Mk Sci. Pri 2 pg 13 |  |
|  | **3** |  |  | **Types of life cycles** Insects undergo different stages in life cycles.  1)Complete metamorphosis  2)Incomplete metamorphosis  1)complete life cycle. Eggs, larva pupa, Adult  2)Incomplete. Eggs, larva & Adult.  Examples of insects which undergo complete. Housefly, tsetse fly, bees, butterfly, mosquitoes &wasps.  Three stages cockroach, locust, grass hopper& crickets. | | The learner;  - mentions the two life cycles of insects.  -mentions the examples of insects that undergo complete and incomplete life cycle. | explanation  question and answer  demonstration  brain storming | Listing  Naming  Mentioning | Sharing  Co-operation  Care  Responsibility | A chart showing the life cycles of insects (stages) | Mk Sci. BK 2 pg 15 |  |
| **5** | **1** | **OUR ENVIRONMENT** | **Common insects** | The life cycle of a housefly e.g.  Eggs  Larva  Pupa  Adult | | The learner;  -draws and names the stages of a housefly.  -names insects which undergo four stages of development. | explanation  demonstration  question and answer  gallery walk | Drawing and naming 4 stages of a housefly | Problem solving  Co-operation  Care | A chart showing the life cycle of a housefly | Mk SCI Bk 2 pg 14 & 15  A new Pri SCI bk.2 pg 11 |  |
|  | **2** |  |  | The life cycle of a cockroach.  1 Egg  2.nymph  3.adult | | The learner;  - draws and names the life cycle of a cockroach.  -names insects which undergo three stages of development. | explanation  demonstration  question and answer  think, pair and share | Drawing and naming 3 stages of a cockroach | Problem solving  Co-operation  Responsibility | A chart showing the life cycle of a cockroach | Mk Pri. Scipg 16  PriSciforUg. Bk.2 pg 9 |  |
|  | **3** |  |  | **Dangers of insects**  -Bees and wasps sting.  -Weevils eat and destroy grains like maize & beans  -cockroaches & flies make our food dirty they spread diseases.  -Tsetseflies bite people & animals and spread disease germs.  - Termites destroy crops.  - Red ants bite.  -Bed bugs, lice, fleas, mosquitoes suck blood and spread disease germs.  Mention the useful insects and their uses | | The learner;  -mentions the vectors and how they are harmful  -mentions the harmful insects  -learner gives useful insects and their uses | explanation  demonstration  question and answer  guided discovery  market stall | Mentioning  Explaining how the vectors are harmful | -self awareness  -care  -Problem solving  -self esteem | -chalk board illustration  -Real life situation | Mk Bk 2 Pri. SCI pg 17  Science on line ppls Bk.2 pg 28 & 29 |  |
| **6** | **1** | **OUR ENVIRONMENT** | **Common plants** | Examples of common plants  Banana plant, oranges, maize plant, G.nuts plant, mango plant, yam plant, Bean plant, Avocado plant | | The learner;  -mentions the common plants in our environment.  -draws some plants and names. | explanation  observation  guided discovery  round  robin | Mentioning, listing, naming  -Drawing | Caring  -self awareness  -accuracy  -sharing | Real plants in our environment | Thematic Curr. Bk.2 pg 27. |  |
|  | **2** |  |  | Parts of a plant.  Systems of the plant  -shoot system(Leaves, flowers, fruits, stems, branches)  -root system  (roots)  Parts of a plant  -A plant has 3 main parts leaves, stems & roots  ***External parts of the plant***  Terminal bud, leaves,fruit, flower, roots ,stem  [https://encrypted-tbn3.gstatic.com/images?q=tbn:ANd9GcTJXiX4wO9-KUz4COAwHmP-MGW2fffKPBIB5SmdvvD_ayJw3GHcFwMVEw](https://www.google.com/url?q=http://www.oldschool.com.sg/index.php/module/PublicAccess/action/Wrapper/sid/ea5f3768e0dae62aa6d01beee8123931/cmbn_id/2573/wrap-function&sa=U&ei=l50qVKHrMeOHsQSAp4LoAg&ved=0CCAQ9QEwBDgo&usg=AFQjCNGNnfwXFOO_IDMwtJIVtL8VvyHihg) roots | | The learner;  -draws and names the parts of a plant. | explanation  observation  guided discovery  market stall | Drawing  -Naming  -Identifying | -self awareness  -caring  -Accuracy | A chart showing parts of a plant  -Real plant | Thematic Curr. Bk.2 pg 27 |  |
|  | **3** |  |  | **Uses of some parts of a plant to the plant.**  -Some leaves store food for the plant.  -Leaves help plants to breathe through stomata – leaves make food to a plant.  (photosynthesis)  -Roots hold the plant firmly in the soil.  -Stems hold the leaves and branches. | | The learner;  -mentions the parts of a plant of some parts of a plant to a plant | explanation  demonstration  observation  guided discovery  brain storming | Listing  -Mentioning  -describing | Self awareness  Co-operation  Sharing | Real plant  c/board illustration | Thematic curriculum Bk.2 pg 27 |  |
