**LITERACY 1A SCHEME OF WORK FOR P.2 SECOND TERM 2024**

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

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| **WK** | **PD** | **THEME** | **SUB THEME** | **CONTENT** | **COMPETENCES** | **METHODS** | **ACTIVITY** | **INICATORS OFLIFE SKILLS & VALUES** | **T/L AIDS** | **REF** | **REM** |
|  | 1 | OUR ENVIRONMENT | COMMON ANIMALS AND BIRDS | **School needs**  -Buildings  -water  -furniture  -food  -security  **needs of a child** | The learner  -defines school needs  -lists school needs | discussion  observation | Listing school needs | Creative thinking | School environment | Mk. SST Bk.2 page |  |
|  | 2 |  |  | **Uses of school needs**  Library – where we keep text books safely.  Classroom- where lessons take place  Food- for growth and energy | The learner  - identifies uses of school needs.  -lists uses of school needs | discussion  explanation  brain storming | Listing uses of school needs | Critical thinking | Chalkboard illustrations | Mk. SST Bk.2  Monitor page 15 |  |
|  | 3 |  |  | **Sources of needs**  How the school gets its money.  -From school fees paid by parents.  -From school projects. | The learner  - mentions sources of needs | discussion  observation  brain storming | Mentioning ways the school gets its money | Creative thinking  Problem solving | c/board illustration | Monitor SST Bk.2 pg 16 |  |
|  | 1 | O  U  R |  | Problems faced in meeting school needs.  -some parents fail to pay school fees.  -some head teachers misuse money.  -Some families are very big  Solutions to the problems.  -People should work hard to get money.  -schools should run projects | The learner  -identifies problems faced in meeting school needs.  - identifies solutions to the problems  -lists the solutions | guided discussion    explanation  discussion  question and answer | Listing problems faced in meeting school needs  Listing the solutions to the problems faced in meeting school needs | Creative thinking  Decision making  Critical thinking  -creative thinking  -problem solving | c/board illustration | Mk. Standard SST Bk.2  Monitor Bk. 2 page 17 |  |
| -c/board illustrations | Teacher’s resource |  |
|  | 2 | E  N  V  I  R  O  N  M  E  N  T | Keeping the school clean | Define sanitation, Hygiene and personal hygiene.  **Ways of keeping ourselves clean.**  -By bathing  -By brushing teeth  -Ironing our clothes  Reasons for keeping our selves clean  -To avoid diseases  -To look smart | The learner  -defines sanitation,  Hygiene and personal hygiene  -mentions ways of keeping ourselves clean.  The learner  - states reasons for keeping ourselves clean. | question and answer discussion  market stall  question & answer  brain storming | Answering questions  Answering questions | Critical thinking  -self awareness  -problem solving  -creative thinking  -self awareness | c/board illustration  -A chart showing ways of keeping clean  c/board illustrations | Teacher’s resource  Real life situations |  |
|  | 3 |  |  | Things used for keeping ourselves clean.  -water  -combs  -towels  -soap  -toothpaste | The learner  - identifies things used for keeping ourselves clean | discussion  observation  question and answer | Listing things used for keeping clean.  -Drawing some of the things | Problem solving  -Awareness  -creative thinking  -problem solving | Real things e.g. water, comb. | The environment |  |
| 3 | 1 | O  U  R  E  N  V  I  R |  | How to keep the school environment clean.  -By slashing the compound.  -By painting the buildings  Why we keep the school environment clean.  -To make the school look neat.  -To avoid a bad smell from toilets and latrines | The learner  - defines the environment  - lists ways of keeping the school environment clean.  The learner  - states reasons for keeping the school environment clean | guided discussion  demonstration  feed back  guided discussion  brain storming | Listing ways of keeping the school clean  Writing reasons for keeping the school clean | Awareness  Love  Care  Awareness  Love  Care | Our school  Our school | Mk. Pri. SST Bk.2  Mk. SST Bk. 2 |  |
|  |