| **7** | **1** | **OUR ENVIRONMENT** | **common plants** | **Uses of some parts of plants to people.**  Plants are used for food.  -We get medicine from plants  -Plants provide shade.  (ii) Harmful plants Examples: water hyacinth, Luwoko, stinging nettle. Double thorn, black jack | | The learner;  - gives uses of plants to people.  -mentions the examples of harmful plants. | explanation  demonstration  guided discovery  think, pair and share | Giving uses of plants to people | Co-operation  -self awareness | Real plants | Thematic curr. Bk.2 pg 27 |  |
|  | **2** |  |  | Common seeds  Examples  beans, ground nuts, millet, maize, peas, sim-sim, sorghum | | The learner;  - mentions the examples of seeds in our surrounding.  - identifies big seeds& small seeds. (Fruits with many seeds and one seed)  -draws seeds | observation  guided discovery.  Market stall | Listing  Mentioning  Drawing. | Care  Responsibility  Concern  Co-operation | Real seeds | Mk book 2 page 63  Thematic curriculum book 2 page 27. Integrated science book 2 page 45 |  |
|  | **3** |  |  | Seeds germination.  Definition: it is the growing of a seed embryo into a seedling.  Conditions necessary for seed germination.  Oxygen, moisture and warmth.  Stages of a plant.  Seed Seedling.  Plant. | | The learner;  - defines seed germination.  - mentionsthe conditions necessary for seed germination.  - mentionsthe stages of a plant. | explanation  observation  guided discovery. | Defining Mentioning the conditions necessary for germination. | Appreciation  Responsibility  Concern. | Real plants seeds and life situation. | Thematic curriculum book 2 page 27.  Mk science book 2 page 68 |  |
| ***Expected learning outcome: the child understands and appreciates the importance of nature and uses it creatively in a variety of artistic forms.*** | | | | | | | | | | | | |
| **8** | **1** | **OUR ENVIRONMENT** | **Common plants** | Conditions for plant growth. e.g. fertile soil, air, water, sunlight.  Types of soil, their uses and why  Loam soil is the best for plant growth. Clay for modelling. Sand-building material. | The learner;  - mentions the conditions necessary for plant growth.  - lists the types of soil.  - mentions the uses of these types of the soil mentioned. | | explanation demonstration  guided discovery  observation | mentioning the conditions for plant growth  types and uses of soil. | Concern Appreciation.  Responsibility. Co-operation | Real soil types | Science online book 2 page 35 primary science book page 21  Mk book 2 page 70 |  |
|  | **2** | **THINGS WE MAKE** | **Things we make in our community** | Play materials e.g. balls, dolls, toy cars, bricks, ropes, strings, metre, sticks, mats. | The learner;  - draws and names the things we make in our community | | explanation  describing  observation | naming  listing  describing  observing  drawing | Care  Concern  Appreciation  Sharing  Co-operation | Real material used for playing | Them. Curr pg 29 Science on line Bk.2 pg 35 |  |
|  | **3** |  | **Things we use at home** | Things we use at home e.g.  \*kitchen (stove, plate, mortar, pestle, basket, ladle, pot, spoon mingling stick, sauce pan  \*Bedroom (bed)  \*sitting/living room (mat, cushion, chair  \*Wearing (ornaments, foot wear, clothes) | The learner;  -mentions the things used at home.  -draws and names the things used at home. | | explanation  demonstration  observation  market stall | mentioning  listing  describing  naming  drawing | Self awareness  Care  Concern  Responsibility | Real material used at home | Thematic curr. Bk.2 pg 29. |  |
| **9** | **1** | **THINGS WE MAKE** | **Materials used and their sources** | Materials used and their sources.  Materials: sisal banana fibre, palm leaves, papyrus reeds, raffia, clay/soil, grass straws, sticks, threads needles, nails, bricks, blocks, mud, sand, iron sheets, timber poles, tiles  Sources: forest, sisal plant, tree, garden, swamp factory, shop | The learner;  - mentionsand names the materials and their uses.  - draws and names the sources of materials. | | explanation  observation  demonstration  gallery walk | naming  listing  drawing | Caring  Concern  Self awareness  Co-operation | Real objects/ material | Thematic Curr. Bk.2 pg 30 |  |
|  | **2** |  |  | Importance of things we make  -For domestic use  -For play  -income generating  -Decoration/beauty  -Promotion of cultural heritage & skills  -Learning purposes  -Identification of cultural setting. | The learner;  -gives the importance of things we make. | | explanation  demonstration  guided discovery | giving the importance of things we make | -Self awareness  -co-operation  -Responsibility | Chalkboard illustrations | Thematic Curr. Bk.2 pg 30 |  |
|  | **3** | **ACCIDENT AND SAFETY** | **Causes of common accidents in our community** | Common accidents examples  burns,cuts,electric shock, drowning, falling, drug poisoning, snake bites.  **causes**  -Playing and running carelessly  - climbing trees carelessly.  -playing near fire,  - speeding  - poor storage of medicine. Sharp objects, water | The learner;  - defines an accident mentions the common accidents and their causes | | demonstration  explanation  guided discovery  market stall | naming  drawing  listing | Self awareness  Concern  Co-operation  Caring | A chart showing common accidents and causes | MK SCI BK. 1 pg 69 |  |
| **10** | **1** | **Prevention of accidents**  **-**Do not play with sharp objects  -Do not play near fire  -Do not play near hot liquids  etc. |
|  | **2** | **ACCIDENT AND SAFETY** | **Causes of common accidents in our community** | Management of accidents -Reporting  -Rushing to hospital  -good feeding  -Using bandage  -taking of medicine  -Making an alarm  -Daily cleaning  exercises | The learner;  - describes the management of accidents.  - talks about preventing accidents | | explanation  description  demonstration  discussion | describing  naming  explaining | Responsibility  Concern  Decision making  Effective communication | Chalkboard illustrations | Mk Bk.1 Scie pg. -72 |  |
|  | **3** |  | **First aid** | Definition of first aid:- First aid is the first help given to the casualty before being taken to the hospital.  **Reasons why we give first aid.**  - Save life- Reduce pain  - To control bleeding  - Prevent further injury.  -To promote quick recovery | The learner;  - defines first aid and gives reasons for giving first aid. | | explanation  demonstration  guided discovery | -defining  -giving reasons for giving first aid. | -care  -Responsibility  -Decision making  -concern self awareness | c/board illustration | Thematic Curr. Bk.2 pg 36 |  |
| **11** | **1** |  | **Common accidents and their first aid** | **Table**  Common accidents First aid  Burns - Apply a cold pad  and cold water  Electric - Disconnect circuit  Shock  Nose  bleeding – Pinch the  soft part of the nose,  bend forward and  breathe through the  mouth.  Fracture – Use splints  Near  drowning –mouth to mouth  breathing | The learner;  - gives the common accidents and their first aid. | | explanation  demonstration  observation  guided discovery  brain storming | -explaining  -observing  -demonstrating | -care  -concern  -Responsibility  -self awareness | c/board illustration | Thematic Curr. Bk.2 pg 36 |  |
|  | **2** | **ACCIDENTS AND SAFETY** | **Causes of accidents and first aid** | First aid box(definition)  First aid kits-theseare a set of instruments used to give first aid.  **Things found in the first aid box.**  Plaster, bandage, syringe and needle, cotton wool, razor blade, gauze, gloves. | The learner;  -defines the first aid kit  -mentions/lists the things found in the first aid kit.  -draws and names things found in the first aid kit. | | explanation  demonstration  observation  guided discovery  gallery walk | -defining  -naming  -drawing  -listing | -care  -concern  -self awareness  -co-operation  -Responsibility | Real materials in the first aid box | Thematic Curr. Bk.2 pg 36 |  |
|  | **3** |  |  | **Revision work**  -Living & non living things  -Groups of living things  **Air**  -components of air.  **Wind**  -Uses of wind  - Dangers of wind.  **soil**  -Uses of soil.  **Water**  -sources of water and its uses.  - Dangers of too much rainfall  **Light**  -sources of light  Artificial and Natural  -Uses of the sun.  - Dangers of sun.  **Environment**  Components and definition  Enviromental degradation |  | |  |  |  |  |  |  |