|  | 2 | O  N  M  E  N  T |  | Places that need to be kept clean  -kitchen  -classes  -compound | The learner  - lists places that need to be kept clean | guided discussion  observation | Naming places that need to be kept clean | Awareness  Care | Our school | Mk SST Bk.2 |  |
|  | 3 | O  U  R  E  N  V | LIVING THINGS IN OUR SCH ENVIRONMENT  COMMO  N | **Groups of living things**  a. plants  b. animals  Animals  -Groups of animals  -Examples of domestic animals  **Wild animals**  -Definition  -Examples of wild animals | The learner  - identifies types of living things  -groups animals  -states examples of domestic animals  - defines the term wild animals  -gives examples of wild animals | question and answer  guided discussion | Defining domestic animals and giving examples of domestic animals  Drawing some wild animals | Appreciation  Awareness | Our environment | Mk SST Bk.2  Monitor SST Bk. 2 |  |
| 4 | 1 | I  R  O  N  M  E  N  T | A  N  I  M  A  L  S  A  N  D | **Importance of animals**  -provide us with skins and hides.  -provide us with food e.g. meat and milk  **Dangers of animals**.  -Some eat people e.g. lions  -some destroy our plants/crops. | - list importance of wild animals  Domestic animals  The learner-  - states dangers of animals | guided discussion  brain storming  guided discussion  explanation  gallery walk | Listing uses of animals  Mentioning dangers of animals | Logical reasoning  Awareness  Awareness  Critical thinking | O  U  R  E  N | Monitor SST Bk. 2  Monitor SST Bk.2 |  |
|  | 2 |  | B  I  R  D  S | **Birds**  Examples of birds. Domestic birds  Wild birds  **Examples on each** | The learner  - gives examples of domestic and wild birds | guided discussion  feed back | Listing examples of domestic and wild birds. | Awareness | V  I  R  O  N  M | Monitor SST Bk.2 |  |
|  | 3 | O  U  R  E  N  V  I  R |  | **Uses of birds.**  -We get feathers  -We sell them and get money  **Dangers of birds**  -destroy crops  -eat our chicks e.g. Eagles | The learner  - writes down uses of birds  The learner  - identifies dangers of birds | guided discussion  brain storming  observation  discussion  question and answer | Listing uses of birds  Answering questions about the work | Awareness  Appreciation  Awareness | E  N  T  Pupils text books | Monitor SST Bk.2  Monitor SST Bk.2 pg 28 |  |
| 5 | 1 | O  N  M  E  N  T  O  U  R | C  O  M  M  O  N | **Insects**  Useful insects  -bees  -white ants  Harmful insects  -mosquitoes  -houseflies  **Uses of insects**  -source of income  -source of food  -Bees give us honey | The learner  - identifies the useful and harmful insects  - draws some insects  The learner  - states uses of insects | guided discovery  brain storming  guided discussion  brain storming | Listing examples of harmful and useful insects  Listing uses of insects | Awareness  Appreciation  Awareness | Pupils text books  Pupils text books | Monitor SST Bk.2  Monitor SST Bk.2 pg.26 |  |
|  | 2 | E  N  V  I  R  O  N  M  E  N  T | A  N  I  M  A  L  S  A  N  D | **Dangers of insects**  -Some destroy leaves  -Some spread diseases  e.g. malaria  Solutions to the above problems  -sleeping under a mosquito net.  -clearing bushes | The learner  - identifies dangers of insects  - states solutions to the problems caused by insects | guided discussion  brain storming  explanation  guided discussion | Writing dangers of insects  Identifying solutions to the above problems | Awareness  Problem solving | Pupils text books  Pupils text books | Monitor SST Bk. 2 pg 28  Monitor SST Bk.2 page 28-29 |  |
|  | 3 |  | B  I  R  D  S | **Plants**  Harmful plants  -cactus  -Sun dew  -stinging nettle(Kamyu)  Useful plants  -banana plant  -cassava plant | The learner  - lists useful and harmful insects | guided discussion  brain storming | Listing useful and harmful insects | Awareness | Chalkboard illustration | Monitor SST Bk. 2 |  |
| 6 | 1 |  |  | **Uses of plants.**  -source of food  -we get firewood  -we get herbal medicine  **Dangers of plants**  -Some are poisonous e.g. poison ivy  -some itch our bodies e.g. Nettle | The learner  - talks about uses of plants  - mentions dangers of plants | question and answer  guided discussion | Listing uses of plants  Stating dangers of plants | Logical reasoning  Logical reasoning | c/board illustration  Chalkboard illustration | Monitor SST Bk. 2  Monitor SST Bk. 2 |  |
|  | 2 |  | C  O  M  M  O  N | **School property**  Define school property  Examples of school property  .furniture  .chalk  .text books  .uniforms | The learner  - defines school property  - gives examples of school property. | guided discussion  think, pair and share  run and write | Drawing some school property | Awareness  Logical reasoning | Our school | Mk SST B.2 |  |
|  | 3 |  | P  L  A  N  T  S | How to care for school property.  -slashing the compound  -sweeping the school compound | The learner  - mentions ways of caring for school property. | guided discussion  question and answer | Listing ways of caring for school property | Problem solving  Creative thinking | c/board illustrations | Comprehensie SST bk.2 page 30 |  |
| 7 | 1 |  |  | **Personal property** definition of personal property  -examples  .pencils .balls .shirt | The learner  - defines personal property  -mentions personal property | discussion  observation | Drawing and naming some personal property | Self esteem  -self awareness | Real objects | Mk. SST Bk.2 |  |
|  | 2 |  | School and personal property | Ways of looking after our property  -Polishing shoes  -washing our uniforms  -wrapping our books | The learner  - identifies ways of looking after our property  -cares for our property. | question and answer  observation | Listing ways of looking after our property | Problem solving  Awareness | Real life situations | Comprehensive SST Bk. 2pg 30 |  |
|  | 3 |  |  | Other people’s property  .land  .cars (vehicles)  .animals, money e.t.c | The learner  - mentions other people’s property | discussion  observation | Mentioning other people’s property. | Friendship formation  -critical thinking | c/board illustrations  The environment | Teacher’s collection |  |
| ***Expected learning outcome: the child understands and appreciates the importance of transport in terms of time fares, distance and ways of using the road.*** | | | | | | | | | | | |
| 8 | 1 | **T**  **R**  **A**  **N**  **S**  **P**  **O** |  | Causes of damage to property.  -Keeping it in unsafe places.  -wearing clothes that do not fit | The learner  - mentions causes of damage to property | discussion  question and answer | Listing causes of damage to property | Critical thinking  Awareness | c/board illustrations | Mk Pri. SST Bk. 2 |  |
|  | 2 | **R**  **T**  **I**  **N** | Transport in our community | **Definition of transport**  -Types of transport  -Air transport  -water transport | The learner  - defines transport  - mentions types of transport | explanation  observation  brain storming | Naming types of transport | Awareness  -creative thinking | c/board illustration | Mk. Pri. SST Bk.3 pg 77 |  |
|  | 3 | **O**  **U**  **R** | Means of transport | **Means of transport**  Air transport- aeroplanes, jets Road transport cars, buses | The learner  - identifies means of transport  -draws means of transport | observation  discussion  brain storming | Drawing and naming means of transport | Question and answer | The environment | Mk. Pri. SST bk.2 |  |
| 9 | 1 | **C**  **O**  **M**  **M**  **U**  **N**  **I**  **T**  **Y** | Uses of transport | **Importance of Transport**  -helps people to move from one place to another.  -people get jobs.  -enables people to ferry goods to other places | The learner  - names importance of transport | guided discussion  brain storming | Mentioning importance of transport | Awareness  -creative thinking | c/board illustrations | Mk. Pri. SST Bk.2  Comp. SST Bk. 2 pg 50 |  |
|  | 2 |  |  | Safe ways of using the road.  -crossing at the  -zebra crossing  -following road signs | The learner  - discusses ways on how to use the road safely | guided discussion | Writing down safe ways of using the road | Awareness  Problem solving | c/board illustration | Monitor SST BK.2 pg. 49 |  |
|  | 3 |  | Road safety | **Road signs**  -parking  -No parking  -zebra crossing  -Humps ahead | The learner  - draws road signs | illustration  feedback | Drawing road signs. | Awareness | Chart showing road signs | Mk. SST BK.3 pg 86 |  |
| 10 | 1 | Transport in our community | Road safety | **Traffic lights**  red  amber  green  Interpretation of traffic lights. | The learner  - interprets the traffic lights | illustration  brain storming | Drawing and interpreting traffic lights | Awareness | Chart showing traffic lights | Mk. SST Bk.3 pg 86 |  |
|  | 2 | Transport in our community | Road safety | **Dangerous things on the road**  -land slides  -pot holes  -broken bottles  -water -nails | The learner  - lists dangerous things on the road | guided discussion | Listing dangerous things | Awareness | Our environment | Monitor BK.2  SST |  |
|  | 3 | Transport in our community | Road safety | People who help in traffic  -Policemen/women  -parents -teachers  -lollipop men and women | The learner  - identifies people who help in traffic | guided discussion | Naming people who help in traffic | Appreciation | Our environment | Monitor BK.2 SST |  |
| 11 | 1 | accidents and safety | Accidents and safety | **Accident**  Definition of an accident.  Types of accidents or examples of accidents  - electracution  -burns, cuts, falls | The learner  - defines the term accidents  Lists examples of accidents | explanation  guided discussion  brain storming | Listing examples of accidents | Awareness  Logical reasoning | Pupil’s text books | Monitor SST Bk. 2 |  |
|  | 2 |  | Accidents and safety | Causes of accidents at home and on roads  -poor housing  -playing with fire  -playing with  sharp objects  \*Driving when drunk  \*speeding e.t.c | The learner  - mentions causes of accidents | guided discussion  market stall | Listing causes of accidents | Logical reasoning | Pupils text books | Monitor SST bk.2 |  |
|  | 3 |  |  | **Ways of preventing accidents**  -constructing better roads  -Driving good mechanically conditioned cars.  -constructing better houses | The learner  - identifies ways of preventing accidents. | discussion  explanation | Listing ways of preventing accidents | Creative thinking | c/board illustrations | Monitor SST Bk.2 pg. 51 |  |
| ***Expected learning outcome: the child shows awareness of things that cause common accidents and ways of managing them.*** | | | | | | | | | | | |
| 12 | 1 |  | First Aid | Definition of first aid  Definition of casualty.  Reasons for giving first aid.  -To save life.  -To reduce pain  First aid box requirements.  -syringe -splints  -pain killers | The learner  -defines first aid  -define casualty  -identifies reasons for giving first aid.  The learner  - names first aid box requirements | discussion  question and answer  brain storming  observation  explanation | Mentioning reasons for giving first aid.  -Listing things found in the first aid box | Problem solving  Critical thinking  -creative thinking  -Problem solving | c/board illustrations  Real things | Teacher’s collection  Teacher’s collection |  |
| ***Expected learning outcome: the child understands and appreciates the importance of nature and uses it creativity in variety of artistic forms.*** | | | | | | | | | | | |
|  | 2 | THINGS WE MAKE  (CRAFTS) | Things we use in the home  Thing we make in the community | Definition of crafts  Things we use in the home e.g.  a. Kitchen-store, plates  b. Bedroom-beds  c. Sitting room – chairs. Play materials e.g. balls and ropes  Play materials e.g balls Ropes Strings  Mats | The learner  - lists and draws things we use in the home.  - makes and names play materials | guided discussion  explanation  observation  discovery | Naming things we use in the home  -making play materials  -Drawing and naming the things | Logical reasoning  -creative thinking  -problem solving | Real objects  Environment | Thematic curriculum |  |
|  |
|  | 3 |  | Materials used and their sources. | **Materials - sources**  Sisal dry places  Clay swamps  Sand lake | The learner  - matches materials used and their sources | guided discussion  explanation | Matching materials used and their sources | Awareness  Logical reasoning | Our environment | Thematic curriculum page 26 |  |
|  |  |  | Importance of things of we make | **Importance of things we make**  -for domestic use  -for play  -It is a source of income.  -for decoration  -to promote culture | -Lists the uses of things we make. | explanation  discussion  brain storming | naming the uses of things we make. | creative thinking  appreciation  care  self-esteem | our environment | thematic ciurriculum page 27 |  |